



Santa Rosa Junior College Shone Farm Strategic Plan

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August 31, 2018

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**SANTA ROSA
JUNIOR COLLEGE**

Table of Contents

<u>iv</u>	Executive Summary
<u>1-1</u>	Chapter 1: Introduction and Purpose of the Strategic Plan
<u>1-2</u>	Section 1: Purpose and Function
<u>1-2</u>	Section 2: Plan Integration and Mission Alignment
<u>1-4</u>	Section 3: Description of SRJC's Strategic Planning Process for Shone Farm
<u>2-1</u>	Chapter 2: Shone Farm History - Diverse Land and People
<u>2-2</u>	Section 1: Location and Geography
<u>2-2</u>	Section 2: The Evolution of SRJC's Shone Farm
<u>3-1</u>	Chapter 3: Shone Farm Today - Programmatic and Operational Snapshots
<u>3-2</u>	Section 1: Overview of Program Utilization and Operational Support of Shone Farm
<u>3-2</u>	Section 2: Agriculture and Natural Resources Department Degree and Certificate Programs
<u>3-3</u>	Section 3: Overview of Farm Utilization Measurements
<u>3-3</u>	Section 3.1: Degree and Certificate Program Course Utilization of Shone Farm
<u>3-6</u>	Section 3.2: Non-Credit Course and Program Offerings
<u>3-6</u>	Section 3.3: Not-For-Credit, Fee-Based Community Education Courses at Shone Farm
<u>3-7</u>	Section 3.4: College and Public Use: Shone Farm's Role as a Community Resource
<u>3-8</u>	Section 4: Revenue and Expenses – Fiscal Year 2017-2018 Snapshot
<u>3-9</u>	Section 5: Facilities – Summary of Usage Patterns for the Previous Five Years
<u>3-10</u>	Section 6: Farm Operations Inventory – Equipment, Water, Property Maintenance, Security
<u>3-13</u>	Section 7: Emergency Preparedness
<u>4-1</u>	Chapter 4: The Future of Shone Farm and Agriculture and Natural Resources
<u>4-2</u>	Section 1: Framing Shone Farm's Future via Environmental Scan
<u>4-2</u>	Section 1.1: External Scan – Sonoma County Trends
<u>4-3</u>	Section 1.2: Internal Scan – Program Enrollments: Census Enrollments, Fill Rates, FTES, Class Size, and Weekly Student Contact Hours (WSCH)
<u>4-7</u>	Section 1.3: Degree and Certificate Completions
<u>4-9</u>	Section 2: Assessing Foundations for Shone Farm's Future - Strengths, Weaknesses, Opportunities, and Threats (SWOT Analysis)
<u>4-12</u>	Section 3: Setting Direction - Three-Year Strategic Plans for Department, Farm, and Programs
<u>4-14</u>	Section 4: Findings and Facilities Recommendations
<u>5-1</u>	Chapter 5: Envisioning the Shone Farm of 2025
<u>5-2</u>	Section 1: Expanding the Array of Academic Opportunities and Student Support Services
<u>5-3</u>	Section 2: Enhancing Commercial Activities to Support Instructional Outcomes and Provide for Ongoing Operational Needs
<u>5-3</u>	Section 3: Enhancing the Shone Farm Site as a College and Community Environmental Resource
<u>6-1</u>	Appendices:
<u>6-2</u>	A. Strategic Planning Meetings
<u>6-7</u>	B. AG/NR Department and Shone Farm Three-Year Work Plan (2018-2021)
<u>6-16</u>	C. Sample AG/NR Instructional Program Three-Year Work Plan – Animal Science (2018-2021)
<u>6-22</u>	D. Shone Farm Facility Diagram
<u>6-23</u>	Endnotes

Executive Summary

The purpose of the SRJC Shone Farm Strategic Plan is to assess and prioritize the mission-centered goals for the Agriculture and Natural Resources instructional programs, as well as those for the Department as a whole, and to identify the activities and resources, including facilities, which are required to implement prioritized goals. The Shone Farm Strategic Plan essentially includes an overview of purpose and process, the history of the farm, an assessment of current programmatic and operational utilization, and an analysis of internal and external conditions that inform program and Department plans, which are integrated with the District's strategic objectives.

Moreover, the SRJC Shone Farm Strategic Plan is grounded in multiple sources of quantitative data including, but not limited to, demographic, student characteristic, and instructional program information. Sources of qualitative information consist of minutes of industry advisory board meetings, instructional program reviews, and interviews with SRJC faculty, students, and staff, as well as local industry leaders and community groups.

Ultimately, the goals and objectives established in this Strategic Plan will be implemented through the development of three-year department and program plans, which will be drafted in the 2018-2019 academic year, and assessed on an annual basis in alignment with the District's Program and Resource Planning Process (**PRPP**). The prioritized goals and objectives for this Strategic Plan include the following:

- GOAL 1: Update Agriculture and Natural Resources Programs and Curriculum
 - Objective: Refine, revise, (re)develop or discontinue Agriculture and Natural Resources academic programs.
- GOAL 2: Improve Student Access to Programs at Shone Farm
 - Objective 1: Increase and/or enhance opportunities to fully utilize Shone Farm as a hands-on teaching and learning site.
 - Objective 2: Increase enrollment and program opportunities offered at Shone Farm.
- GOAL 3: Improve Shone Farm and Agriculture and Natural Resources Department Operational and Integrated Planning
 - Objective 1: Improve collaboration and integration of instructional programs and farm operations.
 - Objective 2: Refine and improve Shone Farm facility operations.

Additionally, this Strategic Plan identifies the facilities required to fulfill the goals and objectives of the academic programs and the Department and provides recommendations to the District concerning these priorities for determinations regarding feasibility, design, and budgeting. These identified facilities are featured in diagrammatic form found in **Appendix D**.



Chapter 1

Introduction and Purpose of The Strategic Plan

1. Purpose and Function
2. Plan Integration and Mission Alignment
3. Description of SRJC's Strategic Planning Process for Shone Farm



1. Purpose and Function

Strategic planning is a process that enables an organization to establish its future direction by assessing and prioritizing mission-centered goals, identifying the activities and resources required to implement those goals, and determining the intended outcomes. This process also provides the organization with an opportunity to evaluate and adjust its course in response to both internal and external environmental changes. Ultimately, strategic planning empowers an organization to clarify, as well as implement, its mission, vision, and values into the future.

A regional grant from the California Community College Chancellor's Office *Strong Workforce* program funded the Shone Farm Strategic Plan to strengthen the role of Shone Farm as a teaching and learning site for the SRJC Agriculture and Natural Resources Department. The District also recognized the need to utilize the strategic planning process to inform and prioritize Measure H construction projects priorities for this site. Thus, the District has capitalized on the opportunity provided by both the Strong Workforce Program and the Measure H bond initiative to set forth comprehensive goals not only for the facilities at Shone Farm, but also for the current and future academic programs, facilities, commercial enterprises, community engagement, student services, and technology infrastructure at Shone Farm. As Figure 1 illustrates, the identified priorities that have emerged from the development of this Strategic Plan center on five major focal points.

Ultimately, this Strategic Plan developed for Santa Rosa Junior College's Shone Farm assesses current and future conditions and establishes a framework of prioritized goals, objectives and actions required to meet these goals, the resources needed, and the measurable outcomes that insure institutional accountability. Notably, future student support resources, infrastructure, staffing,



facility, and operational considerations, which are all critical to fulfilling the mission and vision for this unique teaching site, are integrated into the framework of the plan.

Figure 1: Shone Farm Strategic Priorities

Expand Teaching and Learning	• Credit, Noncredit, and Continuing Education Programs
Strengthen Student Experiences	• Student Services, Internships, Work Experience, Enterprise Projects, Transportation, Housing
Increase Community Engagement	• Student Outreach and Recruitment, Agricultural Industry Engagement, Community Service, Events
Enhance Commercial Farming	• Support Farm Operations and Learning Opportunities for Students via Agricultural Enterprises
Reinforce Site Operations	• Equipment, Infrastructure, Utilities, Emergency Preparedness, Security

2. Plan Integration and Mission Alignment

Program-specific strategic plans must clearly align with the college's mission and map directly to the institution's global strategic plan. Accordingly, the Strategic Plan for Shone Farm and the Agriculture and Natural Resources Department integrates with and fosters the advancement of Sonoma County Junior College

District and Santa Rosa Junior College's mission and global Strategic Plan (2014-2019), which sets the direction for the District and Santa Rosa Junior College and provides planning foundations for departments and units.



Sonoma County Junior College District and Santa Rosa Junior College's Mission

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

- *We focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills.*
- *We provide a comprehensive range of student development programs and services that support student success and enrich student lives.*
- *We support the economic vitality, social equity and environmental stewardship of our region.*
- *We promote personal and professional growth and cul-*

tivate joy at work and in lifelong learning.

- *We foster critical and reflective civic engagement and thoughtful participation in diverse local and global communities.*
- *We regularly assess, self-reflect, adapt, and continuously improve.*

Shone Farm's Mission

As captured in the 2017 Shone Farm Program Resource Planning Process (PRPP):

The mission of the Santa Rosa Junior College Shone Farm Center is to increase the knowledge, improve the skills, and enhance the lives of those served by its programs, preparing leaders in agriculture, food systems, and natural resources who are equipped to address the diverse needs of society.

Additionally, the Shone Farm Mission is aligned with the District's mission, specifically in its "most fundamental goal of the college: 'to promote student learning throughout our diverse communities by increasing the knowledge, improving the skills and enhancing the lives of those who participate in our programs and enroll in our courses.'" Moreover, Shone Farm's mission directly connects with and supports the District's charge in the following ways:

- providing lower division academic education for transfer, career and technical education, and the support of local economic and workforce development by ensuring a variety of high-quality course and program offerings in agricultural and natural resources disciplines;
- offering programs and services that enhance students' opportunities for academic development and life-long skills through hands-on training in a learning community environment;
- contributing to the economic vitality of the region by providing students with the knowledge and skills needed to successfully enter the local workforce and serve as future innovators in key industries, and fostering public-private partnerships that serve students as well as the community;
- encouraging and supporting students' intellectual, professional, and personal growth by helping them experience joy in both the beauty as well as the challenges found in the natural environment and the enterprises centered upon it; and,
- inspiring students' active engagement and participation in the life of the local community as well as the enterprises of diverse communities across the nation and the world.

Strategic Plan Alignment

Ultimately, the goals and objectives established in this Strategic Plan for Shone Farm and the Agriculture and Natural Resources Department directly align with the District's goals and objectives as detailed in Chapter 4 (*Future of Shone Farm and Agriculture and Natural Resources*).



3. Description of SRJC's Strategic Planning Process for Shone Farm

A Strategic Planning Team under the direction and leadership of Benjamin Goldstein, Dean of Agriculture/Natural Resources and Culinary Arts, guided the development of the Shone Farm Strategic Plan. Members of the Planning Team included:

- Steve Kwok, AIA, Quattrocchi Kwok Architects: QKA;
- John Dybczak, AIA, LEED AP, Quattrocchi Kwok Architects: QKA;
- Heather Chierici, Project Manager (Measure H), Capital Projects, Santa Rosa Junior College;
- Leonard Diggs, Shone Farm Manager, Santa Rosa Junior College; and,
- Diane White, Strategic Planning Consultant, Integrated Academic Solutions, LLC.

