

## **PEER REVIEW TEAM REPORT**

Santa Rosa Junior College  
1501 Mendocino Avenue  
Santa Rosa, CA 94501

This report represents the findings of the Peer Review Team that conducted a virtual visit to Santa Rosa Junior College from February 28, 2022 to March 3, 2022. The Commission acted on the accredited status of the institution during its June 2022 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Ronald P. Gerhard  
Team Chair

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**Santa Rosa Junior College  
Comprehensive Peer Review Visit  
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Dr. Kevin Bontenbal  
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## Summary of Peer Review Process

INSTITUTION: Santa Rosa Junior College

DATES OF VISIT: February 28, 2022 – March 3, 2022

TEAM CHAIR: Mr. Ronald P. Gerhard

A ten-member accreditation team conducted a virtual visit to Santa Rosa Junior College from February 28, 2022 to March 3, 2022 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations as well as performing a fiscal monitoring site visit.

ACCJC's decision to conduct virtual visits for the Spring 2022 comprehensive reviews was based upon state mandated health guidelines, and the Commission's authority to implement flexibilities to accreditation processes and practices afforded by the federal government in response to the COVID-19 pandemic. Specifically, the U.S. Department of Education's March 17, 2020 guidance, as well as all updates, permitted accreditors to perform virtual site visits for institutions as long as the accreditor follows up with an onsite visit in a reasonable amount of time to meet the statutory and regulatory requirements (though not necessarily a full peer-review site visit).

Consistent with on-site visits, and in accordance with the *Guide for Conducting Virtual Visits: An Addendum for Peer Review Team Chairs, Team Members, and Colleges*, which ACCJC provided to team chairs, peer reviewers, and colleges being reviewed, the virtual peer review team visit to Santa Rosa Junior College relied on an engaged and interactive format. The team conducted multiple interviews with college representatives, participated in team meetings to discuss findings, and conducted the required campus forums. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended via Zoom a team chair training workshop on December 1, 2021 and held a pre-visit meeting with the college CEO and Accreditation Liaison Officer on January 27, 2022. The entire peer review team received team training provided by staff from ACCJC via Zoom on February 1, 2022.

The peer review team received the college's self-evaluation document (ISER) and related evidence several weeks prior to the team's virtual college visit. Team members found the ISER to be a comprehensive, well-written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The College also prepared a Quality Focus Essay containing two projects, each with identified goals and timelines.

Prior to the virtual visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. During the visit, team members spent time discussing their observations and their preliminary review of the written materials and evidence provided by the College. The college kicked off the virtual visit by hosting a virtual “Welcome” meeting where the team was welcomed by the CEO and created an opportunity for team members to introduce themselves and establish a collegial tone for the entire visit. During the visit, team members met with more than 100 faculty, administrators, classified staff, students, and community members in formal meetings, group interviews, and individual interviews. Team members observed two recorded board meetings. The team held two open forums, which were well attended, and provided the College community and others with an opportunity to share their thoughts with members of the evaluation team. The team thanks the College staff for coordinating and hosting the virtual visit meetings and interviews, and ensuring a smooth process, which held high standards for the integrity of the peer-review process.

## **Major Findings and Recommendations of the Peer Review Team Report**

### **Team Commendations**

#### Commendation 1:

The team commends the College for their exceptional and innovative efforts, in response to many recent crises, by continually supporting and fostering student success and achievement across the institution through notable processes and practices that demonstrate exemplary library, learning support and student support services and materials. (II.B.1, II.B.2, II.C.1, II.C.3).

#### Commendation 2:

The team commends the College for its leadership and foresight in meeting its mission and enhancing the student experience by constructing affordable and sustainable student housing. (II.C.2, III.B.2)

#### Commendation 3:

The team commends the College for its strong commitment ensuring long-range financial stability through the collegial development and implementation of its Long Range Plan for Fiscal Integrity. (III.D.1, III.D.2)

### **Team Recommendations to Meet Standards:**

#### Recommendation 1:

In order to meet the standard, the team recommends the College disaggregate and analyze student learning outcome data for student subpopulations, as identified by the institution (I.B.6)

#### Recommendation 2:

In order to meet the standard, the team recommends the College develop a sustainable process for regularly assessing student learning outcomes for all its courses and programs, and ensure that course syllabi include statements of learning outcomes from the institution's officially-approved course outlines (I.B.2, II.A.3)

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## Introduction

Santa Rosa Junior College (SRJC) was established in 1918, offering classes at Santa Rosa High School under the authority of the Santa Rosa Board of Education until 1927 when the Sonoma County Junior College District (SCJCD) was formed. The District's population is 499,772 (last updated in 1999) and extends south to Petaluma and Tomales, east to Sonoma, north to Cloverdale and Point Arena, and west to the Pacific Ocean. SCJCD now covers more than 1,600 square miles, encompassing 14 major high school districts and a wide range of cultures, economic levels, and educational needs and interests. SCJCD is governed by an elected seven-member Board of Trustees representing the seven trustee areas and a Student Trustee elected by the student body. The Superintendent/President of the College is the Chief Executive Officer of the District.

Student enrollment at SRJC has significantly decreased over the past 5 years. Across all five service sites, SRJC's unduplicated headcount decreased 24.04% from 2016 to 2020. The greatest reductions occurring at the Petaluma and Santa Rosa campuses at 38.7% and 27.4% respectively. The main reasons SRJC attributes to this reduction include the 2017 Tubbs and Nuns fires and the 2020 COVID-19 pandemic. The Tubbs and Nunes fires claimed the homes of 901 students, 61 employees, and 26 retirees and the life of one student. Like all California community college districts, in March of 2020 SRJC closed for two weeks in response to the emergence of the COVID-19 pandemic. During this time faculty, staff and administration undertook efforts to temporarily transition to remote instruction and services. Since then, SRJC has gradually increased the number of sections returning to in-person instruction. More recently, in fall 2021 33% of classes were conducted in-person with appropriate safety protocols in place. To provide fiscal stability, the state has provided SRJC with fire-related Emergency Conditions Allowance protections through 2023-24 (equal to approximately 4,400 FTES).

The responsiveness of SRJC to meet the needs of students and employees during the fires and COVID-19 pandemic is admirable. The SRJC Foundation provided more than \$600,000 in relief funds directly to students and employees who had been impacted by the fires. During the pandemic, SRJC expanded student support to provide emergency grants, loaning of laptops and hotspots, and providing free food distribution to those in need. These actions provide demonstrable evidence of a college culture built by passionate, dedicated, and caring professionals who are committed to serving students and the community. Further, despite the challenges faced, in 2019-20 SRJC awarded 2,359 degrees and 3,332 certificates, and transferred 1,372 students to a four-year college or university.

# **Eligibility Requirements**

## **1. Authority**

The team confirmed that Santa Rosa Junior College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). SRJC is authorized by the State of California, the Board of Governors of the California Community College System, and the Board of Trustees of the Sonoma County Junior College District. This authority is published in the College catalog and on the College's accreditation website.

The College meets Eligibility Requirement 1.

## **2. Operational Status**

The team confirmed that Santa Rosa Junior College is operational, serving approximately 34,010 students. The College awarded 2,359 degrees and 3,332 certificates of 16 or more units, and transferred 1,372 students to a four-year college or university in 2019-20. The College offers a comprehensive array of associate degrees, transfer degrees, certificates, basic skill courses and career education programs to meet student needs.

The College meets Eligibility Requirement 2.

## **3. Degrees**

Santa Rosa Junior College offers 110 associate degree programs, of which 27 are California State University (CSU) Transfer Degrees, including 16 Associate of Arts – Transfer Degrees (AA-T) and 11 Associate of Science – Transfer Degrees (AS-T). The College offers 182 certificates of which 149 are credit certificates (96 certificates of achievement and 53 are locally approved skills certificates) and 33 are non-credit certificates (28 non-credit certificates of completion and 5 non-credit competency certificates). All degree programs are two academic years in length.

The College meets Eligibility Requirement 3.

## **4. Chief Executive Officer**

The team confirmed SRJC has, under authority of Board Policy 2.2.1, a Superintendent/President who serves as the Chief Executive Officer for the District and College. The Superintendent/President is appointed and evaluated by the Board of Trustees in the performance of their duties as listed in Board Policy 2.2.1P and their established annual goals.

The College meets Eligibility Requirement 4.

## **5. Financial Accountability**

The team verified that the Sonoma County Junior College District undergoes an annual audit completed by an external licensed Certified Public Accounting Firm, in compliance with Education Code 84040 and Board Policy 5.9.7. This audit is presented to the Board of Trustees prior to being issued to the State Chancellor's Office by December 31<sup>st</sup>. For the year end June 30, 2021 audit, SCJCD did not receive any financial statement, state compliance, or federal compliance findings or questioned costs.

The College meets Eligibility Requirement 5.

## **Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies**

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

### **Public Notification of a Peer Review Team Visit and Third Party Comment**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
<input checked="" type="checkbox"/>	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

Santa Rosa Junior College posted a link to the third-party comment form maintained by ACCJC on its accreditation webpage. The Institutional Self Evaluation Report (ISER) was presented to all constituent groups prior to being reviewed and approved by the Board of Trustees. ACCJC did not receive any third-party comments relevant to Eligibility Requirements, Accreditation Standards, or Commission Policies in advance of the site visit.

### **Standards and Performance with Respect to Student Achievement**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

Santa Rosa Junior College defined institution set standards and stretch goals for course completion, certificates awarded, transfers to four-year institutions, licensure examination pass rates, job placement rates, and career technical education degrees. These goals are annually reviewed and evaluated.

**Credits, Program Length, and Tuition**

**Evaluation Items:**

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

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

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The team reviewed policies and procedures to confirm that Santa Rosa Junior College credit hour assignments and degree program lengths are consistent with good higher education practices. Tuition is consistent across programs as evident in the College catalog and schedule of classes. SRJC provides accurate and timely information to students and the public about its programs, locations, policies, and accreditation status.

**Transfer Policies**

**Evaluation Items:**

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for

	transfer. (Standard II.A.10)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

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

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The team determined through review of the Santa Rosa Junior College catalog and websites that policies are in place to inform the public regarding transfer policies and that they are appropriately disclosed to students and the public.

**Distance Education and Correspondence Education**

**Evaluation Items:**

<b>For Distance Education:</b>	
<input checked="" type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>For Correspondence Education:</b>	
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>Overall:</b>	
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

**Narrative:**

The team reviewed 37 online courses and found Santa Rosa Junior College demonstrates regular and substantive interactions between faculty and students, as well as evidence that comparable



learning support and student support services are available for distance education students. Overall, the team found that the institution demonstrates compliance with the Commission Policy on Distance Education. Santa Rosa Junior College offers Correspondence Education for Incarcerated Students. ACCJC approved the college's Substantive Change Proposal on September 22, 2020. This proposal was to allow the college to continue to provide educational service to incarcerated students during the pandemic. When conditions allow, in person instruction for incarcerated students will continue.

**Student Complaints**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The team verified that Santa Rosa Junior College has policies and procedures included in the catalog and posted on its website articulating how the institution handles and addresses student complaints. Student complaint files are housed in the Office of the Vice President of Student Services filed since the last comprehensive visit. Complaint files were reviewed. No issues of non-compliance were identified. Further, names and associations of accreditation agencies are posted online, including contact information.

## **Institutional Disclosure and Advertising and Recruitment Materials**

### **Evaluation Items:**

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

The team reviewed all elements of this component and found that Santa Rosa Junior College meets the Commission's policy requirements. The institution provides accurate and timely information to students and the public about its programs, locations, policies, and accreditation status.

**Title IV Compliance**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution’s student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

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

**Conclusion Check-Off:**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The team reviewed evidence demonstrating that Santa Rosa Junior College remains compliant with Federal Title IV regulations and the U.S. Department of Education requirements. SCJCD has not received any federal compliance audit findings and the student loan default rate is within the acceptable range.

## Standard I

### Mission, Academic Quality and Institutional Effectiveness

#### I.A. Mission

##### General Observations:

The mission at Santa Rosa Junior College, which reflects the community and its needs, is advertised throughout the college, prominently promoted online and clearly communicated in its interactions with outside entities. The mission focuses on supporting all aspects of a student's life. It identifies transfer, career development, foundational skills, and personal development as areas of learning. The mission is integrated throughout the planning process to ensure that in all aspects, the college adheres to its mission. This process ensures the mission guides resource allocation and drives all budgeting decisions. Planning and the development of the Strategic Plan and all master plans are linked to support of the mission.

