

Santa Rosa Junior College
Academic Affairs Master Plan Abstract
2001-2002

This plan is the product of extensive discussion within Academic Affairs. Key to this discussion was the analysis of the following documents:

- Data from the SRJC Fact Book
- Institutional goals and Academic Affairs component goals
- Program Evaluation and Planning documents developed by programs and departments
- Program profiles, developed by supervising administrators
- Various documents related to crucial educational initiatives and systems that have broad implications for all programs (e.g. workforce education, developmental education, curriculum development, facility and capital outlay needs, educational technology, enrollment management, etc.)

THE CURRENT ACADEMIC PROGRAM

SRJC serves over 37,000 students each semester in its credit and non-credit programs, plus several thousands more through the community education program. Most of our students are attending part time. Fifty-nine per cent are female; 69% are white, compared to 78% a decade ago. About three quarters of the students who begin a course finish it, though there are significant differences in retention rate by discipline. Of the students who are assessed for English skills, just over a third qualify for college level work (English 1A); of those who are assessed for mathematics skills, just over a fifth qualify for college level work (Math 1A). The average grade point average of our students is 2.80, compared to 2.66 in 1990.

These students are served by over 1,300 instructors, approximately 300 of whom are regular faculty members in the credit programs. The median age of our full time faculty is about 52, and twenty-nine full time faculty members have thirty or more years of service. While the ratio of full time faculty to adjunct faculty is within the state guidelines, the ratio varies considerably by department or program.

Instruction is offered in over one hundred disciplines. Over 3,700 sections from a bank of over 1,200 separate courses are offered each semester. Each year about 1,100 students transfer, 1,800 receive degrees, and 800 receive occupational certificates of 18 units or more. Instruction is offered at two campuses, two centers, a farm, and xx other sites, as well as via telecourses and on-line courses.

Given the variety in the skills, interests, and educational goals of our thousands of students and the corresponding variety and complexity of our many programs, one must

be cautious in making generalizations. That said, there are some observable trends and themes arising out of the data that are important to our planning:

First, it should be noted that the instructional program and the faculty who provide it enjoy an outstanding reputation in the community. This has been the case for decades, and is documented by the high enrollments relative to the district population, the high number of concurrent enrollment high school students, and various community surveys over the years.

Second, notwithstanding its traditional image, many forces, some that are specific to SRJC but many that are impacting all of higher education, have affected the college.

They include the following:

- The ubiquity of the personal computer and the ascendancy of the Internet have required every discipline to rethink the entire teaching-learning process.
- Major paradigms from market-based enterprises have blended with or replaced older ideas, leading to a heightened focus on student "demand," learning outcomes, strategic planning, collaborative partnerships, customer service, and the importance of workforce education.
- The ethnic diversity of our students has increased (the percentage of students who are "Hispanics" has doubled in the last decade), highlighting the need to be sure that our curriculum is inclusive and teaching is respectful of cultural differences.
- The increased reliance on adjunct faculty has increased their significance as participants in the life of the college.
- The development and growth of the Petaluma campus has created opportunities for program innovation and required us to rethink the responsibilities of both faculty and administrators to a multi-campus academic program.

Throughout the nineties, the college responded to these challenges while trying to manage enrollments effectively in a climate of funding uncertainty. Obviously, much good work has been done. However, if we are to continue to respond effectively to the very diverse educational needs and goals of our students, we will need to be more proactive than we have in the past. With that in mind, the planning initiatives below are submitted to the college community.

MAJOR PLANNING INITIATIVES

There is a common theme running through the twelve major planning initiatives that follow: that Academic Affairs, as the instructional component of the college, must be pro-active in identifying educational needs within the district and responsive in developing curriculum and providing effective instruction when and where it is needed.

1. General education

Over the last several years the general education patterns have undergone significant revision. Additions have been made to the associate degree pattern and now a transfer student can count the transfer patterns towards the associate degree. Still, while we have

adopted a philosophy statement that asserts the importance of the integration of knowledge and the interrelationship of the various courses and disciplines, there is no process in place to encourage or require either faculty or students to consider those interrelationships. Nor is there a process in place whereby instructors teaching courses in a single area meet their counterparts across the curriculum to ascertain the extent to which their courses have something in common.