While the Strategic Planning Team guided the development of this document, the District's strong commitment to participatory governance processes, which allows for a comprehensive approach to integrated planning, called for collaborative inquiry. Accordingly, the Strategic Planning Team drew upon not only a vast array of data (quantitative and qualitative) and program planning documents, but also the viewpoints, experiences, and creative ideas of numerous internal and external stakeholders, including:

- Faculty Program Coordinators
 - Dr. Joshua Beniston (Sustainable Agriculture)
 - Diane Dolan (Floral Design)
 - Dr. Daniel Famini (Veterinary Technician/Animal Health)
 - Maxine Freitas (Equine Science)
 - Joel Grogan (Environmental Horticulture)
 - Amy Housman (Animal Science)
 - Dr. Merilark Padgett-Johnson (Viticulture)
 - Dr. Kevin Sea (Wine Studies)
 - Dr. George Sellu (Agribusiness)
 - Kasey Wade (Natural Resource Management)
- Career and Technical Education Program Advisory Boards for Sustainable Agriculture, Viticulture, Wine Studies, Equine Science, and Animal Science¹
- Members of the SRJC Foundation Ag Trust and the Shone Farm Foundation Board

- Community Stakeholders and Organization Representatives from:
 - Sonoma County Vintners
 - Sonoma County Horse Council
 - Sonoma County Farm Bureau and Sonoma County Farm Bureau Foundation
 - Sonoma County Wine Grape Commission
 - American Ag Credit
- Agriculture and Natural Resource Department Students (Focus Groups and Follow-Up Survey)
- Shone Farm Staff and Administration:
 - Joey Smith (Horticulture Technician I)
 - Anthony Blondin (Coordinator, Farm Operations)
 - Lynn Ellerbrock (Coordinator, Shone Farms Sales & Marketing)
 - Stuart Schroeder (Farm Equipment Operator)
 - Isidro Juarez (Farm Assistant)
 - Chris Wills (Manager, Farm Facilities & Products)
 - Robin Zolotoff (Administrative Assistant III)
- Agriculture and Natural Resources Department Students (Focus Groups and Follow-Up Survey)
- SRJC District Administration and Staff (in alphabetical order):
 - Michelle Booher-Poggi (Director, Student Outreach)
 - Li Collier (Senior Dean, Counseling & Student Success, Student Services)
 - Dan Exelby (Manager, IT Infrastructure, Information Technology)
 - Jerry Miller (Senior Dean, Career & Technical Education & Economic Dev, Career/Technical/Educ/Econ/Dev)
 - Nancy Miller (Director, Regional Adult Education Programs, Adult & Continuing Education)
 - Michael Roth (Manager, Instructional Computing, Information Technology)
 - Leigh Sata (Director of Capital Projects)
 - Greg Wycoff (Supervisor, Technical Services/Media Services)

A complete accounting of all meetings and participants, which attests to the Strategic Planning Team's inclusive and participatory approach to developing a plan that considers a broad range of perspectives and interests, can be found in **Appendix A** of this document.

Chapter 2

Shone Farm History – Diverse Land and People

1. Location and Geography
2. The Evolution of SRJC's Shone Farm



1. Location and Geography

Shone Farm's diverse and ecologically precious location has shaped the area's history for centuries and continues to influence its ethos and character today. Named in honor of Robert Shone, a dynamic agricultural leader in Sonoma County, SRJC trustee, and President of the Sonoma County Farm Bureau, today's Shone Farm is situated in the Russian River region, which was named for the Russian fur traders who colonized the area. However, the earliest inhabitants of this land were the Kashaya (Southwestern) Pomo who called it Ashokawna - "east water place" or "water to the east." Prior to European arrival, the region possessed tremendous bio-diversity, which was teeming with abundant fish and wildlife and shaped by a dynamic landscape that evolved with the water flow of an un-damned river. As Russian, and later American, settlers observed, the area contained an impressive array of natural resources: fertile soils for farming, dense forests for lumber, and land suitable for grazing livestock. These unique agro-ecological features make Shone Farm the ideal location for a living laboratory for SRJC's diverse Agriculture and Natural Resources programs, as well as a center of learning and cultural enrichment for Sonoma County.



2. The Evolution of SRJC's Shone Farm

In 1542 Spain made the first European claim to the land, which is now home to Shone Farm, the neighboring Ya-Ka-Ama (Pomo for "our land") Indian Education and Development Center, and the Sonoma County Youth Camp. Subsequently, Mexico, as a consequence of its independence from Spain in 1821, declared ownership of this area. Ultimately, the Mexican government granted this land to Mariano Vallejo in 1834, who in 1836 granted to Juan Bautista Roger Cooper four square leagues of this land (i.e., approximately 17,712 acres), which became known as El Molino Rancho. Eventually, Mexico ceded all of California to the United States in the Treaty of Guadalupe Hidalgo following the Mexican American War. From 1836 to 1953 the land was divided and sold to different owners, many of whom produced hay, apples, timber, and livestock.

In 1955 the U.S. government acquired the land through eminent domain and developed a CIA West Coast Foreign Broadcast Monitoring Station on the property but abandoned this effort by 1959 due to the lack of available ground water sufficient to maintain a large-scale operation. The property then became federal government "surplus" and available for disposal and was ultimately leased to two cattle ranchers.

In 1969 a group of Native Americans, which became known as "Indians of All Tribes," occupied the former federal prison on Alcatraz Island in San Francisco Bay and claimed the land by virtue of the Treaty of 1878 granting the Sioux tribe the right to surplus federal land. Inspired by the resurgence of Native American activism at Alcatraz, as well as in other areas of the US and California, a group of young local Native Americans, a number of whom were Santa Rosa Junior College students, claimed and occupied

the property in November 1970. In 1971 the Ya-Ka-Ama Indian Education and Development Center became incorporated and subsequently applied for ownership, the award of which granted them 120 acres in September 1972.

In 1971 and 1972 Santa Rosa Junior College successfully competed for a share of the 488-acre U.S. government surplus holding near Forestville. Brook Tauzer, Charles Belden, John Edwards and Steve Olson worked under the guidance of SRJC President Roy Mikalson to submit a grant application for this land, which had significant support from local, state, and federal officials, as well as prominent members of the agricultural community. Consequently, along with the Ya-Ka-Ama Indian Education and Development Center, SRJC's grant application secured the District approximately 285 acres. The federal government granted the Sonoma County Youth Probation Camp eight acres while retaining seventy-five acres for the Office of Civil Defense, which the federal government deeded to SRJC in 1988.

The initial curricular focus of the farm centered around the production of livestock, hay, and apples, which generated sufficient revenue to sustain the farm until the early 2000's. Thus, the first efforts at facility development focused on fencing for cattle-grazing, construction of a pole barn (known today as the Porter Livestock Center) for hay storage and the cattle herd, and an equipment shed and small office. As the farm became a hub of activity, with more courses taught at this site and community events also held there, additional facilities, including the Belden Center and the Richard L. Thomas Classroom, were built and financed largely through private donations and/or community contributions of labor and materials. Additionally, by the mid-1970's it became



clear that apples would not produce more revenue than wine grapes; thus, over the next ten years orchards were removed and replaced by vineyards, which currently help fund the curricular needs of the Viticulture program while simultaneously providing significant revenue that supports farm operations.

As the horse industry and the demand for equine courses grew in Sonoma County, the remodeling of the Porter Livestock Center and the development of the Equine Facility were the next major facility improvements at Shone Farm. In the Porter Center new corrals replaced older, worn-out ones; further, new horse stalls accommodated a limited number of horses, which supported the equine courses.

The largest facility constructed at the farm is the Dutton Pavilion, made possible by the previous Measure A construction bond. This multi-purpose facility includes the large indoor Kunde Showcase Arena, the Merlo Culinary Center/Vercelli Kitchen, the Gallo Wine Laboratory, two 90-seat classrooms (i.e., the Sonoma County Vintners Education Center), the large Warren's Outlook patio, an office, a two-student dorm room, restrooms, and storage space. This substantial addition profoundly changed the nature of the farm by creating needed instructional spaces for culinary classes, food processing, and wine studies. Also playing a role, were the construction of an all-weather arena suitable for hosting large-scale livestock and equine events. In sum, the Dutton Pavilion raised the profile of SRJC's Shone Farm as more students and community members were drawn by its course offerings, trainings, workshops, and a variety of public events.

Finally, the vitality of Shone Farm and the plethora of opportunities it offers to students in SRJC Agriculture and Natural Resources programs would not be possible were it not for the ongoing generosity and unfailing support of the agriculture community in Sonoma County. The SRJC Foundation's Ag Trust Committee was established in 1999 to coordinate and guide fundraising efforts benefitting the Agriculture and Natural Resources Department and Shone Farm. Since its inception, the Ag Trust has raised several million dollars in endowed funds, capital campaigns, planned gifts, and student scholarships. Additionally, the Shone Farm Foundation, which formed in 2008 as a 501c3 to establish the Shone Farm Winery as a bonded winery, has expanded its mission to include support for the entire line of "Shone Grown" products and to ensure that Shone Farm remains a premier destination for education, training, and community engagement in Sonoma County. Members of the Ag Trust Committee and the Shone Farm Foundation are leaders and visionaries in all areas of Sonoma County agriculture whose generous financial support and extensive experience and expertise in agriculture and natural resources help ensure that Shone Farm and the SRJC Agriculture and Natural Resources Department are at the vanguard of the agricultural sector in Sonoma County.²

Chapter 3

Shone Farm Today - Programmatic and Operational Snapshots

1. Overview of Program Utilization and Operational Support of Shone Farm
2. Agriculture and Natural Resources Department Degree and Certificate Programs
3. Overview of Farm Utilization Measurements
 - 3.1 Degree and Certificate Program Course Utilization of Shone Farm
 - 3.2 Non-Credit Course and Program Offerings
 - 3.3 Not-For-Credit, Fee-Based Community Education Courses at Shone Farm
 - 3.4 College and Public Use: Shone Farm's Role as a Community Resource
4. Revenue and Expenses – Fiscal Year 2017-2018 Snapshot
5. Facilities – Summary of Usage Patterns for the Previous Five Years
6. Farm Operations Inventory – Equipment, Water, Property Maintenance, Security
7. Emergency Preparedness



1. Overview of Program Utilization and Operational Support of Shone Farm

As one of the largest agricultural teaching sites in the California Community Colleges system, Shone Farm is a diverse and vibrant outdoor teaching lab as well as a center of production, which incorporates the best that the Russian River Valley has to offer: vineyards, forest, livestock pasture, equestrian facilities, row crops, and olive and apple orchards. The 90-acre commercial vineyard produces Chardonnay, Sauvignon Blanc, Pinot Noir and Syrah grapes, which are purchased by top local wineries. A one-acre vineyard teaching block provides students with opportunities to learn varietal identification. The forest, which offers students firsthand experiences in forest and trail maintenance as well as watershed management, is home to Redwood, Douglas Fir, Pine, Madrone, Bay, and several species of Oak, all which provide habitat for many native bird and animal species. The pasture that is irrigated with tertiary-treated recycled water from the town of Windsor supports the Animal Science Program. Shone Farm's crop production area teaches students sustainable farming practices on a commercial scale, as students not only plant and harvest vegetables and fruit, but also pack, price, and sell these products at the SRJC Seasonal Farmstand and also through the Community Supported Agriculture (CSA) delivery program. Students' experiences in providing high-quality farm products to several high-end markets and restaurants, including the SRJC Culinary Café, and processing value-added farm products, such as an award-winning olive oil under the Shone Farm label, provides them with invaluable experience in the full scope of agricultural production processes. In sum, the farm has evolved into a diversified agricultural center that provides a wide variety of educational opportunities for students majoring in Agriculture and Natural Resources, which thoroughly prepare them for the workplace or for transfer to a four-year university.