##### Findings and Evidence:

Santa Rosa Junior College has a mission that addresses its educational focus and the student population that it serves. The College's mission "cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community." The mission addresses both transfer and career/technical education certificates and noncredit certificates as goals that students can achieve. The College supports its students and their educational goals by including a commitment to providing robust student services in its mission. Overall, the mission is appropriate for an institution of higher learning. (1.A.1)

The College's program planning process provides a clear way to link data analysis, resource requests, and resource allocation decisions to the mission. As part of the annual planning process, programs are provided with access to data such as enrollment trends, success and retention indicators, student learning outcomes, and equity data. The planning process requires all instructional and student services programs to submit resource requests through this process to ensure that these requests support the mission. In addition, the College uses this data and its mission to develop SRJC's Strategic Plan, Education Plan, Facilities Plan, Technology Plan, and Student Equity Plan. Progress made toward supporting the mission is analyzed yearly based on resource allocation requests. (1.A.2).

All programs must demonstrate "How is the program/unit mission consistent with the District's Mission and Strategic Plan Goals?" as part of the program planning process. Programs must explain how resource requests support the college mission and strategic goals. Requests from the planning process go through a shared governance process which assesses how well the request supports the mission and student success. This process recently went through modification based on a PRT (Peer Review Team) visit which advised integrating the budget and

planning committees into the Planning and Budget Council (PBC). The Spring 2022 planning cycle is the first time the PBC will be meeting. Decisions on resource allocation are shared with the campus community at the end of the planning process and posted to committee websites. (I.A.3).

The Board of Trustees last approved the mission in 2013. The mission is posted in several locations to ensure it is widely available. This includes the College's website, in the catalog, in recruitment materials and discussed during new employee orientations. While the College does have a process for regularly reviewing the mission, due to the pandemic it was unable to follow the timeline. The timeline of meetings for the Spring 2022 update of the mission is posted on the College's website. This timeline demonstrates the College's commitment to receiving input from all members of the campus and community and ensures that the mission will be updated by the end of the academic year. (1.A.4)

#### Conclusions:

The College meets the Standard.

### **I.B. Assuring Academic Quality and Institutional Effectiveness**

#### General Observations:

The team observed the many challenges the College has faced over the past five years—fiscal reductions, large retirements, wildfires, and the pandemic—and how the College has persevered to continue to assure academic quality and institutional effectiveness.

#### Findings and Evidence:

The team found that the College engages in sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and improvements of student learning. Recent organizational change brought about by both budget reduction and a need to improve integrated planning within the college resulted in the deactivation of two previous governing groups—the Institutional Planning Council (IPC) and the Budget Advisory Committee. In their place, the Planning and Budget Council now forms the central coordinating body for conversations and recommendations regarding institutional effectiveness, including planning and resource allocations. On-going discussions and consequent actions to improve student learning and achievement happen in multiple campus committees, as evidenced by meeting agendas, data reports, and strategic planning presentations. The College shows through examples of its 2018 Diversity and Inclusion Climate Survey, implementation of AB705 and Guided Pathways, the ISSC Action Teams, and ongoing innovative professional development opportunities—from podcasts to the New Faculty Professional Learning Communities of Practice—that it does collect data, and that it is developing ways to use it to improve student learning and achievement through integrating it with strategic planning. The College continues to work to enhance this integration. Institutional effectiveness indicators are also measured and presented annually to the Board of Trustees. (I.B.1)

The College defines student learning outcomes (SLOs) for all instructional programs and student and learning support services; however, the evidence as presented suggests that while many service areas are consistently assessing their learning outcomes (for example, the annual completion of Service Area Learning Outcomes (SALOS)), the consistent completion of the 6-year review cycle of course SLO assessments has presented challenges for the College. The College's Curriculum Review Committee (CRC) reviews and approves courses, certificates, and majors as well as ensures Course Outlines of Record (CORs) and student learning outcomes are in place. The College maintains Institutional and General Education Student Learning Outcomes (ISLOs and GESLOs). ISLOs are assessed through Student Survey assessments on a 3-year cycle, direct assessments of foundational skills, and as part of the Program and Resource Planning Process (PRPP) in the comprehensive program planning process. Program Learning Outcomes are posted in the Catalog for each major and certificate, and each course listed in the Schedule of Classes includes a link to the Course Outline with the SLOs. The ISER states that "course SLOs are assessed on a regular cycle of assessment, ideally every 3-6 years." However, at the time of the ISER submission, roughly 38% of SLO assessments had been completed by year 6 of that cycle. In interviews, the College confirmed that holistic oversight of SLO assessment at an institutional level at the College is not assigned past the department level. The team found no evidence that the College is assessing what their goals should be in terms of course SLO assessment completion or is evaluating the structural process itself. (I.B.2)

The College's Institutional Planning Council (IPC) previously developed Institution Set Standards (ISS) that were reported to the ACCJC as well as presented to the Academic Senate and President's Cabinet and posted to the College's Accreditation webpage. With the recent College reorganization, ISS will now move through the Planning and Budget Committee (PBC). The College's ISS, all of which are appropriate to the College's Mission, are: Successful Course Completion Rate, Degrees Awarded, Certificates Awarded, Transfer to Four-Year Institutions, Licensure Examination Pass Rates, Job Placement Rates for Certificate Programs, and Career Technical Education Degrees. The ISS include both baseline (floor) and aspirational (stretch) goals. Evidence in the form of meeting minutes from Academic Senate and various IPC meetings show that institutional discussion of ISS in relation to integrated planning are happening and plans are underway to continue to build these integrations. The College's annual Program and Resources Planning Process (PRPP) was suspended in 2020 due to the COVID pandemic, and evidence provided shows the College is beginning the process of updating its 2022-2027 Strategic Plan; Key Performance Indicators (KPI's) will also be established, assessed annually, and shared with the College. (I.B.3)

The College identifies the annual Program and Resource Planning Process (PRPP) as the key process to identify needs and resource requests to support student learning and student achievement. As a part of this annual process, key data, including disaggregated equity data, is shared with academic programs, along with SLO assessments, to determine how well programs are achieving the Mission and Strategic Plan goals/objectives, and to justify resource requests designed to improve student achievement and outcomes in their discipline/program. Resource requests are also assessed for alignment with plans from specific areas such as the Strategic Master Plan for Technology, Facilities Master Plan, or Student Equity and Achievement Plan. The team reviewed the PRPP Writer's Guide to confirm that assessment data drives college planning to improve student learning and student achievement and that institutional processes are

organized and implemented to support student learning and student achievement. The College has begun the process of the next PRPP cycle, which will align with the development of a new Strategic Plan in 2023. (I.B.4)

Program/units of the College prepare program reviews, as part of the Program and Resource Planning Process (PRPP) each spring. Every third year, the “comprehensive” version of the program review is completed by each program. There are separate PRPP templates for academic and non-academic units. The ISER indicates that the efficacy of the PRPP process is evaluated by the PRPP Coordinating Committee each year, including recommendations regarding process changes, an assessment of the relevance and use of information collected, and any recommendations for platform updates. The current version of the PRPP allows for downloading, comparing, and ranking similar resource requests from multiple programs/units. The outcomes of the PRPP serve as a significant indication of institutional effort and priorities. Examples of completed PRPP documents on the College website provide evidence that student achievement and learning data are analyzed by instructional programs, as well as learning and student support services. However, the familiarity and compliance with the SLO assessment process vary from program to program; some are completely current on the assessment of course SLOs; others have assessed only a small fraction of the courses due for assessment. Since outcomes assessment is an integral part of the College’s integrated planning process, the College should divert effort and resources to catch up on its schedule for SLO assessment. The team determined that the College’s integrated planning processes demonstrate that the systematic evaluation of all programs and services occurs to support improvements, implementation of modifications, and evaluation of changes for improvement. (I.B.4, I.B.5)

The College currently does not disaggregate course SLO assessment data by student subpopulations. The public-facing Office of Institutional Research (OIR) website does make disaggregation of other student success measures, such as earned credit course grades, persistence and retention data by student subpopulations easy to do and easy to visualize. OIR’s dashboard provides programs with an easy way to disaggregate success data by gender, first generation, socioeconomic status, and ethnicity, and programs utilize these data to identify achievement gaps as part of their program review. The College also has used disaggregated student achievement data to inform the development of their college-wide Student Equity Plan and has created strategies to close equity gaps and improve student learning and achievement as a result of this data analysis. The infographic available on the College Equity Plan’s website highlights some instances of reducing equity gaps in selected success metrics. Based on the evidence provided, the team determined that the analysis of disaggregated student achievement data has led to the implementation of strategies to mitigate gaps in student achievement. However, since the College does not disaggregate course SLO data by student subpopulations, they are unable to identify performance gaps based upon learning outcomes. (I.B.6)

The evidence provided by the College demonstrates that SRJC’s governance structure is regularly evaluated. At the Board of Trustees level, in response to a lag in reviewing several Board Policies, an interim process has been identified to prioritize review of Board Policies and align them with Community College League of California (CCLC) subscription service



recommendations. Full transition to CCLC templates is anticipated by fall 2024. Regarding College operations, processes and procedures, and the evaluation and revision of practices related to instructional programs, student support services, resource management, and governance, evidence indicates that there is adequate oversight of these functions through the functioning of the College Council, the Institutional Planning Council, the Planning and Budget Council and other governance bodies. The ISER indicates that the PRPP Coordinating Committee annually assesses the PRPP for efficacy and effectiveness, recommending modifications, as necessary. (I.B.7)

The College broadly communicates the results of its assessment and evaluation activities to all constituent groups through the College’s website and through an annual PRPP “wrap up” report. The Office of Institutional Research and the Integrated Student Success Committee (ISSC) post-survey results, data dashboards, and PRPP summary reports on their webpages. The ISER indicates that the PRPP Coordinating Committee reviews the PRPP process, and recommendations to PRPP preparers for future improvement. Recommendations arising from this process are shared with the Planning and Budget Council and are incorporated into the annual “wrap up” summary. The team found evidence of broad communication of institutional assessment and evaluation activities. (I.B.8)

The College’s annual planning process is designed to accomplish the mission, Strategic Planning goals, and improve institutional effectiveness and academic quality, as evidenced by the templates and example PRPP reports, guidance documents and annual reports provided for review. PRPP includes broad participation from College departments, programs, units, and areas. PRPPs demonstrate the connection between plans for the future, resource requests, and strategic initiatives. Following the submittal of annual PRPPs, resource requests are compiled and prioritized through a multi-level process, according to evidence contained in the ISER. Examples of completed PRPPs on the College website demonstrate that this process results in the analysis of data that leads to improvements in institutional effectiveness and academic quality to respond to both short and long-term needs of the institution. (I.B.9)

### Conclusions:

The College meets the Standard except for I.B.2 and I.B.6.

### **Recommendation 1 (compliance):**

In order to meet the standard, the team recommends the College disaggregate and analyze student learning outcome data for student subpopulations, as identified by the institution. (I.B.6)

### **Recommendation 2 (compliance):**

In order to meet the standard, the team recommends the College develop a sustainable process for regularly assessing student learning outcomes for all its courses and programs, and ensure that course syllabi include statements of learning outcomes from the institution’s officially-approved course outlines (I.B.2, II.A.3)

## **I.C. Institutional Integrity**

### General Observations:

The College demonstrates its commitment to communicating with its employees, students, and community in an honest and proactive manner. The College Catalog and website are reviewed regularly for currency and accuracy. Adequate processes are in place to ensure that policies and practices align with the college mission. College programs are presented accurately, in terms of their purpose and learning outcomes, and the institution has adopted and published policies around academic freedom and integrity. New employees and students are informed of the College's policies and procedures. In matters related to accreditation, the College clearly communicates to its stakeholders all correspondence with the ACCJC.