Plan:

- Develop a process for on-going review of the general education patterns, with particular attention to integration of knowledge and the interrelationship of courses.

Resources needed:

- Possible development funds and one-time innovation funds.

2. Economic development and workforce education

The KnowledgeWorks reports document the kind of changes needed--and occurring--in economic development and workforce education. Traditional college systems for the development and delivery of instruction do not adequately serve either employer workforce needs or the employment aspirations of students. Needed is an ongoing system for "brokering" between the employer and student needs and the college's instructional delivery systems. This involves external marketing and DACUM processes, internal staff development, and curriculum development support. Recent restructuring in the area supervised by the Dean, Economic Development and Workforce Education, is addressing these issues.

Plan:

- Refine/define the change agent role of the Economic Development Institute (EDI).
- Assist the faculty in adopting a more global (as opposed to single discipline) approach to instructional delivery.
- Create "ownership" of this aspect of our mission across the institution, not just in a few departments.
- Improve effectiveness of advisory committees by training/assisting program coordinators.
- Increase the use of employer and employee focus groups.
- Develop advisory committee for the EDI.

Resources needed:

- VATEA and CalWorks funds for classified support.
- Some district funds to assist vocational program coordinators who are adjunct.

3. Developmental education and ESL

Seventy per cent of assessed students do not qualify for college level English or mathematics. Enrollments in non-credit ESL are growing dramatically, as is the number of non-native English speaking students in the primary and secondary grades in the

district. Thus the need for developmental programs for many students continues to grow, as is acknowledged statewide by the focus on developmental students in the Partnership for Excellence measures. We have many programs in place and considerable resources devoted to address these matters, but our efforts could be better coordinated and our energy more focused. There is only fragmentary data regarding the effectiveness of the programs.

Plan:

- Identify the programs and services across all components whose mission includes serving developmental and/or ESL students.
- Create a model by which those programs become part of an effective system of services.
- Develop a plan to make the system effective through articulation, coordination, evaluation, and improvement of programs and services.
- Pilot the model with a cohort of students, faculty, administrators, and staff.
- Design and deliver organizational development activities and training.
- Create "ownership" of this aspect of our mission across the institution, not just in a few departments.
- Connect to feeder schools;
- Address the issue of "hidden remediation" in college level courses.

Resources needed:

- Significant general fund resources will need to be allocated in support of this initiative.

4. Program support

A review of the program profiles indicates that overall, the instructional program is very well supported compared to the level of support to be found in many California community colleges. (Program support includes full time faculty, classified support, discretionary budgets, equipment, and facilities.) Instructional equipment is generally in good supply throughout the college. Many deficiencies in some discretionary budgets have improved markedly over the past few years, but others continue to rely heavily on "one-time" fund sources patched together each year, and more funds may be needed for programs experiencing dramatic growth. Additional classified staff may be needed in some departments at both campuses, either for the instructional programs or for departmental business. Additional full time faculty are needed in departments on both campuses that are highly dependent on adjunct faculty.

Plan:

- Review PEP's and program profiles and establish priorities internal to Academic Affairs in terms of major program support needs.

Resources needed:

- To be determined.

5. Educational outcomes

The focus on educational outcomes has increased in both accreditation standards and state and federal funding formulae. While the college collects substantial data related to educational outcomes and files mandated reports, there is limited coordination of these activities with departmental planning.

Plan:

- Review outcomes data currently collected and reported; develop plan for including appropriate data in PEP's and quadrennial review reports.

Resources Needed:

- Support from Institutional Research
- Staff development

6. Curriculum development

Over an extended period of time, the college's ability to provide effective review of new and revised curriculum, conduct program reviews, and otherwise plan direction of the instructional program has been compromised. The curriculum guidelines developed in response to state mandates are complicated and the current MIS software that supports curriculum development is not user friendly. The need for constant revision of curriculum required in most occupational areas as well as others is increasing. The development of well-constructed curriculum, grounded in an understanding of the field and student need, is key to quality improvement in instructional programs. The Curriculum Committee will be required to assume a stronger leadership and guidance role in the institution. We need to provide extensive training, coaching, and technical assistance to faculty and support staff.