2. Agriculture and Natural Resources Department Degree and Certificate Programs

The Agriculture and Natural Resources Department offers degree and certificate programs in a variety of disciplines that prepare students for careers as well as for transfer to four-year colleges and universities. These programs and foci include:

- Agribusiness- teaches the application of business concepts to the agricultural industry;
- Animal Science- teaches the science, business and art of the production of beef cattle, dairy cattle, horses, poultry, sheep and swine;
- Brewing - introduces students to the science of craft brewing for honing their home brewing skills or for entry into the craft brewing industry;
- Equine Science – prepares students to enter careers in equine science or for transfer into equine science programs at state colleges and universities;
- Environmental Horticulture - prepares students for employment in design/build landscape contracting firms, full-service retail garden centers, landscape architecture offices, entrepreneurial garden design enterprises, and to advance to management positions in nurseries that propagate, grow and market plants for use in the home, business or the landscape;
- Floral Design - offers comprehensive and practical skills that prepare students for careers in the floral business;
- Natural Resources - equips students with the knowledge, skills and experience needed in the rapidly expanding field of sustainable resource management;
- Sustainable Agriculture – offers degree and certificate programs designed to train farmers and gardeners in the techniques of sustainable food production;
- Veterinary Technician - prepares students for veterinary careers and with the knowledge and skills needed to take the California RVT examination for those students desiring to do so;



- Viticulture - focuses on the growing of grapes for winemaking, including sustainable practices in the vineyard and vineyard management; and,
- Wine Studies – prepares students for mid-level positions in the wine and wine-related industries and to increase career advancement opportunities for persons already employed in the industry.

The majority of these programs offer courses and/or instructional activities (e.g., field trips, lab experiments) at the farm. Only four programs within the department currently do not hold classes or conduct instructional activities at the farm (i.e., Agribusiness, Environmental Horticulture, Floral Design, Veterinary Technician) for reasons that are unique to the student populations they serve, facility needs, and/or current curriculum design. The Veterinary Technician Program is moving to the Petaluma Campus to take advantage of a new laboratory constructed there. However, Faculty Program Coordinators for Agribusiness, Environmental Horticulture, and Floral Design have identified possible future course and/or entire program offerings at Shone Farm, which will significantly support and enhance the educational outcomes for students in these programs. Thus, this Strategic Plan will address not only the goals and objectives of those programs currently utilizing Shone Farm for instructional purposes, but also those of these three programs that have identified future program offerings centered at the farm.

3. Overview of Farm Utilization Measurements

Developing a strategic plan for Shone Farm requires a comprehensive assessment of current usage patterns, including those for instruction in credit and non-credit programs, continuing education offerings, and general public or community utilization. Thus, this section offers an overview of the most recent usage of Shone Farm for all of these purposes.

3.1 Degree and Certificate Program Course Utilization of Shone Farm

Shone Farm is first and foremost a facility that serves and supports the instructional needs of the programs housed in the Agriculture and Natural Resources Department. Thus, the strategic goals and objectives for the Department's programs utilizing the Shone Farm teaching site begins with an assessment of current course and program utilization, which reveals how different programs have been able to access the farm's facilities in order to support instructional outcomes. The data used to measure current program utilization, which are summarized in Tables 1 through 4 below, have been drawn from the previous four academic years of data (i.e., Academic Years 2014-2015 through 2017-2018, including summer terms).³ As is the case when interpreting enrollment data generally, it is important here to consider that a number of factors shape the results, including class size maximums, facilities, equipment, safety considerations, availability of staff, and scheduling patterns. Moreover, this enrollment data represents only program usage at the Shone Farm site and not the entirety of program offerings. Additionally, it is important to recognize that the lack of functional classroom space at Shone

Farm has significantly limited the scheduling of courses at this site. Finally, the data below is presented simply for the purpose of assessing academic programs' most recent use of Shone Farm as a teaching site; it is not intended to serve as the basis for analyzing program enrollment trends or projecting future program demand, which will be addressed in subsequent sections of this chapter.

The data below, presented in descending order by program for degree and certificate applicable course offerings at Shone Farm, including the total number of sections offered by program, average enrollments, and weekly student contact hours, provide a snapshot of program usage patterns for the Shone Farm Teaching site.⁴



Table 1: Total Course Sections AY2014/2015 to AY2017/2018

PROGRAM	# Course Sections F2014-SP2018
Viticulture	16
Sustainable Agriculture	15
Equine Science	13
Animal Science	10
Wine Studies	10
Natural Resource Management	9
Beer Brewing	4
TOTAL NUMBER OF SECTIONS	77

Table 2: Total Student Headcount Enrollments AY2014/2015 to AY2017/2018

PROGRAM	Total Enrollment F2014-SP2018
Equine Science	766
Sustainable Agriculture	674
Wine Studies	622
Viticulture	563
Natural Resource Management	455
Animal Science	224
Beer Brewing	96
TOTAL ENROLLMENT	3400

Table 3: Average Total Headcount Enrollments – AY2014/2015 to AY2017/2018

PROGRAM	Annual Average
Equine Science	63.83
Wine Studies	62.2
Sustainable Agriculture	56.17
Beer Brewing	48
Viticulture	46.92
Natural Resource Management	41.36
Animal Science	28
OVERALL AVERAGE	49.49

Table 4: Weekly Student Contact Hours (WSCH) – AY2014/2015 to AY2017/2018⁵

PROGRAM	4 YR TOTAL WSCH
Equine Science	3343.85
Wine Studies	2733.58
Natural Resources Management	2562.05
Sustainable Agriculture	2429.34
Viticulture	2289.18
Animal Science	950
Beer Brewing	295
TOTAL	14603

In addition to the degree and certificate program courses included in the data above, a number of Agriculture and Natural Resources degree and certificate programs include elective course offerings with different discipline titles, which provide students with knowledge and skills needed for their success in degree or certificate applicable courses. Table 5 provides farm utilization measurements for these non-degree/certificate courses.

Table 5: Non-Degree/Certificate Course Enrollment Data AY 2014/2015-AY2017/2018

DISCIPLINE	# COURSE SECTIONS	ENROLLMENT HEADCOUNT	4 YEAR WSCH
Agriculture	16	91	498
Ag Mechanics	5	103	499.5
TOTAL	21	194	997.5

Analysis of Credit Program Usage

The enrollment data above reflects general patterns of usage for the majority of disciplines housed within the Agriculture and Natural Resources Department. However, notably, each of these disciplines is unique in terms of its curriculum, instructional design, and facility needs. Thus, the analysis below provides contextualizing information regarding the program enrollment and farm utilization patterns reflected in the data above.

- **Agriculture** – This course discipline is shared across several programs, but at Shone Farm the Agriculture (AGRI) courses are primarily AGRI 98 (Independent Study) and AGRI 56 (Agricultural Enterprise Project). These two courses are the foundation curricula for the student research and entrepreneurial/enterprise opportunities at Shone Farm.
- **Agriculture Mechanics** – This course discipline is shared across several programs, with the two primary classes being AGMEC 50 (Agricultural Machinery and Equipment Skills) and AGMEC 60 (Small Engines). AGMEC 50 serves as either a required or elective course in the Sustainable Agriculture, Animal Science, and Viticulture programs.
- **Animal Science** – The Animal Science courses have struggled with lower enrollments in recent years, primarily a consequence of the program going without a dedicated full-time faculty Program Coordinator for several years. Moreover, there is some overlap in the curriculum of Animal Science and Equine Science. The curriculum for these programs can and should be aligned and coordinated so that students are provided with a comprehensive understanding of the science of large animal health. Moreover, while there is an Associate Degree for Transfer (ADT) in Animal Sciences, some courses in the Animal Science program require modification to fully address existing articulation issues. However, the demand for workers with Animal Science training is strong; therefore, the development of a certificate program would increase students' access to this discipline area.
- **Beer Brewing** – This is a new program that was initially offered in academic year 2017-2018. Thus, enrollment data for the four-year period in this data set are simply a reflection of the limited time that courses in this program have been scheduled. Notably, the courses have been completely full for all three semesters that this program has been offered.
- **Equine Science** – Enrollments in Equine Science have been relatively strong, which masks underlying conditions that have proven challenging for this program. First, as will be addressed in Section 5 below, enrollments in this area have been declining due to restrictions on repeatability. Also, degree and certificate program completions have been minimal. Additionally, maintaining on a daily basis the condition of the horses that are used for only several instructional days per week has been cost-prohibitive and detrimental to the health and well-being of the animals. Finally, necessary curriculum revisions, as noted above regarding the Animal Science degree, are critical to insuring that students are offered programs of study that facilitate their completion of degrees and certificates and/or transfer to four-year institutions.
- **Natural Resource Management** – Sections and enrollments in this program coded to Shone Farm have been constrained by classroom availability and facility considerations, which is reflected in the data above illustrating its limited usage of the farm. Specifically, courses are scheduled in five-hour blocks for lecture and lab, but the limited classroom space available at the farm means that courses must be scheduled at the Santa Rosa campus. Thus, instructional activities at the farm for this program are in the form of field trips, which results in reduced instructional time in order to allow for student travel. The Program Coordinator has observed that additional classroom facilities would make it feasible for all of the courses for the degree and certificate to be scheduled at the farm.
- **Sustainable Agriculture** – As the data illustrates, the Sustainable Agriculture program has relied consistently upon Shone Farm for the delivery of instruction. Additional classroom space and the addition of dedicated vegetable processing capabilities at the farm will likely increase this program's usage footprint at Shone Farm.
- **Viticulture** – This program, which relies upon the vineyards for the delivery of the curriculum, has offered comparatively the greatest number of sections at Shone Farm.

- Wine Studies – While Wine Studies has not offered as many course sections as other programs, its relatively healthy enrollments reflect its consistent use of the Shone Farm facilities.

3.2 Non-Credit Course and Program Offerings

The California Education Code authorizes non-credit instruction as an educational option for students in California Community Colleges. Non-credit courses cannot be applied to credit degrees or certificates and are not transferrable to four-year colleges and universities. However, non-credit courses and programs offer students access at no cost to a variety of courses that fall within ten categories of funding eligibility, including, for example, English as a Second Language, Elementary and Secondary Basic Skills, Older Adult courses, and Short-Term Vocational classes. These courses, which allow students opportunities to reach their personal, academic, and career goals, serve as important avenues to higher education for first-generation college students, non-native English speakers, and for those seeking workforce training.

To date, Shone Farm has not served as a site for the teaching of non-credit courses. However, the expansion of non-credit opportunities that are well-suited to the farm and which will provide future students with multiple opportunities for job training in high demand occupations, will be incorporated into the goals and objectives established in this strategic plan.