### Findings and Evidence:

Santa Rosa Junior College shares institutional information primarily by two means: the College Catalog and the college website. Both sources of information are reviewed and updated regularly for alignment to current practices and policies. The college mission statement and institutional and general education learning outcomes are posted on the college website. Program learning outcomes are published both on the website and in the College Catalog. Accurate information concerning SRJC's accreditation status is prominently presented within the footer of the College's web pages and on a dedicated accreditation webpage. (I.C.1)

The college provides an online catalog and pdf printable catalog that is accurate and current, meeting all catalog requirements. (I.C.2)

Santa Rosa Junior College uses documented assessment of student learning and achievement to communicate matters of academic quality. Data on student achievement are publicly available through the SRJC Factbook maintained by the College's Office of Institutional Research. Data from the Program and Resource Planning Process (PRPP) are also posted publicly on the college website. Data on Institution-Set Standards are reviewed by the Planning and Budget Committee annually and are shared with the Academic Senate for review before being posted to the college website. Student achievement and learning outcome data are shared and discussed with faculty and staff in committee meetings and professional development sessions. Deeper dives into student data are conducted by the Integrated Student Success Committee, with the committee sharing results to the college community during professional development day. (I.C.3)

Degrees and certificates are described on the college website and in the College Catalog in terms of their purpose, content, course requirements, and expected learning outcomes. (I.C.4)

The college notes that external circumstances, including the COVID pandemic, have caused delays in the college strategic planning process, which includes the review of the institution's mission, vision, and goals. SRJC has outlined its strategic planning process for 2022. Through its current strategic planning efforts, the college has developed plans and schedules to review its PRPP process and integrated plans with the anticipation of having a revised mission statement and strategic plan. The charge of the newly formed Planning and Budget Council (PBC) includes the review of institutional plans in support of the college mission. (I.C.5)

The cost of education, including tuition and fees, is published in the College Catalog, and the cost of textbooks is provided to students via the online schedule of classes and SRJC Bookstore website. Career education programs list additional program costs such as instructional materials on program websites. Information on overall estimated cost of attendance is provided through the college's Financial Aid website. (I.C.6)

Board Policy 3.8 Academic Freedom incorporates language from the AFA Contract into district policy. Board Policy and Procedure 3.1.1/P cover the topic of academic integrity, while also referencing academic freedom. This statement upholds a commitment to academic freedom and is published in the College Catalog. Academic freedom is further referenced within Board Policy through a reference to the value statements established in Board Policy 1.1 Mission, Vision, and Goals. (I.C.7)

Board Policy and Procedure 8.2.8/P-Student Conduct and Discipline Due Process describes the College's expectations for student conduct including academic honesty and clearly describes what behaviors constitute acts of misconduct. This information can be found in the college catalog and website. Faculty responsibilities including a statement of academic honesty are found in BP 3.11/P-Academic Integrity. Additional BPs that promote responsibility and honesty among employees include BP 3.10-Grading, BP 2.6.1-Fraternization in the Workplace, BP 2.6.2-Academic Senate Professional Ethics Code and BP 2.7- Unlawful Discrimination and Sexual Harassment. Human Resources ensures employees are made aware of relevant BPs/APs regarding conduct and requires employees to sign an acknowledgement form that the policies were received. The College has a procedure for authenticating student identity for DE courses. (I.C.8)

The College evaluates all full-time and adjunct faculty on a regular basis to ensure that faculty distinguish between personal conviction and professionally accepted views. As part of the union contract, job descriptions for all faculty positions outline the professional expectations of each position. The Academic Senate's Professional Ethics Code and BP 3.11-Academic Integrity provide an overview of the expectations of all campus members, including faculty, to promote professional behavior and academic integrity. (I.C.9)

The College does promote a standard of conduct among all members of the campus community through policies and statements such as the Academic Senate's Professional Ethics Code, Board Policies on a Code of Ethics for the Board of Trustees, and Employee Conduct and Conflict of Interest. The College does not seek to instill specific beliefs or world views. (IC.10)

The College does not operate in foreign locations. (I.C.11)

The College makes all documents and correspondence with ACCJC publicly available on its website. Included within the accreditation link from the homepage are annual reports, substantive change letters, and notification of program changes. All correspondence with ACCJC meets the reporting deadlines established. The College's process for disseminating the ISER and receiving feedback from the campus and the community is outlined on its accreditation

website. The College has publicly disclosed the dates of the comprehensive peer review visit. (I.C.12)

All communications with external agencies are publicly available. In addition to the ACCJC, the College also posts documents and accreditation status for Health Sciences, Public Safety and Automotive Technology. The College complies with USDE's regulation on public notification by having links posted on its website for Complaints and Third Party Comments. (I.C.13)

The College's adherence to its mission ensures it is delivering high quality education and commitment to student achievement and learning. Factors that might affect the institution's ability to deliver services are monitored annually through fiscal reports and the adoption of a Long-Range Plan to address declining enrollment and revenue. It does not generate returns for financial investors or external interests. (I.C.14)

Conclusions:

The College meets the Standard.

## Standard II

### Student Learning Programs and Support Services

#### II.A. Instructional Programs

##### General Observations:

Santa Rosa Junior College offers instructional programs that align with the College's mission, are appropriate to higher education, and lead to student achievement of degrees, certificates, employment, and transfer. Evidence from interviews and the open forums demonstrate that staff, faculty, and students care deeply about the College, strive to meet the needs of their students, and recognize the important role all the locations of SRJC play in the service areas of the community.

The team did note concerns about the oversight of the course-level SLO assessment process and the integration of those assessments into the College planning process. It appears that many aspects of the assessment and planning process have been paused or disrupted as a result of the external events that have impacted the College since 2017 with the accompanying reductions in resources, staff turnover and other "ripple" effects. Multiple processes, committees and/or plans are currently under review or have recently been modified (e.g., the Strategic Plan) the creation of the Planning and Budget Committee (PBC), the use of Community College League of California (CCLC) Board Policy templates, etc.). In some instances, newer staff and faculty are in positions that assume full familiarity with complex College processes and College culture. All of these changes will take some time to assimilate, fine tune, and train in order to re-establish a core body of institutional knowledge on policies and processes.

##### Findings and Evidence:

The College's instructional programs serve its students' educational goals in multiple ways aligned with its mission. Policies and procedures to develop and assess programs, degrees, and certificates meet higher education standards and CE course relevancy. Student Learning Outcomes have been integrated into all courses; however, SLO assessment has lagged overall and, in some areas, critically. Students are achieving degree, certificate, employment, and transfer goals, but it is hard to know if they are attaining the learning outcomes. (II.A.1)

The College has a number of policies and procedures in place to ensure course currency and program review using student achievement data. Courses are evaluated by discipline faculty and reviewed by faculty committees as they move through a six-year review process. Programs are reviewed every three years as part of an official planning process tied to resources and informed by data. Every six years programs undergo a review process to determine their vitality. These processes and procedures are well-publicized and integral to the system. The College relies heavily on Program Evaluation and the PPRP to analyze this data. In some cases, the evidence did not show that a particular year's evaluation decisions to revisit a program were carried

forward into the next year's documents and the College should develop a plan to have better oversight of this process. (II.A.2)

There is considerable evidence that Student Learning Outcomes are in place to assess as well as to disseminate. The team found that many syllabi only have links to course CORs making it difficult for students to easily identify the SLOs for a particular course. The team recommends the College work to ensure all syllabi include copies of current course SLOs, not just links to the COR. Course SLO assessment is critically low in some departments, primarily associated with the retirement of faculty. Some of the low assessment rates seem to be also due to being underreported or possibly misreported, or even that too many SLOs make the process too lengthy and daunting. The College describes how the previous organization of SLO assessment was not effective, and the Project LEARN Steering Committee was also deactivated. According to team interviews, previous Faculty SLO Coordinators did not accomplish the desired goals for the College, and the money spent on faculty reassignment time has been prioritized elsewhere. Other interviews, however, pointed to a real need to support departments to pause and regroup in the midst of these transitions and stretched responsibilities and assist in the planning process of the completion of SLO assessments. (II.A.3)

Currently, the VPAA sends 3 email reminders during the semester to department chairs and faculty reminding them of their contractual obligation to complete SLO assessments. The College acknowledges in its ISER it is in process of creating a "better defined, clearer assessment process." However, at this time details of that process are vague. The College has hosted one ACCJC training session for faculty this past fall and is researching better technology solutions to make the process as easy for faculty to complete as possible while also offering the opportunity to collect and evaluate assessment data (including its disaggregation). The College asserts that the conversations about assessment and student learning are happening, but that the challenge has been to formally document those conversations so that they can become part of the integrated planning structure of the College. The team recommends the College develop a sustainable process for regularly assessing student learning outcomes for all its courses and programs, and ensure that course syllabi include statements of learning outcomes from the institution's officially-approved course outlines. (II.A.3)

The college has very specific standards for its courses, including how new courses are approved, how they are delivered, and a planning process that regularly updates and evaluates curriculum. The numbering system and program pathways are clearly distinguished. This includes pre-collegiate curriculum. (II.A.4)

The college's degree and program development and approval process is well documented and aligned with common practices in higher education as well as the college's Mission and Strategic Plan. There are a number of review committees and faculty are engaged in the evaluation and approval. Unit requirements for degrees and certificates align with Title V. (II.A.5)

The College schedules classes in a manner that allows students to complete all degrees and certificates in a timely manner. Through the use of information provided by the Office of Institutional Research, Information Technology, and Admissions and Records, the College is able to assess student learning needs, including formats aimed at working adults, as well as

student progress. The team reviewed ISSC data and ISSC Action Team efforts to analyze time-to-completion data as well as plans to better support the College's large community of part-time students. Career Technical Education (CTE) programs additionally survey employers and use employment trend data and licensure exam success rates to determine whether courses are adequately preparing students for their career fields. The recommended sequencing of courses is posted as a link on the certificate/major web pages. English as a Second Language (ESL) and the Disability Resources Department (DRD) also assess student progress annually in order to plan courses accordingly, a practice that seems helpful to respond continuously to changing student needs and align with desired cycles of integrated planning. (II.A.6)

The College offers a variety of delivery modes (face-to-face, hybrid, distance education) in order to meet the needs of its diverse students. Face-to-face courses are offered throughout the county: at the Santa Rosa and Petaluma campuses, Shone Farm, the Southwest Santa Rosa Center, and the Public Safety Training Center. Distance Education courses are also offered in a variety of modalities: fully online (both asynchronous and synchronous) and hybrid. Factbook data shows disaggregated data is available by modality (hybrid, fully online a/synchronous, face-to-face). The College offers vital student support services in a variety of modalities that target both general and focused student communities: tutoring, counseling, student success coaches, and first-year peer coaches, among others. The MySRJC App serves as an important channel to communicate with students. In relation to regular, substantive contact between faculty and students in DE courses, the College references Board Policy 3.28P, which describes options for how faculty achieve that contact throughout the semester. Canvas, the College's LMS, provides student login authentication for most of the DE courses. For those courses which do not use Canvas, faculty follow an established process for authentication. The team saw opportunities to strengthen authentication. Finally, of particular note is the changing student demographics of the College. In 2014, the College became a federally-designated Hispanic Serving Institution (HSI). In Fall of 2020, the percentage of students identifying as Latino/a/x was 37% and the percentage of students speaking a home language other than English (primarily Spanish) was nearly 25%. The team appreciated learning about the efforts of the Southwest Center to develop noncredit opportunities for the Spanish-speaking communities it serves. Federal HSI grants are also providing the College the opportunity to enhance their support of Latinx students to transfer through the integrated support services (including counseling, library and tutoring, bilingual mental health counseling, and more) of the *Lanzamiento* program, as well as linked faculty communities of practice. The growth in cultural competencies required of the institution to continue to serve their Latino/a/x students will be an on-going need to prioritize and institutionalize. (II.A.7)

Since the passage of AB705, the College no longer uses placement exams in English and Math. The College's ESL department uses different methods for placement of students in credit or non-credit courses: students wanting to enroll in credit ESL courses use department guided self-placement while students wanting to enroll in noncredit ESL courses use the State of California's Comprehensive Adult Student Assessment System (CASAS), which evaluates its test's validity. For students taking external industry standard qualifying examinations for licensure or certification, such as students in Nursing, Pharmacy Technology, and Dental Hygiene, among others, validation and bias work is done by the testing agencies. (II.A.8)

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. The College has established Institutional Learning Outcomes, General Education Outcomes, Program Level Outcomes, and Course Level Student Learning Outcomes to evaluate all programs leading to a degree or state-approved certificate. ILOs are assessed on a three-year cycle, while Course SLOs and Program SLOs are assessed on a six-year cycle. Board Policy and Procedure 3.6/P–Program Review, Evaluation, Revitalization, and Discontinuance includes SLO assessment at the course and program level as a criterion for evaluating a program’s vitality. Given the low overall completion rate of the College’s course SLO assessments during the last six-year cycle (as mentioned in I.B.2), the team found that many programs would fall into this category. The Curriculum Dean and the Curriculum Review Committee (CRC) ensure that CORs match state guidelines. The College follows the definitions of unit value as delineated in the Chancellor’s Office Course and Program Approval Handbook, based on the Carnegie unit model. The Curriculum Dean and the CRC ensure Federal standards for clock-to-credit-hour conversion are noted in the COR, and these definitions are included in the updated Curriculum Writer’s Handbook. (II.A.9)