Plan:

- Eliminate the current backlog of non-compliant course outlines, etc.
- Re-institute quadrennial curriculum review for each program; make changes as needed to strengthen the curriculum review process; continue and expand technical support for the DACUM process and other strategies for curriculum overhaul at the program level.

Resources needed:

- 1.0 staff to support college wide curriculum review.
- 1.0 staff to provide technical assistance to programs.

7. Class schedule development and enrollment planning

Over the last two or three years the process for developing the class schedule has improved. Managers and faculty have responded well to the twin challenges of slowdown in enrollment growth and the need for efficiency, and there has been significant coordination between Academic Affairs, Student Services, Computing Services, and Public Relations. The creation of the Strategic Enrollment Planning Committee (StEP) has assisted in this effort. At the same time StEP has highlighted the need for better utilization of data and a marketing orientation in schedule development. The printed Schedule of Classes is our most powerful marketing tool, but it could be much improved.

Plan:

- Continue the directions set by Academic Affairs and StEP.
- Develop Computing Services' data-mining tool for use by instructional chairs and managers.
- Review and revise the printed Schedule of Classes so as to reduce its bulk and improve its appearance and readability.
- Consider more effective alternatives or supplements to the Schedule, including more extensive use of CWIS and target marketing to particular student markets.
- Review current college and departmental marketing efforts to facilitate effective expenditure of marketing resources.

Resources Needed:

- Resources will be necessary to support continued development of software necessary for enrollment planning and revision of the Schedule of Classes to an electronic format.
- Resources will be needed to support target marketing efforts and overall marketing coordination.

8. Diversity

The college is generally perceived to be a welcoming place by students in every identified group (student survey of 2002), and the American Cultures/Ethnic Studies requirement for the associate degree is just one measure of our commitment to instill mutual respect and tolerance in our students. Yet course completion rates for Black and Hispanic students lag behind that of White and Asian students, as they have for a decade. And while our curriculum and our programs deal with multicultural issues in the American context, recent events have highlighted our relative ignorance of cultural differences on the global scale. Sadly, the number of foreign students is declining while the overall numbers are rising.

Plan:

- Examine selection and recruiting practices with the aim of creating greater diversity in the applicant pools for regular and adjunct faculty positions.
- Develop a plan for addressing the educational needs of the growing population of Latino students.

- Increase outreach efforts to students abroad and improve student support service for foreign students.

Resources needed:

- Increased resources devoted to foreign student support.
- Increased resources in support of recruitment and out reach.

9. Educational technology (See also the Institutional Technology Plan)

The explosive increase in the use of educational technology in every discipline has created a great and apparently never ending need for equipment, technical support, and training. The technology is altering the fundamental ways that instructors and students interact, thereby raising questions about long established policies and practices. (Can an office hour be held via email? What is a "lab" vs. a "lecture" hour in an Internet class?) The completion of the I-Net connection between the Santa Rosa and Petaluma Campuses plus implementation of streaming video and other technologies are on the horizon to further challenge us.

Plan:

- Continue the institutional support of educational technology.
- Develop an education plan for alternative delivery instruction including desired course/program/degree objectives.
- Develop a plan for on-going technology for college staff.
- In cooperation with AFA, develop policies and/or contract language addressing workload issues related to mediated instruction.
- Develop appropriate policies and procedures as needed through the committee system.

Resources needed:

- Significant levels of support will continue to be needed in terms of equipment, staff development, and staff support.

10. Off campus programs

As the district grows there likely will be demand for educational offerings in various locations throughout the district, but particularly in the north county. At present we offer more courses in the Healdsburg area than any others, excluding the campuses and the public safety training center.

Plan:

- Develop a five-year plan for providing a program of offerings to address the educational goals of the people in the north county. In other sectors of the district continue gradual expansion in response to demand.

Resources needed:

- Initially minimal, though considerable resources may be necessary if the college chooses to develop a new center.