3.3 Not-For-Credit, Fee-Based Continuing Education Courses at Shone Farm

Continuing education includes both community education offerings, which are personal enrichment courses, and contract education, which is focused on customized workforce training. To date, Shone Farm has served as a teaching site for a variety of community education, fee-based courses. Table 6 captures basic enrollment information for these community education offerings from 2014 to 2018 and reveals strong interest in courses related to regional gardening as well as farm-to-table topics.

Contract Education, a second category of continuing education in California's community colleges, has existed for many decades. Under this model of fee-based education, community colleges engage in contracts with private businesses as well as with public agencies to provide short-term skills-training seminars or classes, including retraining of workers under the Job Training Partnership Act (JTPA) and the California Employment Training Panel (ETP). The employers or agencies pay the full cost of instruction for these customized course offerings, which not only serve the needs of local industry while providing a source of revenue to the college, but can also provide community members with an entry point into excellent degree and certificate credit programs the college offers. To date, the Shone Farm site has not been utilized for contract education; however, the unique environment and professional expertise in the region makes the farm an ideal location for future offerings to employers in both the public and private sectors. The Ya-Ka-Ama tribal consortium now has a dedicated job training staff member who has expressed interest in partnerships with Shone Farm.

Table 6: Community Education Offerings – 2014 to 2018 (To Date)

TERM	Class Name	Enrolled	Class Location
2014 Fall	From Farm to Table – The Bounty of Fall Harvest	20	Shone Farm
2014 Fall	Street Food of Southeast Asia	13	Shone Farm
2015 Fall	From Farm to Table – The Bounty of Fall Harvest	15	Dutton Pavilion
2016 Summer	Introduction to Primitive Wilderness Survival	18	Dutton Pavilion
2016 Summer	IV Therapy/Blood Withdrawal	23	Dutton Pavilion
2017 Fall	Intuitive Energy Medicine	12	Dutton Pavilion
2017 Fall	Growing Specialty Cut Flowers in the North Bay	13	Dutton Pavilion, Lark Hall
2017 Spring	Growing Specialty Cut Flowers in the North Bay	24	Dutton Pavilion, Lark Hall
2017 Summer	Growing Specialty Cut Flowers in the North Bay	21	Dutton Pavilion, Lark Hall
2018 Spring	Intuitively Communicating with Animals	11	Dutton Pavilion
2018 Spring	Growing Specialty Cut Flowers: Succession Planting of Popular Cut Flower Varieties	10	Dutton Pavilion
2018 Spring	Intuitive Energy Medicine	10	Richard Thomas

3.4 College and Public Use: Shone Farm's Role as a Community Resource

In addition to serving as a living laboratory for Agriculture and Natural Resources programs, Shone Farm has also served as a valuable hub of community activity, which demonstrates its vibrancy and future potential as a regional resource. Shone Farm has hosted numerous events in which faculty and staff frequently participate as well as organize and lead, including, but not limited to:

- 4H and FFA Field Days;
- SRJC Livestock Judging Clinics and Contests;
-
- Sonoma County Pruning Championship;
- Poultry processing workshops with UC Cooperative Extension; and,
- Agstravaganza fundraiser.

More recently, "Pick and Sip" events, held on the third Saturday of every month, beginning April 2018, have brought hundreds of community members to the farm for free wine and olive oil

tasting, seasonal farm stand and U-pick, as well as free games and activities for children.

Grant funding has also fostered Shone Farm's relationships with community and regional partners, which has resulted in additional activity at the farm. For example, the Agriculture and Natural Resources Department, the SRJC Small Business Development Center, and the Latino Service Providers collaborated with the University of California Cooperative to secure a \$750,000 grant to train future farmers and ranchers using Shone Farm as the training venue during the course of this three-year grant. Similarly, the Sustainable Agriculture Program received \$20,914 in funding from the California Community College Chancellor's office, which supported elementary school children's visits and tours of the farm as well as a two-week long intensive summer academy for local high school students. As described in the Agriculture and Natural Resources Shone Farm Three-Year Work Plan featured in this document, strategically planning to increase the farm's capacity for community-based events such as these will help Shone Farm grow its presence in the region and foster relationships that not only help grow enrollments, but support the District's commitment to its vision, mission, and values.



4. Revenue and Expenses – Fiscal Year 2017-2018 Snapshot

As program budgets tend to vary only marginally from year to year, a snapshot of Shone Farm revenue and expenses provides reliable baseline information regarding the general fiscal conditions for the farm and the instructional programs offered at this teaching site. Accordingly, Table 7 details basic revenue and expenditures for FY 2017-2018.

Table 7: Shone Farm Revenue and Expenditures – FY 2017-2018

DESCRIPTION	Revenue	Expenditures
Unrestricted	161,018.38	626,542.91
Viticulture Blocks 1-14	1,331,401.17	39,866.98
Olives & Olive Oil	7,074.36	12,773.81
Promotional Merchandise	141.99	527.54
Livestock: Cattle, Sheep	40,539.81	9,701.41
Natural Resources: Forest Products	0.00	2,492.75
Fruit/Veg Farm Stand/Gen; Honey	40,725.06	42,143.21
Apples		4,951.34
Events: Equine & Farm	5,723.69	7,688.61
CSA Box (Community Support Ag)	42,353.00	14,816.26
Livestock		16,683.59
Sustainable Ag		13,907.92
Natural Resources		5,599.58
Viticulture		857,519.32
Misc. Farm		1,015.87
Field Crops-Pasture		2,134.24
Dean Whitter Program		173.32
TOTAL	\$1,628,977.46	\$1,658,538.66
NET INCOME		(\$29,561.20)
District withholding (budget cuts)		\$125,000.00

While expenditures slightly exceeded revenues, several contextualizing factors are critical to any analysis. First, beginning in 2017-2018, Shone Farm voluntarily took a \$125,000 reduction in the District General Fund contribution to Shone Farm's unrestricted activity code. This \$125,000 reduction was carried over in FY 2018-2019 as a continuation of the District-wide budget cuts. A reestablishment of this District contribution to the full amount of \$275,000 would immediately eliminate the small operating deficit and result in Shone Farm operating healthily in the black.

Finally, Shone Farm is a teaching site with the primary purpose of providing the facilities that directly support the District's central mission of offering academic opportunities for students to prepare for transfer or career readiness; therefore, annual "profit,"

which would be expected in the private sector, is rightfully not an expectation of this, or any other, teaching site or instructional program. A combination of farm product sales, particularly wine grapes, the financial support of the SRJC Foundation Ag Trust, as well as other sources of grant or philanthropic income, have provided Shone Farm with the ability to maintain this unique District asset and to continue efforts to consistently improve the hands-on instructional environment it offers. At the same time, it is critical to underscore the need to remain vigilant in preserving the identity of Shone Farm as a District teaching site and not as a "profit center". Moreover, maintaining a substantial budget reserve is critical to preparing for potentially calamitous events (e.g., devastating wild fires, insect infestations, crop failures).

5. Facilities – Summary of Usage Patterns for the Previous Five Years

The environmentally spectacular setting, as well as the features of the large meeting spaces, such as the Dutton Pavilion, has made Shone Farm an attractive site not only for the college, but also for public events, roughly 50% of which have generated facility rental income. The farm has become a desired site among faculty and staff for a variety of college events, including department and committee retreats, and industry advisory board meetings. One of the most popular and well-attended events is Agstravaganza, the Agriculture and Natural Resources Fundraiser, which hosts 450 to 600 attendees. Additionally, college and industry seminars at Shone Farm commonly attract between 100 to 300 people to this location.

Shone Farm's busiest seasons for income-generating events at the Pavilion occur between January through March and from September through November. The table below shows the amount of facility rental income generated at Shone Farm over the past five years.

Table 8: Annual Facility Rental Income [2014-2018 (To Date)]

FISCAL YEAR	INCOME
2014	\$11,170
2015	\$16,502
2016	\$28,520
2017	\$21,065
2018	\$21,537
TOTAL	\$98,794

As these income figures illustrate, Shone Farm has significant potential in terms of income-generating rental activity. However, it is important to note current limitations. Specifically, District policy only allows 501(c)3 non-profit groups or businesses to rent facilities at Shone Farm. Additionally, only non-profit groups or educational events are permitted to serve alcohol, which requires the approval of the Superintendent/President. While private events would be a tremendous source for new revenue for the District, because of the liability risks associated with these events, under District policy private functions (i.e., weddings, bar mitzvahs) cannot be held at the Pavilion.

The majority of the income-generating events are fundraisers conducted by local non-profit groups, including several schools. Additionally, the UC Extension has conducted a number of seminars at Shone Farm, which has increased the Farm's public profile and helped promote its academic programs.



6. Farm Operations Inventory

Planning for the ongoing upkeep of Shone Farm as a hands-on teaching site and valued community resource requires the periodic assessment of the fixed assets as well as maintenance and operational needs. Accordingly, the detailed farm inventory provided here offers an up-to-date evaluation of site assets and conditions.

Equipment

Shone Farm equipment with a value of \$500 or more has an SRJC property tag as part of the college's procedure to maintain the physical inventory. Included in this category are the following items.

- On-Road Vehicles
 - F-350 Farm Pickup
 - F-450 Refrigerated Truck
 - F-250 Service Pickup
 - Econoline 150 Van, Service
 - 3500 Van, Delivery
 - Gem e6 Electric Vehicle
 - Transit 350 Vans, Field Trip Vans (2)
- Off-Road Vehicles
 - Golf Cart, Harvest Vehicle
 - Stock Trailers, Livestock Hauling (3)
 - Dodge Ram Pickup, Field Work
 - Backhoe, Tractors (9)
 - Forklift
 - Excavator
 - ATV (3)
 - Walk-Behind Tractors (2)
- Implements
 - Seeders
 - Harvesters
 - Mowers
 - Chipper
 - Cultivator
 - Disc
 - Sprayers
- Small Equipment
 - Seed Cleaner
 - Chicken Processing Equipment
 - Livestock Handling Equipment
 - Horse Tack and Supplies
 - Saw Mill
 - Chain Saws
- Furniture
 - Classroom
 - Meeting Room
 - Office
 - Student Residence
- Small Tools
 - Auto and Tractor Maintenance and Repair Tools
 - Sales Supplies
 - Horticulture and Garden Tools
 - Forest Maintenance Tools

Water

Shone Farm currently purchases potable water from the Sonoma County Water Agency, which is used domestically in Shone Farm buildings and agriculturally in the Sustainable Agriculture unit:

- Potable
 - Belden Center meter #44
 - G.K. Hardt meter #44
 - Barn, Porter meter #44
 - Horse Stalls meter #44
 - Rich Thomas meter #44
 - Pavilion meter #34
- Surplus
 - SusAG, Primary meter #40
 - SusAG, W. Field meter #42

An abandoned well, which was used many years prior to the college obtaining the property, exists in the west pasture and is reportedly of poor quality and low yield. Therefore, securing other water sources for Shone Farm, such as a fresh water well, is a high priority.