Transfer-of-credit policies are made available to students through multiple sources, including the College website, the catalog, the class schedule, and services at the Transfer Center. The catalog and the Transfer Preparation webpage offer guidance for students regarding aspects of transfer policies and articulation, including a link to ASSIST (the statewide articulation inventory), guides to transfer in specific majors, articulation agreements with CSU, UC, and California community colleges, and credit for Advanced Placement and International Baccalaureate. The Transfer Center offers multiple workshops to communicate transfer policies, procedures, and deadlines to students. According to College Board Policy 8.1.13, lower-division credit is accepted for transfer from colleges accredited by recognized regional accrediting associations. The Admissions and Records Office reviews course descriptions, outlines, and course syllabi to determine if transferred courses have comparable learning outcomes to those of the College. (II.A.10)

The College requires all programs to have program-level outcomes. The College has created the processes and a schedule for assessment and updates of the outcomes; results are reported during the curriculum review process, the Program and Resource Planning Process (PRPP), and the program review process. The course and program level outcomes are aligned to Institutional Learning Outcomes (ILOs). The broad ILOs include “Foundational Skills,” “Personal Development and Management,” “Communication,” “Critical Analysis,” “Creativity,” “Intercultural Literacy and Interaction,” and “Responsibility.” The team confirmed that learning outcome areas described in the Standard are included in the College’s ILOs. (II.A.11)

The College relies on faculty expertise on the Curriculum Committee to determine the appropriateness of each course for inclusion in the College’s general education curriculum. The College Catalog sections on degree requirements articulate SRJC’s philosophy for Associate Degrees offered, including criteria to be considered for inclusion of courses in the GE curriculum. Board of Trustees Policy and Procedure 3.1P, “Procedures for Approving General Education Courses” also describe these criteria. Additional guidance for designation of the College’s general education courses is contained in the College’s Curriculum Writer’s Handbook. The College Articulation Officer updates GE requirement



lists annually. Each course taught at the College is approved by the Curriculum Committee and forwarded to the Board of Trustees for final approval. (II.A.12)

According to Board of Trustees Policy and Procedure 3.2, Major Requirements, all degrees offered by the College in an area of emphasis must include a minimum of 18 units in a “single discipline or related disciplines” as published in the College Catalog. Each program in the College Catalog begins with a description of the degree or certificate to place it within the discipline and includes key theories and practices within the field of study. Adherence is assured through the Curriculum Committee approval process and a regular cycle of SLO and PLO assessment, as well as program review. (II.A.13)

The College ensures that Career Technical Education (CTE) program training remains relevant, responsive to employer needs, and prepares completers to meet employment standards. Results on licensure tests for Dental Hygiene and Nursing students indicate completers have acquired technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. Additional testing results available at the SRJC website (ACCJC Annual Reports) indicate standardized test pass rates that, with few exceptions, meet the floor Institutionally Set Standard for that test. (II.A.14)

Board of Trustees Policy and Procedure 3.6 and 3.6P address “Program Review, Evaluation, Revitalization and Discontinuance.” The policies describe who, what, and why program effectiveness is evaluated on regular cycles and what steps must be taken if program discontinuance is contemplated. The policy also contains provisions that “minimize negative impacts on students to the extent possible.” If a recommendation for discontinuance is endorsed by the BOT, specific measures regarding how enrolled students should be allowed to complete are provided in Policy 3.6P. (II.A.15)

All instructional programs at the College undergo “comprehensive” PRPP evaluation once every three years; each program and “unit” completes an annual version of the PRPP. Course curriculum is reviewed and updated as necessary at least every six years. Program Review occurs every third year. Established policies ensure that faculty expertise is the driving force for each of these processes and in determining instructional program and service quality. With multiple levels of faculty input and oversight, the College assures evaluation of the relevance, appropriateness, achievement of SLOs, currency and future needs and plans of all courses and programs (II.A.16)

### Conclusions:

The College meets the Standard except for II.A.3.

### **Recommendation 2 (compliance):**

In order to meet the standard, the team recommends the College develop a sustainable process for regularly assessing student learning outcomes for all its courses and programs, and ensure that course syllabi include statements of learning outcomes from the institution’s officially-approved course outlines. (I.B.2, II.A.3)

## **II.B. Library and Learning Support Services**

### General Observations:

Santa Rosa Junior College has a wide variety of effective and nuanced programs that address Standard IIB. The college libraries, tutoring center, computer labs, and writing center all maintain physical and virtual locations that are well-staffed and have renovated facilities. The centers have been able to respond to students' instructional needs before and during a pandemic. The college faculty in the library and learning support services have structured collections, services and operations that have led to core practices that support an ongoing assessment structure and support the campus mission and the needs of instructional programs. The library and learning support services departments have a unique aptitude for working collaboratively between instructional units and closely with student services to utilize technology, equitable practices, and innovation in support of student learning and success.

### Findings and Evidence:

The college provides access to the library and learning support services via several physical facilities and a variety of online options. Library facilities are located in the Frank P. Doyle and Herold Mahoney Library buildings. The Doyle building on the Santa Rosa campus also houses the tutorial center, media services, learning commons, and art gallery. The Mahoney building at the Petaluma campus hosts facilities for college skills, tutorial center operations, and student use computer workstations. The writing center currently remains online. The college revitalized the buildings through local bond measures and other specialized funds for integrated services, upgraded technology, and linked space allocations to enhance learning spaces, computer labs, and media spaces. (II.B.1)

The SRJC library and tutorial centers utilize well-designed websites that provide excellent access. The library website has been thoughtfully organized to create a layered approach to learning and use. The smart search, online chat and ease of navigation all support accreditation standards related to student learning and success. The tutorial center utilizes multiple modalities that include policies, web-sites and videos. (II.B.1)

Tutoring offers a robust schedule and offers services in the major course areas of the College. The centers have utilized online tutoring via Canvas, NetTutor and Pisces to make services easily accessible to students. Faculty have supported staff in utilizing these environments: providing tutor training to deliver online services and policy handbooks to support student success. Tutors and writing center staff are trained and the campus is generating apportionment for services in compliance with State standards. The writing center provides online and drop-off services to support students according to their needs and comfort level. Computer labs are sufficient for current instructional program needs. (II.B.1)

The campus has closed the loop on supporting library and learning support services by strategically linking them to the HSI grant. The use of Peer Assisted Learning Specialist (PALs) students and student success center coaches to support and enhance learning support is an effective method to enhance student use of the tutoring center. Additionally, the integration of tutors into instructional courses, specialized *Lanzamiento* Initiative librarians, and programs of

practice all demonstrate a strong connection to excellence and supporting the mission and strategic plan of the college. The college is meeting the key strategies of their HSI grant (Key Strategy #3) leading to student success and completion. (II.B.1)

SRJC relies on the expertise and knowledge of the faculty and librarians to select, maintain and evaluate the collection and resources for the college. Librarians utilize a thorough collection development policy, membership on various college governance committees, and ongoing surveys to facilitate a collection that supports the SRJC curriculum and needs of the campus. The collection includes books, periodicals, online databases, course reserves, and the SRJC special collections (archives, yearbooks, and the California Collection). The libraries received the Association of College and Research Libraries (ACRL) excellence in academic libraries award in 2020; a clear indication of the high quality of their operations, collections, and services (online and in-person). SRJC libraries collaborate extensively with instructional departments to provide equipment and streamlined services to students. The libraries are efficient and operate with the skill and expertise of the library faculty and staff to positively impact the mission of the college. (II.B.2)

The library, tutoring center, and writing center all use a combination of surveys to direct services and operations. The library has a robust and ongoing evaluation of services, collections, and operations to ensure that students' needs are met. Board policies that govern library acquisitions were updated in 2018. An assessment of quality is made annually and documented through reports, student surveys, ACRL surveys and Chancellor's Office surveys. These data and resulting changes are effectively documented in the program review process, most recently completed by the library in 2021. Faculty in the tutorial and writing centers engage in frequent and ongoing evaluation to ensure that in-person and online services meet the needs of SRJC students. Tutoring participated in the 2021 college PRPP process for evaluation and improvement via the College Skills program review. The writing center evaluations and subsequent improvements are part of the English department SLOs and program review. (II.B.3)

The SRJC libraries are members of the California Community College state-wide Library Services Platform (LSP) project and the Online Computer Library Center (OCLC) library cooperative for cataloging and Interlibrary Loan (ILL). The college relies on Community College League and Council of Chief Librarians for purchasing databases, e-books, reviews, and to maintain accessibility compliance, vendor subscriptions, security of information, and pricing. OER resources, including e-books and databases, are strategically chosen in accordance with the collection development policy to effectively support the library and college mission. The tutoring center moved to NetTutor and Pisces via the CCC Foundation, which meets all ACCJC standards for use and security. The writing center utilizes WOnline to support its current remote operations. (II.B.4)

Conclusions:

The college meets the Standard.

**Commendation 1:**

The team commends the College for their exceptional and innovative efforts, in response to many recent crises, to continually support and foster student success and achievement across the

institution through notable processes and practices that demonstrate exemplary library, learning support, and student support services and materials. (II.B.1, II.B.2, II.C.1, II.C.3).

## **II.C. Student Support Services**

### General Observations:

The College meets the standard for IIC – Student Support Services. The team reviewed documentation establishing that the College participates in annual systematic planning and assessment of the student support services regardless of the means of delivery provided online, in-person, or at any district site (Santa Rosa Campus, Petaluma Campus, Southwest Center, Shone Farm, and Public Safety Training Center). Evidence of assessment in Student Support Services is addressed through institutionally set standards that are evaluated annually through the Program and Resource Planning Process (PRPP). The College provides co-curricular programs and student advising programs to support student development and success.

The College adheres to admissions policies that specify the qualifications of its students and are consistent with the mission of the college. In addition, the College defines clear pathways to program completion. The College regularly evaluates and validates testing practices and instruments to minimize biases and maximize testing effectiveness.

### Findings and Evidence:

Student support services are regularly evaluated using a number of strategies including discussions, feedback, and recommendations from councils and committees, surveys, and institutionalized evaluation processes such as Service Area Learning Outcomes, Program and Resource Planning Process (PRPP), and institutional surveys. Services are evaluated, modified, and expanded to ensure equitable access to students who take classes online, in-person, or at any district site (Santa Rosa Campus, Petaluma Campus, Southwest Center, Shone Farm, and Public Safety Training Center). Improved practices for the evaluation of student support services were implemented to ensure an ongoing cycle of improvement. For example, the College changed service modalities so students can access services during natural disasters (i.e., fires and COVID-19 pandemic). In addition, Admissions and Records converted all forms into digital forms that can be easily accessed and submitted by students regardless of location. Likewise, the counseling department offers video conferencing and phone appointments to increase access and to provide students with counseling services through additional modalities. (II.C.1)

The College's integrated planning and resource allocation process provides interconnectedness of its PRPP, assessment of SLOs and SALOs, the Student Equity and Achievement (SEA) program, and the work of councils and committees. Evidence was provided to show that the institution uses assessment data to continuously improve student support programs and services. The evaluation of support services has undergone significant modifications to align with the needs of the students, increase accessibility and improve the quality of services provided. Collaboration between key student services areas and institutional councils and committees is seen as a key step in this alignment. A student housing market survey in 2017 resulted in the College partnering with a developer to build student housing on the Santa Rosa campus. The

College appears committed to ensuring continued equitable access and appropriate, comprehensive, and reliable services for all students. (II.C.2)

The College utilizes a network of comprehensive services to support student success. The institution ensures equitable access for all students, incorporating a systematic approach to the delivery of student services across all SRJC campuses and learning modalities. The network of services provided include: tutoring, academic and personal advising, career services, financial aid services, counseling, transfer support, student success peer coaching, disability services, and library and learning resources. Students access services face-to-face, by phone, Live Chat and/or Zoom. Obstacles such as parking, transportation, childcare, or conflicting work schedules that once stood in the way of participation have been removed through access via virtual platforms. The SRJC Dream Center is a tangible example of the College's commitment to ensuring equitable access for all students. The Dream Center is a "one-stop-shop" in a safe, caring place for undocumented students at SRJC. Another notable example is the MYSRJCAPP, a mobile application that allows students to receive announcements, participate in community, navigate campus through interactive map features, and access resources easily through its mobile-ready design. (II.C.3)