11. Multi-campus, multi-site issues

Academic Affairs operational systems have shown some strain with the growth of the Petaluma program, and it is possible that similar strains will occur with the growth of off-campus offerings. The Santa Rosa campus has been the college's center of gravity, with virtually all department and committee meetings occurring there. Departments vary as to the degree that their chairs take responsibility for offerings outside Santa Rosa. It is likely that the strains will increase with continued growth at the Petaluma Campus and when the number of north county offerings increases significantly. The build out of the Petaluma Campus will likely require review and revision of current Academic Affairs organization and operational systems.

Plan:

- Continue to focus on full time faculty and classified staff needs for the Petaluma campus.
- Develop method for "pro-active" scheduling, with all of AAC involved.
- Ensure that PEP's address all locations.
- Establish an administrative procedure to ensure that there are instructors assigned to all classes.
- Review the Petaluma Campus educational plan to reaffirm plans for the Petaluma Campus build out.
- Conduct a review of the Coddington offerings.
- Develop a long-term educational plan for the north county.

Resources needed:

- Significant resources over time, not only for the instructional program but also for support services. Presumably they will be associated with increased growth revenues.

12. Staff development

There are a number of broad areas where increased and focused staff development activities are crucial. Among them are the following:

- Department chairs and instructional managers need and desire on-going training and leadership development. Keeping these individuals current in terms of schedule development/enrollment management, and personnel issues is crucial. Technology training will continue to be in high demand, not just for online instructors but also for all instructors needing to make use of the media and Internet technology. Technology training for classified staff is also important in order to meet the needs of the instructors/administrators they support.

- Curriculum development assistance will encourage faculty to keep curriculum up to date and remain responsive to student needs, changes in the field, etc. (See curriculum development section.)

Plan:

- Review and revise allocation process for AB 1725 staff development funds as necessary to reflect a renewed institutional focus for some portion of the funds; review other funds as necessary (VATEA, T-TIP); supplement if necessary with additional funds.

Resources needed:

- To be determined.

SUMMARY AND CONCLUSION

We have identified planning initiatives in the following areas:

1. General education
2. Economic development and workforce education
3. Developmental education and ESL
4. Program support
5. Educational outcomes
6. Curriculum development
7. Class schedule development and enrollment planning
8. Diversity
9. Educational technology
10. Off campus programs
11. Multi-campus and multi-site issues
12. Staff development

We have noted that in terms of each of these initiatives, Academic Affairs and the college as a whole must be pro-active in identifying educational needs and responsive in developing ways to address those needs effectively.

Some of these initiatives focus mainly on the need for resources; others focus mainly on the need to change or improve important operations. They must be addressed to maintain the quality of our programs and the responsiveness of our delivery of instruction throughout the district.

In some ways the first three initiatives—those related to general education, economic development/workforce education, and developmental education/ESL—are the most important. They are proposed in recognition of the economic, social, and ethnic diversity of our students and the increasing numbers of them who are not prepared to master the challenging coursework required for both transfer readiness and job readiness in a complex, globally interconnected world. They go to the heart of our mission, and may be difficult to address, for they fundamentally challenge the traditional ways we organize classrooms, organize programs, develop curriculum, allocate our resources, and evaluate what we do. But we must address them, for ultimately the success of an educational master plan depends on the answer to the question, “Have you served your students well?”



**Academic Affairs
Management Plan 2002-2003**

Operational Goal	Completion Date
<p>1.0 Continue to support the accreditation process as Liaison Officer and respond to the accreditation self study planning recommendations pertaining to Academic Affairs.</p> <p><i>Institutional Goals: #1 - Instructional Quality; #2 - Student Success; #3 - Program Development and Delivery; #9 - Institutional Effectiveness.</i></p>	October 2002
Objective	Timeline
<p>1.1 The Vice President of Academic Affairs will work with the Accreditation Steering Committee and its chair to complete the self study and prepare for the team visit.</p>	October 22-24, 2002
Activity	Timeline
<p>1.1.1 Assist in editing and proofreading all sections of the self study.</p>	Summer 2002
<p>1.1.2 Work with the President and the team chair in arranging team travel logistics and related matters.</p>	October 2002
<p>1.1.3 Provide the team additional documents as needed prior to the visit.</p>	October 2002
<p>1.1.4 Calendar team appointments as requested.</p>	October 2002
Objective	Timeline
<p>1.2 The Vice President of Academic Affairs will coordinate a systematic component assessment of the self-study planning statements and the visiting team's formal evaluation.</p>	
Activity	Timeline