In addition, tertiary treated reclaimed water from the Town of Windsor is a second source of agriculture water available to Shone Farm under an **Agreement for Delivery and Use of Reclaimed Water**, which expires on December 31, 2030 and identifies the District as a "Priority #2." The District obtains 32,000,000 gallons annually in accordance with this agreement for usage including:

- Pasture - turnout # 1 and 2
- Grapes - turnout # 4 and 6
- Olives - turnout # 4
- Apples - turnout # 4

Drainage/Septic system:

The farm currently has two engineered septic systems; one for the Dutton Agricultural Pavilion and one for the Richard Thomas classroom. Additionally, there are two standard systems: one connected to the hog unit in the James Porter Animal Science Center and one connected to the equipment shed restroom. An assessment of the capacities of these two engineered systems and the potential for their future expansion requires a review of the designers' blueprints.

Property Maintenance

The property maintenance for Shone Farm's natural resources, buildings and improvements is extensive, which contributes to the total cost of ownership and necessitates a combination of District resources, grants, donations, and revenue-generating farm enterprises. Many maintenance costs are predictable, and thus, planned for; however, other costs are unanticipated and require either immediate corrective actions or deferral to a later date. Below are descriptions of the primary property maintenance categories for Shone Farm, most of which reflect predictable maintenance and replacement costs.

Land

The property line of 4.15 miles is lined extensively with perimeter trees. In the last fiscal year, the farm staff removed several downed trees, which bordered the neighboring residential properties and threatened existing structures. Additionally, the farm staff pruned or removed trees that were shading or threatening Shone Farm vineyards and orchards. These tree servicing activities cost approximately \$32,000, and required roughly 700 hours of Shone Farm and District staff time as well as 300 hours of equipment time to complete these tasks. Given the current age and the large segment of trees bordering Shone Farm of the property line, the District should plan to allocate a minimum of \$32,000 for tree removal services every three to five years. Furthermore, the same level of staff and equipment hours used last year should be applied every one to two years.

Improvements

The condition of most of the buildings and improvements at Shone Farm range from good to poor. Upgrading the condition of a building, parking lot, road, or fence from "poor" to "good" condition generally requires one or two major replacements or improvements. Below is a description of buildings, parking lots, roads, and fencing, as well as an initial assessment of needed repairs for each.

Buildings – Total of 82,966 sq. ft.

- Classrooms, Office, Meeting Rooms
 - Level 2 Maintenance - 49,992 sq. ft. (using APPA standards)
- Shops, Storage
 - Level 3 Maintenance - 2,863 sq. ft.
- Barns, Animal Housing
 - Level 5 Maintenance - 30,111 sq. ft.

Repairs Needed (See Table 21 for Recommended Facilities Priorities for SRJC Shone Farm Facilities)

Pavilion	Roof replacement (premature failure). Electrical upgrades. Media system upgrades.
G. K. Hardt	Drainage and sewer system installation.
James Porter Barn	New roof and wings; new lighting; add drainage/septic tie-in; new concrete pad; new fencing
Richard Thomas Classroom	HVAC upgrade (premature failure); projector/sound system upgrade (failure)
Sustainable Agriculture Office/toolshed (garden area)	Demolition/Remodel and build new postharvest facility
Belden Center	Remodel/Repurpose, depends on future use
Equipment Shed	Remodel/Upgrade; improve storage areas

Parking Lots – Total of 96,409 sq. ft.

- Paved: 48,274 sq. ft.
- Gravel: 48,135 sq. ft.
- **Repares Needed:**
 - Belden Center Parking - Needs to be paved - improvement

Improvements Continued

Roads – Total of 30,953 linear feet or 5.86 miles

- Steve Olson Lane and other paved roads: 4,597 linear feet
- Internal Farm Roads:
 - Vineyard: 19,327 linear feet or 3.66 miles
 - Sustainable Ag Unit: 4,824 linear feet
 - Pasture: 2,205 linear feet

• **Repairs Needed:**

Steve Olson Lane – In very good condition	Will need maintenance in three to five years
Internal Farm Roads	15% need new grading and rock; cost can be annualized for \$3,000 to \$5,000

Fencing – Total of 36,903 linear feet or 6.99 miles

- Pasture: Total fence line – 24,128 linear feet or 4.57 miles
 - Wire and “T” post – Livestock fence: 15,901 linear feet or 3.02 miles
 - Board and Post – Horse friendly: 8,227 linear feet or 1.56 miles
- Vineyard: 8,144 linear feet or 1.55 miles
- Sustainable Ag: 3,699 linear feet
- Belden to Barn Lane (on Steve Olson): 560 linear feet
- Pavilion: 372 linear feet

• **Repairs Needed:**

The majority of the woven wire (wire and “T” post) fence requires replacement. Depending on the cost of steel, this will range between \$2.50 and \$4.50 per foot to replace the material, for a total materials cost ranging from \$37,000 to \$60,000. It would cost less to replace this fence with a high-tensile electrified or non-electric fence, which is an option that should be assessed.

The board and post fencing are in good condition and with minimal annual repair should have twenty-five or more years of useful life before needing replacement.

Approximately 50 to 60 percent of the vineyard fence needs replacement. This will range between \$3.00 and \$5.00 per foot in material cost, the total for which will range from \$12,000 to \$20,000.

Approximately 85% of the Sustainable Ag Unit fence needs replacement. With the same cost per foot for materials as the vineyard fence, replacement costs will range from \$9,400 to \$15,700.

Security

Shone Farm has implemented very basic levels of security, and fortunately, has maintained a relatively safe environment. The District is now developing security standards, which will be applied to all college sites. At the time of this publication, a security contracting firm had completed a preliminary assessment of Shone Farm’s security and will deliver recommendations for up-graded objectives and Standard Operating Procedures (SOP’s).

The list provided here offers an overview of the current security measures deployed at Shone Farm.

Perimeter Security

Vehicular: One Main road provides vehicle access to the farm. All other access is limited by natural barriers, i.e. trees and waterways, or by perimeter fences and gates.

Pedestrian: Because of Shone Farm’s rural location, it experiences virtually no pedestrian traffic and very little bicycle traffic; periodic escapes by the youth residents of the neighboring probation camp who run away results in their trespass of the property and creates a minor security risk.

Neighbors: The farm’s closest neighbors (off of Steve Olson Lane) are the Sonoma County Probation Camp and Ya-Ka-Ama Indian Education and Development Center. Shone Farm has close ties to both of these neighbors and exercises an informal neighborhood watch program. Other neighboring properties on the south and southwest borders of the property are primarily single-family residents. Contacts with these neighbors concern primarily maintenance of the fence and perimeter trees, as opposed to security.

Security Continued

Interior Security

Gates: Secured with chains and padlocks

Front Gate
Sustainable Agriculture Gates (4)
Vineyard/Sustainable Agriculture
Forest/Sustainable Agriculture
Vineyard/Ya-Ka-Ama (2)
Vineyard/West tree line (2)
Pasture (4)

Buildings:

Dutton Agriculture Pavilion:
Manual lock down, key access

East Gate
7 Standard Doors
12 Glass Doors
Interior Doors: residence, office, winery, kitchen
Alarm system: armed at night, disarmed with key card

Richard Thomas Classroom:
Manual lock down, key access

3 Standard Doors
2 Restrooms

Belden Center:
Manual lock down, key access

5 Standard Doors
3 Roll up doors in the shop
Interior Doors: residence, office, kitchen, restrooms

G. K. Hardt:
Manual lock down, key access

1 Standard Door
2 Sliding Doors
Interior Doors: feed room, tack room, office

Sustainable Agriculture Headquarters:
Manual lock down, key access

1 Standard Door (office)
Interior Doors: feed room, tack room, office
3 Storage containers

Irrigation Room/Natural Resources Tool
Room/Pesticide Room

3 Standard Doors
1 Roll-Up Door

Operational Staff Washroom/Restroom

1 Standard Door
Interior Doors: shower stall, toilet stall

District Police Patrols:

Primarily evening and weekend patrols

7. Emergency Preparedness

Most of the planning and training associated with emergency management at SRJC is coordinated by the department of Environmental Health and Safety under the guidelines of the **Emergency Preparedness & Response Guide**. The District has provided training and has widely distributed this guide, which was updated in 2017 and is available online at: <https://emergency-mangement.santarosa.edu>.

An **Emergency Preparedness Handbook**, which is posted at key locations around Shone Farm, and the **Emergency Preparedness & Response Guide** provide emergency contact information, incident reporting procedures, evacuation guidelines and a series of

specific response procedures, all of which are designed to support the District's goals for emergency mitigation, preparedness, response, and recovery.

Additionally, Shone Farm managers have received extensive training in the **District Emergency Operations Plan (EOP)** which governs operations following major emergency incidents. Under this plan there is a central command and control facility called the **Emergency Operations Center (EOC)**, and the Shone Farm and other centers will function as **Incident Command Posts (ICPs)** in the event of a local or large-scale emergency caused by any of a variety of hazardous conditions, such as fire, flood, epidemic, earthquake, hazardous materials release or other activities.

- **Shone Farm Preparedness**

- Fire
 - Fire Extinguishers are placed in multiple locations around Shone Farm;
 - Fire Extinguisher Training has been provided to all student residents, managers and some classified staff;
 - Fire detection devices are located in all Shone Farm buildings; alarms in Ag Pavilion and Richard Thomas classroom; and,
 - Shone Farm employees have been trained to identify the risk and the emergency resources required to respond to a fire in the Shone Farm forest.
- Earthquake
 - There are no Shone Farm specific response procedures.
 - Employees are directed to follow District guidelines, including:
 - use of general procedures "**Drop! Cover! Hold!**;" and,
 - use of the Shone Evacuation Assembly Area, located in the main parking lot, north of the pavilion and west of the Sustainable Agriculture greenhouse.
- Flood
 - Winter flooding in the low-lying areas surrounding Shone Farm occurs regularly at two to three-year intervals. During these incidents there are risks associated with road access to and from the farm. There can also be electrical utility failure (outages) during these flooding incidents, which may compound the issues associated with the flood.
 - Response to winter flooding varies, but generally includes:
 1. issuing alerts and monitoring road conditions;
 2. canceling classes and limiting farm access to operational staff; and,
 3. closing the farm and limiting access to emergency personnel.
- Medical Situations
 - District personnel are directed to contact District police at (707) 527-1000 and/or call for an ambulance to transport someone experiencing a medical emergency.
 - AED is located outside the front door of the Warren Dutton Agriculture Pavilion.
 - First aid kits are located in all Shone Farm Buildings.
- Utility Failure
 - Electrical outages are frequently experienced at Shone Farm.

- Since the transition to Voice Over Internet Protocol (VoIP) technology, power outages result in the impairment of both the phone and internet systems.
- To mitigate the loss of communication during electrical outages, Shone Farm has retained a few AT&T hard lines.
- Shone Farm has three small generators for electrical backup of key appliances and for use with small electrical tools.
- There is a critical need for larger backup generators which can supply the majority of the electrical needs for the Agriculture Pavilion and the Belden Center.
- Communication
 - Shone Farm has a large data line which is capable of servicing current and future internet needs.
 - Shone Farm currently has wireless networking technology (Wi-Fi) in key locations on the farm. There is a current need to extend the range of the Wi-Fi system.
 - Emergency communications
 - Contacting District police is the first step in the emergency communication protocol.
 - The Forestville Fire Department is the closest first responder.
 - The District is currently considering satellite phones for Emergency Operation Centers (EOC) and Incident Command Post (ICPs) use.
 - Shone Farm has two district cell phones; one with the Farm Manager and one with Farm Coordinator.
- Student Residences
 - Shone Farm has a student resident program. Residents are full-time students who exchange twelve hours of work a week for housing. There are currently five resident spaces.