The College provides a variety of co-curricular activities and athletic programs to enhance the overall educational experience of students. The College's athletic program offers students the opportunity to participate in seventeen (17) intercollegiate sports. All athletic and co-curricular programs undergo annual assessment of both SLOs and SALOs to ensure that all student services comply with the college's Strategic Plan, mission, and the SEA Goals. Further, the college conducts its co-curricular and athletic programs with sound educational and fiscal policy and standards of integrity as evidenced in Title IX Reporting and Compliance, student onboarding and orientations, Student Government Assembly Bylaws, and SRJC Student-Athlete Handbook and Agreement. (II.C.4)

The College provides comprehensive academic counseling programs to all students through general counseling and embedded counseling in many departments. Likewise, the College provides new student orientation and student counseling and advising functions to holistically support student development and success. Students receive clear, accurate, and timely information on their chosen program of study and information to help them be informed educational decision-makers. Information is communicated to students via targeted emails, notices, outreach, college publications, on the website, in person at the time of enrollment and orientation, and reinforced during advising and counseling sessions. Student orientation is facilitated by the Counseling Department and offered in different modalities; students can choose to complete an orientation asynchronously through their student portal, in-person, or by enrolling in an introduction to college course, Counseling 270, offered both online or in person. The College regularly evaluates the counseling and academic advising programs and services, using research data for continuous improvement and to ensure the effective support of student development, success, and equity. (II.C.5)

The College's commitment to the success of every student is conveyed in its mission statement. The College has adopted and adheres to admissions policies through clear Board Policies aligned with the California Community College open-door mission. The College is committed to providing "open access" to a diverse group of students, as embedded in Board Policy 8.1 which describes the open enrollment policy that the College adheres to. The College also regularly evaluates its registration policies and processes to ensure they meet students' needs. The policies and procedures are published in the College Catalog, stated in Board Policy, and can be found on the SRJC website. Descriptions of program-specific admissions policies and procedures are also available. Students at SRJC have access to a proprietary degree audit system that allows them to check their progress towards various goals, such as certificates, degrees, and fulfillment of General Education (GE) requirements. The institution defines and advises students on clear pathways to complete degree, certificate, and transfer goals through its comprehensive counseling services and online resources. The evaluation of the College's admission and registration process by a student services workgroup led to the development of the Student Enrollment Map which provides students with a step-by-step guide to the enrollment process. The admissions process is regularly reviewed to ensure that no bias enters the process. (II.C.6)

The College regularly evaluates admissions and placement instruments and practices to validate their effectiveness and eliminate biases. SRJC is an open-access institution, and there are no instruments that determine eligibility for admissions. Nevertheless, SRJC continues to evaluate its enrollment processes to remove potential barriers to access. The College also provides various effective guides to assist students through the admissions process. For example, in Fall 2019, SRJC fully implemented AB 705-compliant placement methods for Math and English, relying on high school records, and, alternatively, locally-developed guided self-placement activities. Following AB 705 implementation, the College has shifted from monitoring English and math course passing rates, to monitoring throughput, defined as the number of students completing transfer-level coursework in a one-year timeframe. SRJC has not yet completed longitudinal placement validation studies to assess the effectiveness of the placement instruments, however, those studies (as necessary) will be completed in accordance with State mandates and timelines. (II.C.7)

The College retains student records permanently, securely, and confidentially as per institutional policy. The College also follows a records-retention schedule, SRJC Student Records Policy, Grade Policy, and Family Educational Rights to Privacy Act (FERPA) policy. Student academic records from 1918 to 1982 are maintained in hardcopy, on microfilm, and saved on digital media stored in a vault in Admissions and Records. Records from 1982 to present are also maintained online in the College's homegrown Student Information System (SIS), the College's student record and curriculum management application. This application is on a secure network and backed up daily. Relevant portions of FERPA text are reproduced on the College website and in the College Catalog, including the procedure for students to request and inspect their files. Annual FERPA training is required of all SRJC staff prior to gaining access to student records to ensure protection of student files. Student records are released only in accordance with processes that adhere to federal, state and College regulations, policies, and guidelines. (II.C.8)

### Conclusions:

The College meets the Standard.

**Commendation 1:**

The team commends the College for their exceptional and innovative efforts, in response to many recent crises, to continually support and foster student success and achievement across the institution through notable processes and practices that demonstrate exemplary library, learning support, and student support services and materials. (II.B.1, II.B.2, II.C.1, II.C.3).

**Commendation 2:**

The team commends the College for its leadership and foresight in meeting its mission and enhancing the student experience by constructing affordable and sustainable student housing. (II.C.2, III.B.2)

## Standard III

### Resources

#### III.A. Human Resources

##### General Observations:

The College advertises open positions and employment qualifications for each position. SRJC employs a team of well-qualified human resources personnel who provide guidance and oversight of employee recruitment and other human resources functions. The College clearly delineates its employment recruitment and hiring procedures and its written policies and procedures for recruitment, hiring, evaluations, and equity in employment, just to name a few. Evidence shows that SRJC has an effective process in place for verifying appropriate faculty qualifications and to employ qualified administrators to oversee educational programs and services. The College has established employee evaluation processes that are based on written criteria that encourage continuous improvement and effectiveness.

##### Findings and Evidence:

The College has established hiring criteria for full-time/adjunct faculty (BP 4.3.2), classified staff (BP 4.3.9), and management positions (BP 4.3.10P). Further, the institution ensures that each job posting describes the College's mission. Job openings are posted on the Human Resources website. In addition, Human Resources advertises openings in appropriate venues to attract diverse, quality candidates. Human Resources personnel are responsible for verifying the qualifications of all newly hired employees. There are processes in place for candidates to request equivalency (BP 4.3.2bP) and to verify degrees from non-U.S. institutions as outlined on the website. There is a process in place to review job descriptions of classified and management positions while faculty job descriptions are influenced by the union contract. Board Policies and union contracts are used to ensure qualifications match a program's needs. (III.A.1)

Using the Minimum Qualifications as specified by the Academic Senate of California Community Colleges, the institution ensures that faculty have the necessary knowledge in the field. BP 4.3.2P - "Equivalency for Faculty Qualifications" describes the process for faculty who do not possess the exact degrees listed as minimum qualifications to petition for their degree to be considered. This process is overseen by the Faculty Equivalency Committee. Human Resources is responsible for ensuring that faculty provide documentation of meeting the minimum qualifications or equivalent, including verifying transcripts. All faculty job descriptions include, as a component of the position, a description of the faculty member's curriculum responsibilities and student learning outcome assessments responsibilities. (III.A.2)

BP 4.3.11/P - "Equivalency of Minimum Qualifications for Educational and Classified Administrators" outlines the process by which the College ensures that administrators and other



employees possess the qualifications necessary for the institution and Board Policy 4.3.10P describing the hiring process for Management. The College verifies candidates possess the qualifications required, or the equivalent, in the job announcement. The College has a process in place to ensure all newly hired personnel possess the qualifications necessary for the position. Newly hired personnel are required to have degrees from accredited institutions or to submit their foreign degree to a third-party service that is accredited by the National Association of Credential Evaluation Services (NACES) for review. (III.A.3, III.A.4)

Using a cycle of regular review, all employees are evaluated and, when appropriate, given recommendations for improvement. The three-year evaluation cycle for full time and adjunct faculty is described in the union contract. Faculty are evaluated in four areas as defined in the union contract which address Student-Contact, District/Department Service, Professional Development and other related duties. As part of the evaluation form, the committee is required to note if the instructor's observation was Satisfactory, Satisfactory/Minor Improvement, Needs Improvement or Unsatisfactory. In the case of all but the first rating, the committee is required to provide the faculty member with written feedback, suggestions for improvement, and a timeline for improvement. Evidence provided shows that prior to the pandemic, 90% or more of full-time faculty evaluations were completed. Eighty percent of associate faculty evaluations were completed. Human Resources is addressing out-of-cycle/missing evaluations in order to further strengthen these numbers post-pandemic. Management evaluations are done annually per BP 2.2P - "Management Team Guidelines and Procedures." Classified staff and all other personnel are evaluated (BP 4.10 - "Performance Evaluation") every three years based on criteria developed in negotiation with the SEIU. If there are suggestions for improvement, the employee must be given a Performance Improvement Plan and timeline for improvement. Classified staff and Management show evaluation completion rates at 90% or above for most years. (III.A.5)

Section III.A.6 is no longer applicable.

The College uses several methods to ensure adequate faculty staffing that supports the mission. Programs request faculty through a faculty staffing request process. Programs are provided with data specific to their discipline as well as data on equity, labor market, and enrollment. The process for requesting faculty then goes through the governance process which includes the Faculty Staffing Committee. The committee produces a ranked list of faculty positions to be hired. Recommendations on hiring are forwarded to the President. If the President makes changes to the rankings, the President attends a committee meeting to explain the rationale for the changes. This process is assessed annually at the end of the hiring cycle. (III.A.7)

All full-time and adjunct faculty are encouraged to become involved in professional development activities. Per Board Policy 4.3.2P - "Faculty Hiring Regular and Adjunct," all faculty must receive an orientation. For adjunct faculty, orientations are provided by the Faculty Professional Development Coordinators and Human Resources on the first day of the academic year. Those faculty who cannot attend can access a recorded version of the orientation. BP 4.4.4 - "Faculty Professional Development Days" sets aside two days each year for professional development activities. The Professional Development Committee organizes workshops, assesses their effectiveness, and surveys faculty to gather feedback on future professional development needs.

Adjunct faculty can also participate on college committees and are compensated for work outside of the classroom. (III.A.8)

SRJC ensures it has a sufficient number of staff with appropriate qualifications to effectively support its educational, technological, physical, and administrative operations. Non-faculty staffing needs of the College are identified during the annual Program and Resource Planning Process (PRPP) and are prioritized by component area, reviewed by President's Cabinet, and submitted to the Planning and Budget Council to make sure that identified non-faculty staffing needs align with the College's mission and Strategic Plan goals. Faculty hiring needs are identified by the Faculty Staffing Committee that ranks faculty positions and makes recommendations to the President of the College. It was noted that a strategic decision was made to downsize the institution due to reduced student enrollment and the overall size of the student population of the area (due in large part to recent area fires). (III.A.9)

The College provided evidence that it maintains a sufficient number of administrators to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. Board Policies and procedures are followed to hire and retain a diverse group of qualified administrators. When a vacancy exists, openings are posted to the College website and cross-posted to multiple job boards. Numerous professional development opportunities are available for administrators internal and external to the campus. These opportunities are designed to retain administrators and to support them in personal and professional growth and development. (III.A.10)

The College establishes, publishes, and adheres to written personnel policies and procedures as outlined in the Sonoma County Junior College District Board Policy Manual. The College's policies and procedures are published on its website via BoardDocs and are readily accessible to students, employees, and the public. New regular employees and part-time faculty are introduced to College policies and procedures during the new employee orientation/onboarding process. Additionally, annual notices are sent to all employees to highlight certain overarching personnel policies that impact the college and employee group regardless of the constituency group they fall under (faculty, staff, administrator). The Vice President of Human Resources is responsible for the review and maintenance of applicable policies and procedures to ensure compliance with federal, state, and local laws, as well as any applicable collective bargaining agreements and approved Memoranda of Understandings (MOUs). As a member of the College Council, the Vice President for Human Resources works with College administrators to guide application of related policies and procedures and to ensure fair, equitable, and consistent treatment of all employees. This process is embedded into the Orientation and Onboarding of new employees and evidenced in the Management Guidelines found in Board Policies 2.2 and 2.2P. The College also recently subscribed to the Community College League of California's (CCLC) policy and procedure service to convert all current Board policies and administrative procedures to legally-vetted templates. This conversion process will be a multiyear endeavor. (III.A.11)

The College creates and maintains appropriate programs, practices, and services that support its diverse personnel. The Board's vision for the College is that "SRJC aspires to be an inclusive, diverse and sustainable learning community that engages the whole person." The College's