1.2.1	Participate in the Accreditation Steering Committee's final draft of the entire self-study, Standard One through Ten.	July 2002
1.2.2	Coordinate component-wide review of the entire self study with particular emphasis on Standard Four.	August 2002
1.2.3	Identify overall planning statements that have direct relevance to Academic Affairs departments, functions and/or services.	September 2002
1.2.4	Designate responsibility and prepare an action plan that responds to the intent of each planning statement pertaining to Academic Affairs.	October 2002
1.2.5	Assist in the accreditation team visit to SRJC and participate in their exit summation.	October 2002
1.2.6	Review the accreditation Commission's formal report.	February 2003
1.2.7	Designate responsibility and prepare an action plan that responds to any specific recommendations included in the Accreditation Commission's formal report.	April 2003
Administrative Area: Academic Affairs		Date: 5/7/02
Responsible Administrator: Ed Buckley		Page 1 of 8

Operational Goal		Completion Date
2.0	Continue to refine the curriculum review/approval process and address internal consistency and compliance problems. <i>Institutional Goals: #1 - Instructional Quality; #2 - Student Success; #3 - Program Development and Delivery.</i>	
Objective		Timeline
2.1	Eliminate the current backlog of non-compliant course outlines, etc.	On-going
Objective		Timeline
2.2	Re-institute quadrennial curriculum review for each program.	June 2003

Objective	Timeline
2.3 Make changes as needed to strengthen the curriculum review process.	June 2003
Objective	Timeline
2.4 Continue to expand technical support for the DACUM process and other strategies for curriculum overhaul at the program level.	On-going
Objective	Timeline
2.5 Address the need for enhanced operational support for the curriculum approval process.	June 2003

Administrative Area:	Academic Affairs	Date: 5/7/02
Responsible Administrator:	Ed Buckley/Terri Frongia	Page 2 of 8

Operational Goal	Completion Date
<p data-bbox="237 1415 1219 1486">3.0 Develop and pilot a model for integrated delivery of instructional and support services to developmental and ESL students.</p> <p data-bbox="331 1520 1235 1577"><i>Institutional Goals: #1 - Instructional Quality; #3 - Program Development and Delivery; #10 - Institutional Quality</i></p>	
Objective	Timeline
3.1 Identify the programs and services across all components whose mission includes serving developmental and/or ESL students.	September 2002
Objective	Timeline

3.2	Establish a formal task force with comprehensive representation to develop a model for proactive, integrated delivery of instructional and support services that blends historical developmental, general education, matriculation and retention programs with contemporary student-centered pedagogy.	October 2002
Objective		Timeline
3.3	Develop plan to implement the ensuing model that encompasses instructional, personnel, budgetary, technological and facilities concerns	March 2003
Objective		Timeline
3.4	Develop outcomes assessment plan for pilot period.	March 2003
Objective		Timeline
3.5	Select a student cohort for pilot program.	April 2003
Objective		Timeline
3.6	Conduct appropriate research to identify educational, social, personal, financial needs of identified cohort.	April 2002
Objective		Timeline
3.7	Prepare for the piloting for the model in 2003-2004, with identified cohort of students, faculty, administrators, and staff.	April-May 2003
Objective		Timeline
3.8	Address the issue of "hidden remediation" in college level courses.	On-going
Administrative Area: Academic Affairs		Date: 5/7/02
Responsible Administrator: Ed Buckley/Terri Frongia/Victor Cummings		Page 3 of 8

Operational Goal	Completion Date
<p>4.0 Develop the Economic Development Institute.</p> <p><i>Institutional Goals: #1 - Instructional Quality; #3 - Program Development and Delivery</i></p>	
Objective	Timeline
<p>4.1 Refine/define the change agent role of the Economic Development Institute EDI.</p>	June 2003
Objective	Timeline
<p>4.2 Assist the faculty in adopting a more global as opposed to single discipline approach to instructional delivery.</p>	June 2003
Objective	Timeline
<p>4.3 Develop a coordinated marketing plan for all occupational certificate programs.</p>	June 2003
Objective	Timeline
<p>4.4 Develop career ladder partnerships with public and private partners.</p>	On-going
Objective	Timeline
<p>4.5 Improve effectiveness of advisory committees by training/assisting program coordinators.</p>	December 2002
Objective	Timeline
<p>4.6 Increase the use of employer and employee focus groups.</p>	September 2002
Objective	Timeline
<p>4.7 Develop advisory committee for the EDI.</p>	September 2002