As detailed in Chapter 4, one major goal included in the Three-Year Strategic Plan for the Agriculture and Natural Resources Department centers on the improvement of Shone Farm and AG/NR Department operational and integrated planning, which will, in part, be implemented through an assessment of "total cost of ownership" related to the maintenance, repair and replacement of farm equipment, buildings, and improvements.

Conclusion

Shone Farm has served as a dynamic center of diverse activities, which serve the agriculture and natural resources curricula as well as the regional community in terms of services and events that contribute to the vitality of Sonoma County. Thus, Shone Farm's historic and current usage patterns have positioned it for the strategic expansion of its future academic, community-based, and supportive commercial functions. At the same time, as the goals, objectives, and strategies identified in this strategic plan will address, Shone Farm's significant potential to fulfill its mission and vision requires the analysis of current barriers and the development of goals and objectives designed to address the challenges it faces.

Chapter 4

The Future of Shone Farm and Agriculture and Natural Resources

1. Framing Shone Farm's Future via Environmental Scan
 - 1.1 External Scan – Sonoma County Trends
 - 1.2 Internal Scan – Program Enrollments: Census Enrollments, Fill Rates, FTES, Class Size, and Weekly Student Contact Hours (WSCH)
 - 1.3 Degree and Certificate Completions
2. Assessing Foundations for Shone Farm's Future - Strengths, Weaknesses, Opportunities, and Threats (SWOT Analysis)
3. Setting Direction - Three-Year Plans for Department, Farm, and Programs
4. Findings and Facilities Recommendations



1. Framing Shone Farm's Future via Environmental Scan

1.1 External Scan – Sonoma County Trends

As described in Chapter 2 of the District's Facility Master Plan (FMP), Sonoma County is experiencing notable demographic shifts, which reflect those that are developing in California and the nation. The most significant of these trends are summarized below.

Between 2010 and 2014 Sonoma County grew by 3.4%, which is a comparatively slower growth than for the state of California during the same time period; however, in the last decade natural increase and immigration added approximately 20,000 people to the County's population.⁶ Additionally, according to a recent study completed by FOCUS, a consortium of agencies dedicated to creating regional, incentive-based development and conservation strategies, demographic and economic modeling for San Francisco Bay communities, indicates that "[B]etween 2000 and 2030, the county will add about 40,740 households and over 107,100 residents. Nearly half (48 percent) of the households will be within the Santa Rosa area."⁷ Finally, Economic Modeling Specialists, Incorporated (EMSI) projects that Sonoma County will grow 0.42% annually or 4% total over the next decade, which will increase demand for educational services and resources.⁸

Moreover, as documented in the District's Facilities Master Plan (FMP), Sonoma County Junior College District/Santa Rosa Junior College serves diverse communities within the County, which have been defined generally in five geographic zones: West, North, Central-Santa Rosa, East and South. While there are five SRJC teaching sites, there is not a teaching site in each of the five regional zones. However, Shone Farm is geographically located to serve populations residing in the West region, which includes the cities of Sebastopol, Guerneville, and Forestville. Thus, while it is important to note that Shone Farm currently serves students from across the County, an analysis of the characteristics and trends in the West region is relevant to strategically planning the academic programs and facilities that will serve the needs of the populations in these communities.

In 2015 there were 52,294 residents in the West Region, which represented approximately 10% of the County's population. By 2025, the population is projected to rise to 53,182 and remain roughly 10% of the County's population.⁹ While the largest segment of the population in 2015 was residents aged 50 to 64 (31%), in the coming decade several notable trends are predicted to emerge. One of these is a modest (i.e., 2%) increase in younger residents (below age 14) as well as a slight increase in the number of people between the ages of 35 and 49. However, the number of residents ages 15 to 34 years is predicted to decline over the next decade while the number of residents aged 65, will rise to 28% of the total population in this region by 2025.¹⁰ Furthermore, the ethnic composition of the population for the West Region of the County will also change, as between 2015 and 2025 the number of white residents is expected to decrease by 1% while the Hispanic population in this part of the County is expected to increase by 13%.¹¹

In addition, a very high portion of high school graduates live in the West County area. However, since only 43% of West Region adults have either a high school diploma or have some college credits, but have not earned a degree, these residents are potential SRJC students. At the same time, a significant portion of the population (i.e., 41%) in this area possess bachelor's degrees or higher.¹²

In terms of local wealth distribution, while the West Region is relatively affluent, the distribution of wealth in the West Region reveals noteworthy economic disparities among residents. For example, 28% of West Region residents have an income that is considered to be a very low household income for a four-person family (i.e., an annual income of \$36,800 for a four-person family in Sonoma County). Furthermore, while 50% of residences are owner-occupied, still an additional 50% percent are not, and with median home values in the West Region slightly above the County median, housing affordability for those living at or below the benchmarked income of \$36,800 poses a challenge for nearly one third of this region's residents.¹³

Additionally, West Region employment trends reflect general job stability as well as slight increases in job openings, which are projected in all industry sectors. The job sectors with the greatest percentage increases are Private Education and Health Care, which are predicted to increase by 15% between 2015 and 2025. However, notably, Natural Resources, Mining and Construction (i.e., 3,146 by 2025) and Leisure and Hospitality (i.e., 2,972 by 2025) – sectors that several Agriculture and Natural Resources programs serve – will provide the greatest number of jobs.¹⁴

In addition to the data concerning noteworthy employment trends in the West Region, the Sonoma Economic Development Board in its **NEXt Economy Project Report (2015)** provides additional detailed information about emerging trends, opportunities and challenges in five industry clusters in the County (i.e., Advanced Technology and Manufacturing, Agriculture, Construction and Green Services, Health and Wellness, and Sonoma Specialties, such as small-scale food processing, wine, tourism, arts), which Agriculture and Natural Resources programs are uniquely poised to address. Of further relevance to the programs housed in the Agriculture and Natural Resources Department and to Shone Farm, the NEXt Economy Project Report cites a Price Waterhouse Coopers survey, which reveals that the need for collaborative partnerships among government, education and business will continue due to a growing market for locally produced products such as craft food and beverage manufacturing as well as continued expansion of the tourism and hospitality industries. Finally, this report calls for the adoption of a number of innovative approaches, including developing a "culture of collaboration between agriculture and technology sectors, while supporting an infrastructure that enables innovative practices," for the purpose of helping agricultural producers "achieve higher yields and better resource management." Notably, the report identified regional educational institutions, including Santa Rosa Junior College, as potential key partners in these innovative efforts.

Further information regarding regional employer demands in occupational categories for which a number of AG/NR degree and certificate programs provide graduates with the necessary knowledge and skills is evident in a 2017 ***Agriculture, Water, and Environmental Technologies Program (AWET) Agricultural Workforce Development Survey for Napa and Sonoma Counties***.¹⁵

The results of this recent 2017 survey in Table 9 show the most in-demand occupations in the agricultural industry of the region among the fifty employers who responded to the survey. The second column indicates the number of employers who reported the need for workers in an occupational field; the data in the third column specifies the percentage of employers that had positions vacant at the time of the survey.

The same AWET survey also revealed the most in-demand jobs in the agricultural subsector in Napa and Sonoma Counties, the results of which are featured in Table 10.

As both of the tables below illustrate, employers in the agricultural sector of the regional economy have reported significant areas of unmet skill demands, which graduates in many Agriculture and Natural Resources Department programs will be poised to fill. Thus, the delivery of instruction at Shone Farm, the premier agricultural teaching site in the region, is critical to meeting this demand and to contributing to the future vibrancy of the local economy.

1.2 Internal Scan – Program Enrollments: Census Enrollments, Fill Rates, FTES, Class Size, and Weekly Student Contact Hours (WSCH)

1.2a Enrollment Data for Current Programs and Disciplines – All Locations

Critical to the assessment of future educational and facilities needs is an analysis of the recent enrollment trends for the programs that have thus far utilized the Shone Farm teaching site. However, before addressing discipline enrollments, it is important to recognize that a host of factors can impact enrollments, including class size maximums, facilities, safety considerations, the availability of staff, and scheduling patterns, all of which can result in either robust or weak enrollments.

In sum, this data for the disciplines and programs that have utilized the Shone Farm teaching site, as well as other District sites, provides a baseline of information regarding the general size and types of course offerings in each department, student demand for both credit programs, and student outcomes in terms of degree and certificate completion. Thus, the enrollment information presented in this section serves as a four-year examination of recent enrollment data for Agriculture and Natural Resources (AG/NR) programs that offer instruction at Shone Farm as well as

Table 9: Five Most In-Demand Occupations

Five Most In-Demand Job Positions	Number of Employers	Percentage of Vacancy
Food Safety	20	50%
Field Workers	36	47%
Front Office / Administrative	34	47%
Sales / Marketing	28	46%
Distribution / Logistics	21	43%

Table 10: Most In-Demand Jobs in the Agricultural Subsector

Skills	Number of Employers	Agricultural Services	Crop Farms	Dairy Producers	Food Processors	Labor Contractors	Landscape/ Nursery	Viticulture
Data Management & Analysis	13	8%	31%	8%	23%	0%	0%	31%
Technologies, Social Media & Computer Apps	9	0%	44%	22%	11%	0%	11%	11%
Pasture Management	8	0%	25%	25%	0%	0%	0%	50%
Food Safety	6	0%	33%	17%	0%	0%	0%	50%
Management & Accounting	5	0%	40%	20%	20%	0%	0%	20%

the other District teaching sites. The enrollment data below covers all instructional locations for the academic years 2014-2015 through 2017-2018.

Census Enrollments

Enrollments expressed in terms of headcount serve as one indicator of demand. Table 11 below captures the total enrollments (Fall, Spring, and Summer terms), while Tables 12 and 13, which are found on page 4-5, offer comparative snapshots of key enrollment trends over three years in these disciplines and programs. Headcount data in these two tables shows generally strong demand for Wine Studies and Natural Resources Management, moderate demand for Viticulture, Equine Science, and Sustainable Agriculture, and modest demand for Animal Science and Beer Brewing programs. However, it is important to consider that Animal Science had no faculty program coordinator for several years and that Beer Brewing is a new program only initiated in 2017-2018; thus, enrollments in this four-year time frame are not indicative of future student demand in either of these programs.

Term-to-term comparative data is useful for assessing enrollment trends by program, as it can reveal upward or downward patterns in student demand and access to program curriculum. Thus, Table 13 (Census Enrollment Trends: Fall 2015 to Fall 2017; Spring 2016 to Spring 2018) provides a term-to-term comparison of enrollments by program expressed in terms of headcount as well as percent changes. Decreases are noted in red.

As illustrated in Table 13, there was an overall decline in fall program enrollments at all locations, which corrected in spring terms, but did not fully restore enrollments to Fall 2015 levels. During this four-year period several programs consistently experienced declines in enrollments in these comparative semesters, most significantly Equine Science and Sustainable Agriculture. Several factors impacted enrollment trends over the past few years, namely: the booming economy and increased cost of living in Sonoma County; several years where programs lacked full-time program coordinators; and, most recently, the devastating wildfires in October 2017.



Reduced enrollments in Equine Science stem from several factors, most notably are the restrictions on course repeatability as mandated by recent revisions to Title 5 regulations. Additionally, while Wine Studies also experienced reductions in headcount enrollment, it nonetheless drew a significant number of students over a four-year period from 2014 to 2018.