2020-2023 Equal Employment Opportunity (EEO) Plan provides the College with various methods to ensure that the hiring and employment processes and practices used by the College promotes and reflects the College's commitment to equity and diversity. Evidence shows that the College uses a comprehensive approach for developing and maintaining policies and procedures to support a diverse workforce, which in turn supports the vision and mission of the institution. For instance, the College hired a Manager of Employment Equity in Human Resources to ensure that the College maintains its focus on equity and improving the recruitment of diverse personnel. Ongoing workshops, trainings, professional development, and feedback opportunities have aided in moving the College forward in creating an inclusive, diverse college community. The College acknowledges that while much progress has been made in this area, the institution continues to challenge itself to evaluate and to improve hiring and employment practices to support a diverse workforce. (III.A.12)

The College maintains a code of ethics for the Board and all employee groups through policies and collective bargaining agreements. The College's framework for professional ethics is grounded in the following values statement: "We value academic excellence that includes academic freedom balanced with academic responsibility, integrity, and ethical behavior." A professional code of ethics is expressed by the College's mission and values statements, established in board policy and communicated widely through training and other means. Consequences of ethics violations are made clear, enforced when issues arise, and are established by constituent groups in appropriate collective bargaining agreements as well as in Management Team Guidelines and Procedures. (III.A.13)

The College offers a wide variety of professional development opportunities designed to address the needs of all College constituents and to respond to evolving pedagogy, technology, and student learning needs. The College's mission statement asserts in part that: "We promote personal and professional growth and cultivate joy at work and in lifelong learning," and is conveyed through professional development activities and programs. Professional development is made available to all College employees through Professional Development Activity (PDA) days; orientations for new employees; and professional development workshops. The College evaluates professional development programs and uses the results of these evaluations as the basis for improvement. For example, workshop evaluations are obtained from participants and the results are shared with the Professional Development Committee and workshop presenters so they may be used for continuous improvement and planning. (III.A.14)

The Human Resources department is the primary custodian of personnel records at the College. All official personnel records are maintained in locked file cabinets in a secured file room located in a restricted access keycard area of Human Resources. This building is monitored by District Police. Maintenance of personnel records and access to those records is further outlined for faculty and classified professionals in the respective collective bargaining agreements. Employees can contact Human Resources if they want to access their personnel records. Evidence shows that the College maintains the security and confidentiality of all personnel records and provides access for employees in accordance with the Education Code and California Labor Code. (III.A.15)

### Conclusions:

The College meets the Standard.

### **III.B. Physical Resources**

#### **General Observations:**

The College offers courses, programs, and learning support services at five primary sites, which include the Santa Rosa Campus, Petaluma Campus, Public Safety Training Center, Shone Farm, and the currently leased Southwest Santa Rosa Center. The Facilities Master Plan is a well-constructed document and forecasts needed facilities growth out to 2030. The passage of the \$410 million Measure H bond in 2014 provides significant funds to renovate existing or construct new buildings.

Safety is taken seriously at the College and is a major component when designing or renovating spaces and in day-to-day operations. Processes are in place to prevent and address incidents that occur and the College has a lengthy Emergency Operations Plan and Emergency Preparedness and Response Guide that outlines steps to be taken should an accident occur. Further the College has its own police force with sworn officers who are on-campus at all times.

Physical resources are supported and maintained by the Facilities and Operations department at the College. The department is adequately staffed and has processes in place to maintain the necessary upkeep of the physical resources at each site.

#### **Findings and Evidence:**

The College has the physical facilities to serve its current educational programs and services. The passage of the \$410 Measure H general obligation bond has enabled the College to plan and begin construction and renovation on multiple facilities. Currently under construction on the Santa Rosa Campus are replacements of the STEM building and the Quinn Central Plant and the renovation of existing athletic fields. At the Petaluma Campus, a new science wing and student life facilities have been completed. At Shone Farm, a new greenhouse and produce processing facility and other instructional spaces are under construction. New instructional space is beginning construction at the Public Safety Training Center using bond and state capital outlay funds and the College is currently purchasing space in the Southwest Santa Rosa community to provide more access to students and create a permanent location for previously leased facilities. (III.B.1, III.B.2)

Of particular interest is the engagement of the campus community (faculty, staff, students, community members) in the soon-to-be-constructed affordable and sustainable student housing. This project will have 352 live-in students and comes at a time when housing in Sonoma County is particularly scarce. The project is slated to open in August 2023, will comprise 352 beds, and will support the overall success of the College's students by allowing them to focus on their educational experience. The diligence in which this planning took place is particularly impressive; the effort was guided by four strategic objectives, including affordability for students, sustainability, a focus on the student experience and use of local labor. As the College looks to increase enrollment, this project is particularly exciting. (III.B.1, III.B.2)

The College uses its Facilities Master Plan, in alignment with the Educational Master Plan and Program Review, to guide its long-term land and building use and inform any modifications, upgrades and repairs needed for the campus. Constituency input is gathered through attendance at the Facilities Master Plan meetings as well as posted on the College’s website. The website also has an online form for individuals to report safety hazards. (III.B.1, III.B.2)

Safety is paramount at the College and is always considered when designing or renovating spaces. Processes are in place to prevent and address incidents that occur and the College has a robust Emergency Operations Plan and Emergency Preparedness and Response Guide. (III.B.1, III.B.2)

With the passage of Measure H, the College began creating a new Facilities Master Plan that looks out to 2030. This substantive plan includes sustainability goals, assessment of total cost of ownership, and long-term planning for the upkeep and maintenance of the facilities. Major construction and upgrade projects are planned in alignment with the Educational and Facilities Master Plans, and many significant improvements that greatly enhance the College’s ability to achieve its mission have been completed or are underway. Applicable College units work together to provide a safe, secure, healthful, and accessible environment in which to learn, work, and thrive. (III.B.2, III.B.3, III.B.4)

**Conclusion:**

The College meets the Standard.

**Commendation 2:**

The team commends the College for its leadership and foresight in meeting its mission and enhancing the student experience by constructing affordable and sustainable student housing. (II.C.2, III.B.2)

**III.C. Technology Resources**

**General Observations:**

Santa Rosa Junior College provides, supports and maintains a comprehensive and up-to-date set of technology resources. The College has been able to leverage a bond measure and other funds to revitalize and replace the physical system via a systems refresh project over the last five years. Campus departmental requests are linked to Program Review and evaluated by the shared governance Instructional Technology Group (ITG) for review and consideration. During the fires and pandemic, the district was able to provide necessary equipment and support to facilitate remote work for faculty, staff and students. The College’s “Strategic Master Plan for Technology: 2018 and Beyond” is a comprehensive and inclusive guide for technology upgrades, processes and planning.

**Findings and Evidence:**

The College effectively supports its mission through its technology resources. The facilities, hardware and networks have been replaced and upgraded to support ongoing operational demands and instructional needs. Updates include wireless networks, network core switches, instructional computing devices and workstations, server and storage infrastructure, TopDesk (work-order system), and various other software. The campus has integrated high-level features to ensure security and compliance. This includes PortalGuard for Single Sign-On and VMWare Horizon application servers to facilitate remote access. Services, operational support and equipment (hardware and network) are supported at all locations: Santa Rosa, Petaluma, the Public Safety Training Center, Shone Farm, and Southwest Santa Rosa Center. (III.C.1)

Media Services, the Instructional Computing department, Distance Education, and the Information Technology department all work strategically together to utilize ongoing surveys to assess the needs of constituent groups and campus locations. These are evaluated via the Strategic Master Plan for Technology (Tech Plan) and by the Instructional Technology Group (ITG). Processes ensure that updates are made appropriately, follow agreed upon cycles for replacement, and occur through a consolidated manner. Decisions are appropriately shared within governance processes. The campus has a timeline for future projects (for example, the upcoming Student Information System changeover) that is shared widely, communicates next steps with all constituent groups and details goals for clarity. (III.C.2)

The system refresh project has upgraded all major network components, supporting software, firewalls and servers to support a rich system that utilizes current technology standards, provides complex system checks and backups, and ensures a nimble network that can respond to threats or emergency situations quickly and effectively. (III.C.3)

Media Services provides on-site support for classrooms and instructional departments. Services include software purchases, equipment support, and Zoom help. Staff are available to assist at both Petaluma and Santa Rosa. Ongoing professional development is available at campus FLEX sessions and through the Distance Education office. This includes effective online class teaching and course development and the SRJC Online College Project. Many of the courses utilize the Canvas LMS and Zoom. To facilitate a streamlined environment for students that facilitates the Single Sign-on authentication and utilizes current LTI/API LMS integrations for accessibility, it is suggested that the campus utilize and centralize all courses and programs into the SRJC Canvas LMS. (III.C.4)

Board policies and Administrative Procedures related to Distance Education (BP 3.28/3.28P revision 2014) and technology (2.13/2.13P revision 2013) need updates. Board technology policies were last updated in 2013 and Distance Education policies were slated for updates in 2018. The accreditation report and evidence state that these will be addressed as part of the updates reflecting CCLC standards, but renewed policies and administrative procedures should reflect current technology standards and address security measures. Board Policy 3720/3725/4040 are under review and development. The comprehensive and expansive Tech Plan fills in gaps where overall procedures and policies have not been revised and approved. (III.C.5)

Conclusions:

The College meets the Standard.

### **III.D. Financial Resources**

#### General Observations:

Santa Rosa Junior College (SRJC) bases its budget and resource allocation on realistic assumptions that reflect known and anticipated increases in funding levels from the state. College resources are distributed through the Program and Resource Planning Process (PRPP), which is the College's annual program review. This program review is designed to align elements of the College mission and Strategic Plan goals with annual staffing, budget and facility resource requests. This allows for resources that are aligned with the College's mission and Strategic Plan to be prioritized using data from the annual PRPP.

The College has done significant work to address its enrollment decline as a result of not only the COVID-19 pandemic but also devastating wildfires from the 2017 Tubbs firestorm. The College currently is operating under an emergency conditions waiver which guarantees its apportionment funding will remain unchanged through fiscal year 2022-23. However, combined with the existing Student Centered Funding Formula hold harmless provision, the College's funding will remain steady through fiscal year 2024-25. In a forward-thinking manner, the College created, through a collegial process, a Long Range Plan to Fiscal Stability (LRP) that better aligns the college offerings and staff levels to its reduced size. Encouragingly, many of the metrics the College set out to achieve have been accomplished in the past three years. This has resulted in a stronger fiscal position for the College and is evidence of a well-constructed plan being put into action.

Other evidence of proactive engagement includes the merging of the Budget Advisory Committee (BAC) and the Institutional Planning Council (IPC) into the Planning and Budget Council (PBC). This integration of planning and budget, with representatives from all constituency groups, creates a streamlined process for coordinating institutional planning with budget and helps ensure financial stability while aligning with the Strategic Plan.

Audit and financial reports indicate the College is fiscally sound with low risk of insolvency. The College's fund balance has increased to nearly 13% of unrestricted fund expenditures; this is a significant improvement over prior years and further illustrates the College's commitment to its LRP. The College also has manageable liabilities. In addition, for the past several years the independent external auditors have reported no findings and have given favorable opinions on the District's financial statements.

#### **General Observations - Enhanced Fiscal Monitoring**

The College has made strides in addressing nearly all of the fiscal areas of concern highlighted by the Commission. The LRP has addressed the declining enrollment, operating deficit, and

negative operating revenue ratio. This has resulted in the fund balance of the unrestricted fund increasing to nearly 13% of expenditures. The College's Other Post-Employment Benefits (OPEB) liability funding is still at 0%, however, funds have been set aside for this liability. Moreover, the liability is small relative to the size of the institution's overall resources.

### Findings and Evidence:

#### **Planning**

The College budgets revenue based upon reasonable assumptions related to state funding and reviews and approves these assumptions through the recently established Planning and Budget Council (PBC). The PBC also prioritizes requests for additional funding and establishes a strong link between budget and institutional planning. In addition, the College utilizes dollars outside the unrestricted fund, such as grants, bond funds, and its foundation, to further enhance its overall resources.