Administrative Area: Academic Affairs
Responsible Administrator: Ed Buckley/LuAnn Campbell

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Operational Goal	Completion Date
<p>5.0 Begin to more fully integrate the assessment of student outcomes into the Academic Affairs planning processes.</p> <p><i>Institutional Goals: #1 - Instructional Quality; #3 - Program Development and Delivery; #6 - Outreach and Recruitment</i></p>	
Objective	Timeline
<p>5.1 Review outcomes data currently collected and reported.</p>	<p>December 2002</p>
Objective	Timeline
<p>5.2 Develop plan for including appropriate data in PEP's and quadrennial review reports.</p>	<p>May 2003</p>

Operational Goal	Completion Date
<p>6.0 Continue efforts to enhance class schedule development and enrollment planning.</p> <p><i>Institutional Goals: #1 - Instructional Quality; #2 - Student Success; #3 - Program Development and Delivery</i></p>	
Objective	Timeline
<p>6.1 Act on recommendations set by Academic Affairs and StEP.</p>	June 2003
Objective	Timeline
<p>6.2 Continue reviewing the printed Schedule of Classes so as to reduce its bulk and improve its appearance and readability.</p>	June 2003
Objective	Timeline
<p>6.3 Consider more effective alternatives or supplements to the Schedule, including more extensive use of CWIS and target marketing to particular student markets.</p>	June 2003

Administrative Area: Academic Affairs		Date: 5/7/02
Responsible Administrator: Ed Buckley/Steve Olson		Page 6 of 8
Operational Goal		Completion Date
7.0 Continue the expansion of off-campus and weekend offerings. <i>Institutional Goals: #1 - Instructional Quality; #2 - Student Success; #3 - Program Development and Delivery</i>		
Objective		Timeline
7.1	Develop a five-year plan for providing a program of offerings to address the educational goals of the people in the north county.	December 2002
Objective		Timeline
7.2	In other sectors of the district, continue gradual expansion in response to demand.	Ongoing
Objective		Timeline
7.3	Continue gradual expansion of weekend courses at the Santa Rosa campus in response to demand.	Ongoing
Objective		Timeline

7.4	Review plans for a “weekend college” and determine whether to implement the program in 2003-2004.	January 2003
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Administrative Area: Academic Affairs Responsible Administrator: Ed Buckley/Steve Cohen		Date: 5/7/02 Page 7 of 8
Operational Goal	Completion Date	
8.0 Other initiatives <i>Institutional Goals: #1 - Instructional Quality; #2 - Student Success; #3 - Program Development and Delivery</i>		
Objective	Timeline	
8.1 Utilize existing planning processes in Academic Affairs to identify major, long-range facility needs in concert with the development of the Strategic Capital Projects Plan.	September 2002	
Objective	Timeline	
8.2 Review the data outlining SRJC's performance on the P4E goals and develop strategies for improvement as needed.	On-going	

Objective	Timeline
8.3 Utilize the newly formed District Online Committee to develop assistance and guidelines for instructors providing online courses or online supplement of traditional courses.	On-going
Objective	Timeline
8.4 As resources permit, work with Student Services to develop the SRJC Teacher Academy with the goal of recruiting diverse students into the field of teaching and expanding the number of students successfully transferring into teaching and credential programs.	May 2003
Objective	Timeline
8.5 Develop an on-going program for staff development and training for department chairs and instructional program directors.	September 2002
Objective	Timeline
8.6 Implement the International Education plan to the degree possible with consideration to funding, staff, and facility constraints.	May 2003

Administrative Area: Academic Affairs	Date: 5/7/02
Responsible Administrator: Ed Buckley/Others	Page 8 of 8