Table 11: Total Headcount Enrollment at Census AY 2014-2015 to AY 2017-2018 (All Academic Terms; All Instructional Locations; In Descending Order)

PROGRAM/DISCIPLINE	TOTAL ENROLLMENT
Wine Studies	3305
Natural Resources Management	2328
Agriculture	1441
Viticulture	1271
Equine Science	955
Sustainable Agriculture	926
Animal Science	714
Agriculture Mechanics	164
Beer Brewing	112

Table 12: Three Years Enrollment Trend Data (Fall and Spring Terms)

PROGRAM/DISCIPLINE	F15	S16	F16	S17	F17	S18
Agriculture	135	106	81	95	110	122
Agriculture Mechanics	45	17	19	0	23	0
Animal Science	80	54	90	84	58	77
Beer Brewing	0	0	0	0	54	42
Equine Science	129	103	90	53	82	51
Natural Resources Management	175	217	141	269	142	293
Sustainable Agriculture	78	90	64	74	70	69
Viticulture	165	168	138	178	140	190
Wine Studies	233	319	260	270	216	312
TOTAL	1,713	1,707	1,564	1,687	1,564	1,768

Table 13: Census Enrollment Trends: Fall '15-Fall '17; Spring '16-Spring '18

PROGRAM/DISCIPLINE	Fall to Fall Change		Spring to Spring Change	
	Number	Percent	Number	Percent
Agriculture	-25	-18.51%	4	15.09%
Agriculture Mechanics	-22	-48.88%	17	100%
Animal Science	-22	-27.50%	23	42.59%
Beer Brewing	54	Null	42	Null
Equine Science	-47	-36.43%	-52	-50.48%
Natural Resources Management	-33	-18.85%	76	35.02
Sustainable Agriculture	-8	-10.25%	-21	-23.33%
Viticulture	-46	-15.15%	22	13.09
Wine Studies	-17	-7.29%	-7	-2.19%
TOTAL & NET PERCENTAGE CHANGE	-149	-8.69%	61	3.57



Fill Rates

Fill rates are another indicator of student demand. Thus, an examination of fill rates to determine academic and facility planning implications is critical. However, in analyzing fill rate data it is important to be mindful of a variety of factors that impact fill rates, such as scheduling patterns, the availability of staff, and recruiting and hiring practices.

Table 14: Course Fill Rates (percent of seats filled at first census)

PROGRAM/DISCIPLINE	4 Year Avg. Fill
Beer Brewing	101%
Agriculture	91%
Wine Studies	85%
Viticulture	84%
Natural Resources Management	83%
Agriculture Mechanics	82%
Equine Science	80%
Animal Science	75%
Sustainable Agriculture	65%

Course fill rates for these programs and disciplines must be analyzed in the broader context of the District as a whole. Thus, according to the District's Strategic Enrollment Plan, the goal has been to maintain 90% fill rate. However, as enrollments and efficiency began to decline as the economic recession ebbed starting in 2013 and many students returned to the workforce, the District has struggled to reach this goal. For example, comparing fill rates for fall semesters, we see that in Fall 2011 the District's fill rate was 98%, yet by Fall 2014 it had declined to 88%. Moreover, in utilizing the data produced for the District's Facility Master Plan, thirty-nine disciplines (32.23% of the total) fell into the Fill Rate Category of 80% to 89% at First Census in the period covering Fall 2011 to Fall 2015. Using these comparative benchmarks, the majority of programs and disciplines represented in this data set are within the same fill rate range as a significant number of other programs in both CTE and transfer areas of the curriculum. Notably, by 2014-2015, Equine Science began to experience the impact of course repeatability restrictions, which will continue to be a factor in the future. Animal Science and Sustainable Agriculture are programs that experienced turnover in faculty leadership in periods when the curriculum also needed to be updated and reconfigured, which very likely had some impact on enrollments.

Full Time Equivalent Students (FTES)

In general, FTES figures are among the most significant indicators of community need and student demand. Table 15 shows the total program or discipline FTES in descending order.

The FTES data in Table 15 points to strong demand for programs such as Wine Studies, Natural Resources, and Agriculture, as well as moderate demand for Viticulture, Equine Science, Animal Science, and Sustainable Agriculture. However, it is important to note that comparatively lower FTES in Agriculture Mechanics and Beer Brewing can be attributed to extraneous factors that

do not accurately reflect the level of student demand. For example, Agriculture Mechanics is not a program, but rather a discipline comprised of several courses that serve multiple degree and certificate programs, and therefore calls for fewer scheduled sections. Additionally, Beer Brewing only began as a program in AY 2017-2018; therefore, it generated fewer FTES in this four-year period.

Table 15: Total Program FTES AY 2014-2015 to AY 2017-2018 (all terms)

PROGRAM/DISCIPLINE	TOTAL PROGRAM FTES
Beer Brewing	14.93
Agriculture	180.74
Wine Studies	263
Viticulture	123.24
Natural Resources Management	244.65
Agriculture Mechanics	18.46
Equine Science	92.73
Animal Science	81.73
Sustainable Agriculture	80.55

1.2b Enrollment Data for Current Program and Disciplines – Shone Farm Site

Having examined some of the key baseline data for programs and disciplines that utilize the Shone Farm site as well as other teaching locations in the District, which provides a basic overview of these programs' general enrollment conditions and trends, a narrower examination of these same programs and disciplines, specifically at Shone Farm, provides information for a more useful gap analysis by which to inform future goals and objectives. In examining enrollment measurements for Shone Farm, it is equally critical to recognize that students, faculty, and the farm staff have all noted that the more remote location of the farm and the lack of public transportation to this teaching site has limited students' access to courses and programs. Moreover, limited classroom availability has significantly restricted course scheduling at Shone Farm. These factors, which are barriers to students' access to programs, have also contributed to limited enrollment at Shone Farm and will be addressed in this strategic plan.

As the data in Table 16, which is found on page 4-7, illustrates, FTES for all programs with courses scheduled at Shone Farm reflect similar patterns. While the majority of programs saw a marked increase in FTES in the 2015-2016 academic year, there were only modest shifts from year to year over the entire four-year span. However, when comparing the highest level of FTES to the lowest level of FTES by program, Beer Brewing saw the greatest increase; however, this is attributable to there being only one academic year of data available. Natural Resources Management experienced the greatest variation in FTES in this four-year period while differences in FTES levels for Viticulture saw the most negligible changes.

Table 16: FTES - Four Years by Program – Shone Farm Location

DISCIPLINE/PROGRAM	2014-2015	2015-2016	2016-2017	2017-2018	Greatest Comparative Difference in FTES
Agriculture	0	3.83	6.29	5.07	6.29
Agriculture Mechanics	.28	5.0	2.34	3.83	4.72
Animal Science	4.64	5.0	7.03	3.7	3.33
Beer Brewing	N/A	N/A	N/A	10.1	10.1
Equine Science	13.89	16.33	9.66	10.03	6.67
Natural Resources Management	12.7	4.8	7.1	10.66	7.9
Sustainable Agriculture	15.31	16.68	12.28	13.76	4.4
Viticulture	15.77	14.3	14.43	16.11	1.81
Wine Studies	4.13	10.30	7.64	5.54	6.17

Moreover, when comparing 2014-2015 to 2017-2018, the greatest increases in FTES are evident in the Agriculture and Agriculture Mechanics programs; on the other hand, the programs with the most notable cumulative decreases in FTES in these two comparative academic years are Equine Science with a decrease of 27% and Animal Science with a 20% reduction. The FTES decreases in these two programs underscore the need to modify the curriculum in Animal Science, as noted in the analysis of current enrollments detailed above.

1.2c Enrollment Data for Programs and Disciplines with Potential Future Integration at Shone Farm

Agribusiness, Environmental Horticulture, and Floristry are programs in the Agriculture and Natural Resources Department with strong potential for future offerings at Shone Farm. Thus, a summary of the enrollment patterns for these disciplines is important in evaluating the future facility, equipment, and services needs for students and faculty in these programs. Table 17 provides an overview of enrollments of the last four academic years (AY 2014-2015 to AY 2017-2018), including census enrollment, total WSCH, and total FTES while Table 18 details four-year average fill rates for each discipline area.

Table 17: Course Fill Rates (percent of seats filled at first census)

PROGRAM	CENSUS ENROLLMENT	WSCH	FTES
Agribusiness	832	520	100.9227
Environmental Horticulture	1036	826	90.3504
Floristry	1523	710	150.8889

Comparing census enrollments, WSCH, and FTES for these three programs to others in the Agriculture and Natural Resources Department, the data reflects relatively moderate to healthy de-

mand for courses in these discipline areas, which validates the planning efforts in these programs to strategically integrate instructional offerings as well as activities into the Shone Farm site.

Table 18: Four-Year Average Fill Rates

PROGRAM	AVG. FILL
Agribusiness	63%
Environmental Horticulture	74%
Floristry	68%

The average fill rate for the District as a whole in this same four-year period was 87% while average fill for the AG/NR Department was 79%. So, these three programs fell below the District average and the department average.

1.3 Degree and Certificate Completions

As noted in the program data analysis found in Chapter 2 (Bridge Document) of the District's FMP:

...a variety of factors, including, but not limited to, student demand, the number of units required in a program, effectiveness of scheduling and efficiency, and the adequacy and effective use of human and facilities-related resources, can impact the number of degrees and certificates awarded in particular programs. The data available on the total number of degrees and certificates for ten academic years reveal a pattern of predominance of career and technical certificates. For instance, of 490 degrees and certificates awarded in this time frame, among the top 5% (or approximately 24 programs) 18 (75%) were in career and technical programs.¹⁶

Moreover, a review of the previous five academic years (i.e., AY 2013-2014 to AY 2017-2018) reveals a significant increase in the number of degree and certificate awards for students in Agriculture and Natural Resources programs. Specifically, in 2013-2014 there were a total of 101 awards, while in 2017-2018 there were 140 awards – an increase of 38.61%.¹⁷ The table below shows the

total number of degrees and certificates awarded from academic years 2013-2014 to 2017-2018.

Table 19: AG/NR Degrees and Certificates for Shone Farm Programs

Program	Five-Year Total Awards
Wine Studies	104
Environmental Horticulture	62
Viticulture	51
Natural Resources	49
Sustainable Agriculture	49
Floristry	46
Environmental Conservation	32
Equine Science/Management	21
Animal Science	12
Agriculture Business	6
Agriculture Science	5
Beer Brewing	4

Section 1 Conclusions: Summary Analysis of External and Internal Conditions and Trends

External demographic characteristics and trends for the County and the West Region point to several noteworthy local demands, which the Shone Farm Strategic Plan's goals and objectives will address:

1. the need for a comprehensive approach to outreach and promotion that will improve local residents' access to degree and certificate programs offered through the Agriculture and Natural Resources Department;
2. the need to advance workforce development and training opportunities that will serve current and future employees as well as local employers, including non-credit and fee-based courses;
3. increased opportunities for continuing education for older adults; and,
4. an increased demand for SRJC programs as college educated parents seek higher education opportunities in the area for their children in career programs or Associate Degrees for Transfer.