The College's recent merging of the Budget Advisory Committee (BAC) and the Institutional Planning Council (IPC) into the PBC provides for a greater alignment between budget and institutional planning, with both now working in tandem towards the goals stated in the Strategic Plan. This committee directly supports the development, maintenance, allocation and reallocation, and enhancement of programs and services and its creation is evidence of the District's commitment to collaboration in its decision-making process. (III.D.1)

Due to serious wildfires in recent years coupled with the COVID-19 pandemic, college enrollment has seen significant declines from previous highs. Fortunately, through an emergency waiver as well as the SCFF hold harmless provision, the College's apportionment revenue has remained steady. This has provided the College with the ability to decrease its overall workforce over a multi-year period to better align with its new enrollment reality. To that end, the College created a Long Range Plan to Fiscal Stability (LRP) to downsize the institution to match its smaller student population. Since following the LRP, the college has seen its fund balance increase through significant expenditure reductions and is consistent with an institution ensuring its financial stability. (III.D.1)

The College responded admirably to the challenges it faced from external issues (wildfires, pandemic, loss of housing, etc.) in creating its LRP and, more importantly, executing it. While painful reductions were instituted, all College constituencies participated in an internal evaluation of campus operations that provided a path forward to greater fiscal solvency. Impressively, the LRP has already shown noticeable gains in the College's fund balance and has improved other financial metrics. (III.D.1, III.D.2)

Financial planning is aligned with the College's mission and goals; moreover, financial planning is integrated with and supports institutional planning. Using the College's mission and its strategic plan as the foundation for financial planning, the College has a clear process that guides resource allocation. (III.D.2)



The process includes annual program review where additional requests for funds are initiated. These requests are prioritized and the compiled priorities reach the President's Cabinet for review, further prioritization and final recommendation to the Planning and Budget Council, which has the responsibility to review, and ensure the requests align with the College's mission, mission, goals and initiatives. This timely process is in alignment with established policies and procedures. The College has policies and procedures to ensure sound financial practices. Section 5 of the Board Policy Manual, Finance, lists all policies and procedures relating to the College's financial management. Policies also describe the role of the Board of Trustees (BOT) and College Superintendent/President, the process for budget development, and how specific areas, such as surplus property, gifts, external contracts, and audits, are handled. Further, a demonstrated commitment to transparency and high standards of financial and data analysis was evident. (III.D.2)

The guidelines and processes for financial planning and budget development are clearly identified through established policies and procedures, a well-known participatory governance process at the College, and a timeline that is consistent with state-mandated deadlines. The opportunities and steps for individuals to fully participate in the financial planning process are widely publicized. (III.D.3)

### **Planning – Enhanced Fiscal Monitoring**

The Commission, in its February 1, 2021 Action Letter, cited “ongoing declining enrollment” as a deficiency that it required to be addressed. As mentioned previously, the College created a Long Range Plan to Fiscal Stability (LRP) and made the conscious decision to shrink the size of the institution, particularly in non-instructional staffing. In April 2021, the Governing Board approved the elimination of 56 non-instructional positions in addition to earlier steps taken in 2019 and 2020 to reduce its workforce through an early retirement incentive and elimination of positions, respectively. The elimination of these positions greater aligns staffing levels to the actual size of the College and is evidence of following through on the LRP.

### **Fiscal Responsibility and Stability**

The College planning process is done in concert with financial information that is widely publicized in a transparent manner. This information informs the planning process and allows for a realistic picture of available resources, from which the College's resource allocation process is informed. The committees assigned with prioritizing financial resource requests are made aware of the likely amount of funds available and conduct their business cognizant of that financial reality. (III.D.4)

External audits provide a basis from which to measure the financial integrity and internal control structure; in that respect, the College has performed exceedingly well with no findings or internal control issues in the past several years. The audit information is available on the District website and is annually presented to the Governing Board. (III.D.5)

The financial documents, including the budget, are credible, accurate and reflect allocations consistent with the College's overall resources. As stated, the District's external auditor

annually assesses the internal controls and issues an opinion on the financial statements of the College. With no audit findings in multiple years, no follow-up has been necessary by College staff. Moreover, financial and internal controls are reviewed and discussed annually amongst Finance and Administrative Service's staff to determine and assess if updates are needed. (III.D.6, III.D.7, III.D.8)

The College maintains sufficient cash flow and its Planning and Budget Framework (PBF) sets reserve requirements of 5 percent. With the most recent year-end reserve approaching 13 percent, significant flexibility to respond to unanticipated external factors exists. The College has, on occasion, participated in tax revenue anticipation notes (TRANS) and due to uneven collections in property taxes and state apportionment revenue may have negative cash balances at certain points throughout the year; this is not uncommon, however, and is contemplated through the College's participation in the County Teeter program. (III.D.9, III.D.10)

The College participates in the Statewide Association of Community Colleges (SWACC) for its property and liability coverage. It further participates in the Protected Insurance Program for Schools (PIPS) for its worker's compensation coverage. Both are established, reputable programs with a long history of success and are indicative of appropriate risk management. Further, the College recently created a new Director of Purchasing and Risk Management, has a Safety and Health committee, and provides training as needed. (III.D.9, III.D.10)

In addition, significant oversight of finances, financial aid, investments, grants, and institutional assets are performed through the College's departmental and program managers as well as through the Escape software (III.D.9, III.D.10)

### **Fiscal Responsibility and Stability – Enhanced Fiscal Monitoring**

The Commission, in its February 1, 2021 Action Letter, cited “low fund balance reserves, excluding other financing sources”, “operating deficit, excluding other financing sources” and “negative operating revenue ratio, excluding other financing sources” as deficiencies that it required to be addressed. As mentioned previously, the College created a Long Range Plan to Fiscal Stability (LRP) and made the conscious decision to shrink the size of the institution, particularly in non-instructional staffing. This directly led to a decrease in personnel expenditures of nearly \$2 million between fiscal year 2019-20 to 2020-21. Moreover, total expenditures between those fiscal years in major objects 1000-6000 were reduced by \$3.8 million. Due to this change which resulted in an operating surplus, the unrestricted fund balance more than doubled in FY 2020-21 to \$15.7 million, nearly 13% of total expenditures. Clearly the College has implemented major components of its LRP, and its financial trajectory is moving in a positive direction.

Also, included in the LRP are enrollment targets for future years. These targets are aspirational but not unrealistic and the College should be given credit for the work it has done on the LRP; these are not easy discussions to have within an organization but the College has forged ahead with having these difficult conversations. In order to ensure ongoing fiscal stability, these

enrollment targets should be periodically reviewed to ensure attainability and adjustments should be made as needed.

## **Liabilities**

The College is proactive in developing reasonable expectations in regard to financial solvency. Liabilities are clearly identified, planned for, and evaluated to ensure that sufficient financial resources are allocated. Such liabilities include Other Post-Employment Benefits (OPEB), for which the College has not established a Trust, compensated absences, and other obligations related to a recent retirement incentive. The College has an unfunded OPEB liability of \$32.2 million, approximately 46 percent of its covered payroll in the latest actuarial study. Utilizing the pay-as-you-go method accounts for \$2.25 million per year in expenses, a small percentage of overall expenditures. (III.D.11, III.D.12)

Currently, the College has its compensated absence liability funded at greater than 50 percent, a prudent figure. The College will complete its payments for the previously offered retirement incentive in fiscal year 2023-24 and will use the savings from the 98 employees who took the incentive to make the annual payment. (III.D.11, III.D.12)

The College has also been fortunate to pass local bond measures. The latest was in 2014, a \$410 million authorization (Measure H), was approved by voters and will be paid from property tax assessments. Other funding sources, including auxiliary services and grants, are utilized consistent with their stated purpose. Notably, the College Foundation has a strong history of fundraising, awarding significant numbers of student scholarships, and working hand-in-hand with the surrounding community. (III.D.13, III.D.14)

The College participates in the federal student loan program and provides counseling and coaching to ensure students understand the responsibilities of borrowing. New students are required to take a web-based entrance counseling loan workshop prior to undergoing the borrowing process. The College's cohort default rate falls within federal guidelines and is well below the Title IV threshold. The College is in compliance with federal guidelines, draws down funds on a reimbursement basis, and is regularly audited on these federal programs with no findings reported. (III.D.15)

Contractual agreements with external entities are consistent with the mission and goals of the College, governed by institutional policies, and contains appropriate provisions to maintain the integrity of the College and quality of its programs, services and operations. A Board policy is in place to govern appropriate practices. Specifically, Board Policy Manual Section 5 sets parameters for various types of purchases and legally defined dollar thresholds. Multiple levels of review are required before a contract reaches final Governing Board approval. These reviews include substantiation of proper account coding, sufficient funds availability, reasonableness for purchase, and verification of necessary termination and indemnification clauses. After this extensive process, contracts are reviewed, approved, and ultimately ratified by the Board of Trustees. (III.D.16)

## **Liabilities – Enhanced Monitoring Visit**

The Commission, in its February 1, 2021 Action Letter, cited “Other Post-Employment Benefits (OPEB) 0% funded” as a deficiency that it required to be addressed. As of June 30, 2019, had an unfunded liability of \$32.2 million, roughly 46 percent of payroll. The College utilizes the pay-as-you-go method, paying the premiums as they come due but not setting aside for future costs. This costs the college approximately \$2.3 million per year, or about 2 percent of its total expenditures. The College does not have an irrevocable trust which makes it impossible to formally increase its funded percentage.

The College has a specific fund dedicated to retiree benefits costs which had a fund balance of \$1.5 million as of June 30, 2021. However, based upon actuarial standards, only funds placed in an irrevocable trust are eligible to be counted against the unfunded liability. Essentially, the College will technically be 0 percent funded until it creates an irrevocable trust. By creating an irrevocable trust, the College would also benefit from a higher discount rate in the actuarial report. This would likely reduce the \$32.2 million liability significantly, perhaps by as much as 30 percent. However, the College has been forthright about its desire to not create an irrevocable trust until after implementing the LRP. While not ideal, due to the low level of overall OPEB liability relative to the size of the institution, continuing to employ the pay-as-you-go strategy is a viable option. At only two percent of the unrestricted fund annually it is certainly on the lower end of spectrum within the California Community College System.

Conclusions:

The College meets the Standard

**Commendation 3:**

The team commends the College for its strong commitment ensuring long-range financial stability through the collegial development and implementation of its Long Range Plan for Fiscal Integrity. (III.D.1, III.D.2)

## **Standard IV**

### **Leadership and Governance**

#### **IV.A. Decision-Making Roles & Processes**

General Observations:

Santa Rosa’s leadership and governance roles and processes are well defined and fully embedded in its systems. There are clear policies for collaboration and discussion around the institution’s quality and student support. There is evidence that innovation and improvement is encouraged and embraced by the College and that students’ needs and recommendations are integral to the process. The team did note the College should put more focus on improving its SLO process,

since it contributes to curriculum and program evaluation. The college has innovated to change its processes, especially around DEI, by instituting new pathways for collaboration and communication.

#### Findings and Evidence:

The College has clear policies around participatory governance and solicits widespread involvement from faculty, students, staff, and administration in strategic planning, all supported by these policies. The College encourages innovation and ideas for improvement, and while this is tough in a time of budget constraints, the team saw ample evidence that faculty and management were working through the planning process to improve the College. (IV.A.1)

The institutional policies and procedures specifically incorporate students in the decision-making processes that directly affect them. The College employs a biennial student survey to identify student needs and has responded to such issues as a housing crisis, DEI student support, and realigning curriculum and pathways for student success. Faculty, staff, and administrators collaborate on recommending policy through the College Council and there are also official mechanisms in place to encourage and support student and staff participation. There is clear evidence that this standard is being met. (IV.A.2)

The college has clearly defined governance to bring faculty and administration together to develop policies, planning, and budgets for their respective areas of expertise. Faculty are involved not only through the Academic Senate, but the faculty unions as well, with representation on important college committees. Shared governance roles are well established and there are multiple paths for collaboration to affect the direction of the college. The evidence supports that the standard is being met. (IV.A.3)

The college's curriculum review processes are well defined and involve the Academic Senate and discipline faculty as the primary source for development and evaluation of curriculum, while testing that curriculum against recognized standards. Student support and success programs are tied to these processes and there are multiple ways in which administrators and faculty work together on oversight. While these processes are largely meeting the standard, the Student Learning Outcomes process needs to receive more focus, as it is integral to evaluation as well as to a number of related decision-making processes. (IV.A.4)

The college policies and procedures have enshrined a number of well-defined senates, teams, councils, and associations into the decision-making process, each with their different perspectives. It has made timely decisions, especially in the wake of destructive fires in the county. The College pivoted quickly to support its students, staff, and the community with nursing, emergency food supplies, and fire-fighting personnel. Departments such as English and Math revamped entire curricular pathways in response to AB 705 and DEI support is integrated into the PPRP and other processes. The standard is met. (IV.A.5)

The College has well publicized its decision-making and shared governance processes. The processes are deeply embedded in the system and the College has processes for widespread involvement. The standard is met. (IV.A.6)

The College's evaluation of leadership roles and decision-making policies has contributed to innovation and change. The College evaluated its shared governance structure with a Shared Governance Work Group and instituted new processes as it saw the need to be more inclusive. The evidence upholds that the various committees evaluate themselves and now include additional workgroups and councils created specifically to address perceived gaps in inclusion and representation. These new groups contributed to a plan to reorganize around collegiality and shared governance which is still too new to have been assessed, but which the team felt was a worthwhile effort that the College should continue. The opening of new lines of communication to include more constituents in the structure is evidence that this standard is met. (IV.A.7)

Conclusions:

The College meets the Standard.

**IV.B. Chief Executive Officer**

General Observations:

Through board policy, oversight and primary responsibility are delegated by the Board of Trustees to the Superintendent/President who in turn implements these policies through various administrative procedures. The Superintendent/President exercises oversight over the college's administrative structure, planning and leadership, and institutional improvement in teaching and learning is a primary focus of the Superintendent/President.

Findings and Evidence:

The District's Board of Trustees establishes the role and expectations for the Superintendent/President through Board Policy 2.2.1, and this role is further outlined in Administrative Procedure 2.2.1P and the job description for the President. The President provides frequent communications to both internal and external constituencies, and recently has elevated the college's focus on institutional effectiveness by establishing the new position of Senior Director of Institutional Effectiveness, Research and Planning to a direct report. (IV.B.1)

Through Administrative Procedure 2.2.2P, the Superintendent/President establishes over 80 management positions to support all aspects of the college's operations. The administrative structure is evaluated as necessary. Reorganizations within the college's leadership structure over the past several years have demonstrated how the Superintendent/President has continuously assessed the college's organizational structure and made modifications as necessary. (IV.B.2)

Board Policy and Procedure 2.5 and 2.5P establish the participatory governance structure for SRJC, through which the Superintendent/President oversees the college's governance structure, including the collegial processes to set college goals and priorities and to allocate resources to support those goals. Broad, institution-wide planning has been delayed over the last several

years, but the college has begun work on a new strategic planning process under the Senior Director of Institutional Effectiveness, Research, and Planning. This position itself was elevated to the status of a Senior Director and direct report to the college president after 2019 as part of the CEO's commitment to better integrate high quality research and analysis into college operations and governance. As it is laid out, this planning process will build on the college's existing work with Institution-Set Standards to develop institutional metrics and Key Performance Indicators as standards for student achievement and institutional effectiveness. (IV.B.3)

Through the Program and Resource Planning Process (PRPP), the CEO oversees institutional planning which links program needs, research, and assessment to budget requests in support of student learning. Planning and budgetary functions were recently combined with the creation of the Planning and Budget Council, of which the Superintendent President is a member. Ultimately, the CEO, in conjunction with Cabinet, reviews all resource requests from PRPP, and makes recommendations to the Board of Trustees for budget allocation. (IV.B.3).

The Superintendent/President has the primarily leadership role for accreditation and informs the Board of Trustees on the current status of institutional accreditation and, through the ALO, communicates to the college on the requirements and process for institutional accreditation. The CEO appoints the college's Accreditation Liaison Officer (ALO) and delegates leadership of the Accreditation Steering Committee to the ALO, while also serving as an administrative representative on the Accreditation Steering Committee himself. This group consists of broad representation from administration, faculty, staff, and students and has the primary responsibility for developing responses to ACCJC standards in the Institutional Self Evaluation Report. Under the proposed AP 3200, employees directly responsible for functions related to accreditation are included in the development of the Institutional Self Evaluation Report. (IV.B.4)

Through Board Procedure 2.2.1P, the Superintendent/President is delegated the authority to execute decisions of the Board of Trustees, in alignment with approved policy. Board Procedure 2.2.1P also establishes the Superintendent/President's role in recommending policies and procedures to the Board of Trustees. Recent work has been initiated by the college to review all Board Policies and Procedures over the next four years using templates developed by the Community College League of California. These templates include recommended language for Board Policies and Procedures aligned with existing law and accreditation standards. (IV.B.5)

Board Procedure 2.2.1P describes the Superintendent/President's role as liaison to the college's external stakeholders. The college website shares communications from the president to the broader community as well as information on the president's leadership role within the college. The Superintendent/President's focus on external communication is emphasized by the inclusion of the Director of District and Community relations on the President's Cabinet. Press releases and other announcements to the media are also shared via the college website. Additionally, the Superintendent/President engages directly with SRJC's local communities through discussions, presentations, and meetings with community organizations, non-profits, and local high schools (IV.B.6).

### Conclusions:

The college meets the Standard.

## **IV.C. Governing Board**

### General Observations:

Santa Rosa Junior College has a seven-member Board of Trustees elected by area by the citizens of Sonoma County. There is a complete set of Board Policies included in the Board Policy Manual, but some policies have not been reviewed since 2012. Through Board Policy .22 – Code of Ethics for the Board of Trustees, the Board identifies a censure policy to be used when dealing with behavior that violates these codes.

For the recruitment and selection of the CEO, the Board has followed hiring procedures (Board Policy 4.3.10P) that includes the formation of a screening and hiring committee, Board interviews, optional use of site visits, and optional use of open forums. The Board does have a clear policy for evaluating (.20P) the CEO of the college. Board minutes indicate that there are presentations regarding student success that fosters review of key indicators and plans for improving academic quality.

### Findings and Evidence:

Board policies found in the Board Policy Manual confirm that the institution has a governing board that has authority over and responsibility for policies to ensure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7) This is specifically outlined in Board Policy .10, Role of the Board and Members (Powers, Purposes, Duties). (IV.C.1)

Based on the Board's approval and periodic review of the College's vision, mission, and strategic plan, which serve as the foundation of all institutional planning and decision making, the Board consistently reaffirms its commitment to Quality, Integrity, Effectiveness, and Financial Stability. (IV.C.1)

Board Policy .22 – Code of Ethics for Board of Trustees, establish expectations for how the Board will act, individually and collectively. Through this Board Policy the Board has established that it understands its obligation to act and speak as one unified voice. The team reviewed minutes from several regular Board meetings and found no evidence to indicate that the Board was not conducting themselves in a manner consistent with Board Policies nor their stated commitment to working and acting as a whole. (IV.C.2)

The Board uses hiring procedures (Board Policy Manual 4.3.10P) to establish and articulate the process for the recruitment and selection of the Superintendent/President. This process includes



the formation of an advisory screening and interviewing committee that is composed of representatives from the various college constituencies. The process also includes: Board interviews, options open forums, and optional site visits. Board Policy .20P outlines the process for the annual evaluation of the superintendent/president. (IV.C.3)

Based on review of Board Policies .1 – Role of the Board and Members (Powers, Purposes, Duties) and .22 – Code of Ethics for Board of Trustees, the Board understands and acknowledges it is an independent, policy-making body that reflects the public interest in the institution’s educational quality. Furthermore, in reviewing the evidence, the team found no indication that the Board acts in a manner inconsistent with its commitment to advocate for and defend the institution and protect it from undue influence or political pressure. (IV.C.4)

The Board has policies and administrative procedures for shared governance, for hiring procedures for personnel, and for institutional effectiveness to ensure the quality and integrity of the learning programs and services at the institution. The Board has policies for budget preparation and fiscal accountability through which it ensures that the annual budget supports the District’ Education Master Plan. The Board exercises ultimate responsibility for educational quality through a number of policies including:

- BP 1.1 – Vision, Mission Statement, Values
- BPs 3.11 & 3.11P – Academic Integrity
- BPs 3.12 & 3.12P – Curriculum Development
- BP 3.6P – Program Review, Evaluation, Revitalization and Discontinuance
- BP 8.3 – Student Support Services
- BPs 8.3.4 & 8.3.4P – Student Placement Assessment

Board Policies 2.2.1 and 2.2.1P delegates authority to the superintendent/president to operate the college in a manner consistent with the vision, mission, and Strategic Plan. Board policy Section 5 – Finance supports effective fiscal administration of the District. (IV.C.5)

Board Policies are available on the college website. Section 1 of the Board Policy Manual contains the Board policies related to purpose and mission of the college and Board Policy 0 – Bylaws of the Board of Trustees specify the board's size, duties, responsibilities, structure, and operating procedures are all accessible on the College's website (and through Board Docs). (IV.C.6)

Though the Board has approved recent revisions to some policies, the Board Policy Manual indicates that many of the current policies were last reviewed in 2012. Board Policies 2.10 & 2.1P outline the process for the creation and updating policies and procedures. Upon reviewing various policies and procedures the team did note that many had been reviewed and updated recently (last two years). Additionally, the College has initiated a multi-year process where it will transition from its historic policy book to one that aligns with the Community College League of California template. Under the established timeline, every policy chapter will have undergone a comprehensive review by summer 2024. (IV.C.7)

Through review of recorded Board meetings, review of Board agendas and minutes, it is evident that the Board does review key indicators of student success and learning including: institution set standards, student success scorecard, educational master plan, student success plan, and student equity plan. Board goals are organized in alignment with the relevant accreditation standards. (IV.C.8)

The Board has policies showing its commitment to ongoing training and development as well as a detailed orientation for new board members (BP .30 – Orientation of New Board Members). There is evidence that the new Board of Trustees have undergone training on numerous subjects including the Brown Act, Board Superintendent/President Relations, College Governance, Accreditation, Trustee Roles and Responsibilities, Board Goals and Evaluation, Mission Statement, and District Goals (through CCLC, ACCJC, AACC, and CCCT). (IV.C.9)

Board Policy .31 - Board Self Evaluation, establishes the self-evaluation process of the Board of Trustees and contains the prescribed evaluation instrument. The evaluation occurs at an annual Board retreat and the final evaluation documents are made available to the public. Evaluation results are used to identify areas for improvement. Examples where this process yielded positive changes included adding constituency groups to the evaluation process and providing regular report outs from Board committees. (IV.C.10)

Board Policies .25 – Conflict of Interest Code and .22 – Code of Ethics for Board of Trustees provides direction and guidance for behavior of the Board. Specifically, Board Policy .22 – Code of Ethics for the Board of Trustees delineates the responsibilities of the Board to include: be part of a team which seeks to meet student needs, extend their opportunities and enhance the quality of education they are offered; foster faculty and staff excellence; support the principles of academic freedom; serve as a steward of the resources and facilities available; be aware that Board members are responsible to all citizens of the District, and not solely to those from their Trustee Area. Board Policy .25 explicitly prohibits and defines conflicts of interest to assure that Board member interests are disclosed and that they do not interfere with the impartiality of governing body members outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. Board Policy .22 contains censure provisions for dealing with behavior that violates its code. Trustees rely on Form 700 and self-recusal when indicated. (IV.C.11)

Through Board Policies 2.21 & 2.21P delegates full responsibility and authority for running the operations of the college to the superintendent/president and to implement and administer policies. Board Policy .20P outlines the process for the annual evaluation of the superintendent/president. (IV.C.12)

Based on the review of Board policies, presentations to the Board at meetings, and the Board's self-evaluation, the governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, college's accredited status, and supports the college's efforts to improve and excel. Trustees have attended conference sessions on accreditation and confirmed their involvement in the preparation of the self-evaluation report. (IV.C.13)

Conclusions:

The College meets the standard.

## Quality Focus Essay

ACCJC's Guide to Institutional Self-Evaluation states the function of the Quality Focus Essay (QFE) as "the opportunity for member institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level." Colleges are asked to "identify two or three areas of need or areas of interest that arise out of the institutional self-evaluation and that focus on student learning and student achievement."

SRJC has identified two projects focused and designed to positively impact student learning, achievement, and belonging.

Project one aims at fostering a culture of inquiry and innovation. At the core of this project is the development of the College's 5-year strategic plan. From this plan, the College plans on creating clear connections to resource allocations, enrollment plans, other key performance indicators, Educational Master Plans, Facilities Mater Plan, and Equity/Anti-Racism Action plans. The Planning and Budgeting Council will be charged with monitoring these connections and articulating outcomes to constituency groups. The identified timeline for implementation spans over four years, 2022 through 2025.

Project two focuses on student equity and actions supporting increased student success. This includes integrating antiracism and equity initiatives throughout the college, identifying methods to measure the effectiveness of these equity initiatives, and utilizing this data to allocate resources and other supports to enhance successful initiatives. The identified timeline for implementation spans over five years, 2022 through 2024.