In terms of internal conditions and trends, particularly in regard to enrollment, several contextualizing factors must be acknowledged where AG/NR disciplines that utilize the Shone Farm site are concerned.

- Like many community college districts in California, SRJC enrollments and efficiency began to decline as the economic recession ebbed beginning in 2013 and many

students returned to the workforce, which has required the District to initiate what will be innovative and long-term strategies for student outreach, retention, success, and program completion.

- Course scheduling, which significantly impacts program enrollments and efficiency, has been hindered for programs utilizing Shone Farm, as limited classroom space has resulted in courses within disciplines scheduled at several locations making student and faculty access a challenge.
- Recent state regulations on course repeatability have impacted many programs in the District, such as Equine Science, which can be addressed through curriculum modifications.

Finally, a snapshot of initial Fall 2018 enrollments and fill rates reflects an upward trend in the AG/NR disciplines, as reflected in Table 20, which is located on page 4-9.

While these figures for the first instructional day of Fall 2018 cannot be directly compared to the enrollment data based upon first census, as used elsewhere for program enrollment analyses, this initial Fall 2018 data portends an upward tick in headcount as well as fill rates. In particular, fill rates in ten of thirteen disciplines exceed the District's fill rate goal of 90%. Moreover, the fill rate for the AG/NR Department of 98% is consistent with an upward trend in fill rates when comparing fall semesters over the last several academic years.¹⁸ Thus, even though enrollments, and therefore, fill rates, typically decrease by first census as students adjust their schedules, the robust average fill rates and the trend toward increased fill for these disciplines reflects strong student demand for many of the programs in this department.

Thus, overall, despite the recent enrollment declines that the District and the AG/NR Department have faced, enrollment trends for the majority of AG/NR disciplines show relatively stable enrollments with modest year-to-year shifts and external trends that signal the prospect of future program growth. Additionally, as the state has shifted the bases for funding to incorporate the criteria of successful degree and program completions, a significant cohort of AG/NR programs have markedly increased the number of degrees and certificates students earn in these disciplines, which provides an important marker for program viability as well as future potential.



Table 20: Fall 2018 Baseline Headcount and Fill Rates for AG/NR Programs¹⁹

Program	Headcount Enrollment First Instructional Day (8/20/18)	Fill Rate Average (8/20/18)
Agriculture Business	109	103%
Agriculture Mechanics	25	125%
Agriculture	79	110%
Animal Health	329	106%
Animal Science	106	87%
Beer Brewing	58	121%
Equine Science	67	99%
Floristry	95	95%
Horticulture	121	100%
Natural Resources Management	157	110%
Sustainable Agriculture	61	68%
Viticulture	158	83%
Wine Studies	279	90%
TOTAL	1644	98%

2. Assessing Foundations for Shone Farm's Future - Strengths, Weaknesses, Opportunities, and Threats (SWOT Analysis)

One common approach to initiate the development of a strategic plan is **SWOT analysis**, which is a technique for identifying and analyzing an organization's internal and external conditions for the purpose of specifying the key objectives needed for a strategic planning technique. The overarching goal is to strategically align the organization's internal environment with the external environment. Identifying SWOTs is critical to informing both objectives and action steps needed to accomplish objectives.

SWOT, the acronym for *Strengths, Weaknesses, Opportunities, and Threats*, refers to:

- **Strengths:** characteristics of the organization, institution, or project that allows it to have an advantage over other similar organizations.
- **Weaknesses:** characteristics of the organization, institution, or project that place it in a position of relative disadvantage compared to others.
- **Opportunities:** elements in the environment that could potentially provide the organization, institution, or project with an advantage to exploit.
- **Threats:** elements in the environment that could cause trouble for the organization, institution, or project.

Strengths and Weakness tend to be internally-related; Opportunities and Threats commonly focus on external environmental conditions.

Common Categories of **Strengths** and **Weaknesses** (internal factors) include:

- Human resources — employees, target population (e.g., students and potential students), board members, volunteers;
- Physical resources — location, building, equipment, technology;
- Financial — legislature, funding agencies, grants, private donations, foundations, other sources of income;
- Activities and processes — the organization's programs, systems it uses; and,
- Past experiences — organization's history, ethos, community reputation, long-standing practices, norms.

Common Categories of **Opportunities** and **Threats** (external factors) often consist of:

- Future trends in your region, culture, or field;
- The economy — local, regional, state, national, or international;
- Funding sources — legislatures, agencies, foundations, private donors;
- Demographics — changes in the age, ethnicity, gender, culture, population levels, education levels, socio-economic conditions and status of those you serve;

SWOT Chart

STRENGTHS

Physical Resources/Features:

- Diverse landscape that supports a variety of purposes (e.g., vineyards, pasture, forest, fields)
- Diverse products (e.g., vegetables, wine, beer, lumber)
- Student housing – unique feature
- Facilities useable for continuing education, public events, community activities, industry meetings
- Accessibility and ample space (e.g., facility, parking)

Human Resources:

- Diverse population
- Knowledgeable, engaged, dedicated faculty and staff with connections to professional and community organizations related to AG/NR programs
- Established, discipline-specific faculty; established curricula
- Supportive, engaged CTE advisory boards
- Positive, responsive community; high level of support and commitment from local agricultural community
- Recent addition of marketing/outreach staff

Financial:

- Capacity for raising revenue
- Intimate class sizes
- High level of support from the SRJC Ag Trust and the Shone Farm Foundation
- Alternate revenue-stream (provides flexibility)
- Donor support

Activities and Processes:

- Hands-on learning and potential for project-based learning that excites students
- Support for student learning through work study, employment, housing
- Recent and substantial revisions to curricula in several disciplines
- Recent addition of several ADT's and Brewing program
- Direct exposure to commercial operations
- Funnel for high school students
- Potential for cross-disciplinary collaboration
- High industry demand for graduates in fields related to agriculture and natural resources

Past/Norms/Ethos:

- Autonomy
- Aesthetic
- Uniqueness/lack of competition

WEAKNESSES

Physical Resources/Features:

- Underutilized potential of site
- Aging/obsolete instructional facilities
- Indoor Equestrian Arena is under-utilized
- Belden – not earthquake safe or up to code – cannot hold classes in it or rent to outside user-groups
- Pavilion kitchen utilized for vegetable processing - limits use as a catering kitchen or classroom for seminars, etc.
- Security (perimeter and interior) is a problem – need resident security officer, emergency preparedness plan, and regular safety and emergency training
- IT challenges
- Need animals for classes at this “hands on” facility
- Facilities need attention (e.g., Porter Barn needs facelift; Pavilion needs a roof, bone-yard clean-up/relocate – assess)
- Need better signage at River Road and Trenton

Human Resources:

- Lack of student support services
- Lack of continuity in projects due to student turnover
- Lack of program coordinator time
- Insufficient resources (staff, \$\$, etc.)
- Faculty and students not fully involved in operations and decision-making
- Very understaffed – staff performing multiple jobs and outside scope of responsibilities– need FT farm assistant, FT marketing/outreach, FT custodial technician
- Staff are supervising students

Financial:

- No plan to capture long-range endowment giving to the SF Foundation

Activities and Processes:

- Lack of program integration across disciplines (silos)
- Industry standards not always met or demonstrated due to lack of time and/or resources
- Communication
- Departmentalization/lack of integration – “silos” (e.g., student employees do not know each other, faculty and staff activities are not coordinated or communicated)
- Transportation for students to reach the farm
- Lack of internship opportunities for students to gain industry-specific work experience
- Lack of strategic enrollment plan and coordinated course scheduling
- Connections to local high schools exist, but are not part of a comprehensive and strategic outreach plan
- No strategic, coordinated marketing and outreach plan for AG/NR programs and Shone Farm site
- Disconnect due to contracting out functions (e.g., vineyard)
- Lack of short-term, job-ready certificate programs for students who only need/want training to prepare them to enter the workforce for specific job types
- Many ideas for the future, but not prioritized or budgeted; no process for implementing or evaluating plans

Past/Norms/Ethos:

- No one knows Shone Farm is here

SWOT Chart

OPPORTUNITIES	THREATS
<p>Funding Sources:</p> <ul style="list-style-type: none"> • Community education classes – package and market these • Contract education – package and market these • Pavilion – use it for events, conferences, seminars, trade shows – revenue-generating purposes (not for classes) • Make money from the forest (e.g., low ropes course, glamping) • Value added products • Non-credit courses (e.g., older adult curriculum – tai chi, exercise, gardening, etc.) – source of state revenue • Vocational training – non-credit, community/contract education • Leasing opportunities (e.g., Pavilion, forest for camping, pasture for grazing cattle) that will enhance revenue; events/rentals <p>Demographics:</p> <ul style="list-style-type: none"> • Aging population with interest in non-credit courses (e.g., older adult curriculum – tai chi, exercise, gardening, etc.) <p>Physical Environment and Resources:</p> <ul style="list-style-type: none"> • Space for tiny houses or small dorm units for student housing • Possible partnerships with Ya-Ka-Ama Educational Center • Vans available for transporting students to the farm <p>Legislation:</p> <ul style="list-style-type: none"> • Dual and concurrent enrollment programs with local high schools (i.e., MOU now in place with SR City Schools) • ADT's (Transfer Degrees) <p>Local/National/International Events and Trends:</p> <ul style="list-style-type: none"> • Pathway partnerships with SSU • Collaboration with outside organizations (HS, etc.) • Community/contract ed • Experimentation in agriculture • Bachelor's degree(s); Cross disciplinary collaboration • High cost of four-year colleges/universities make AG/NR programs attractive alternatives for local HS graduates • Marketing (competitive pricing, hands-on learning, etc.) • Student employment – techs • Student enterprise projects 	<p>Economic:</p> <ul style="list-style-type: none"> • Cost of living • Shrinking agricultural opportunities in management and ownership • Mature industries do not employ as many entry-level employees • Low unemployment; flat or declining enrollments in some disciplines • Competition (real or perceived) with local vineyards; related to a lack of balance in land use and programs <p>Funding Sources:</p> <ul style="list-style-type: none"> • Declining FTES coded to Shone Farm • Budget deficit, budget cuts and lack of revenue • Vineyard taking over and resulting lack of balance due to need to bring income; this could push other programs out <p>Human Resources:</p> <ul style="list-style-type: none"> • Not including or listening to staff and regularly seeking their input and expertise • Lack of capacity to complete planned initiatives due to insufficient release time for program coordinators (i.e., 5%); lack of classified staff needed for basic operations; no staffing plan to address current and future personnel needs • Lack of administrative capacity to manage "commercial" and operational functions required at this facility <p>Physical Environment and Resources:</p> <ul style="list-style-type: none"> • Forest fire/natural disaster • Future water supplies • Over-development <p>Local/National/International Events and Trends:</p> <ul style="list-style-type: none"> • Lack of college support – politics • Lack of awareness of Shone • Perception of we're "just the JC"

This SWOT analysis reveals significant strengths, weaknesses, opportunities and threats, which allow for the development of the targeted goals, objectives, strategies and action plans that have been crafted for the farm as well as the department and its academic programs. These fundamental goals and strategies, which appear in Section 3 below, are therefore designed to strategically prioritize initiatives for the farm as well as the department and its academic programs. At the same time, these identified initiatives will also inform facilities plans and intentionally integrate critical support services and enhanced learning and career opportunities for students. By aligning the external and internal environments revealed through this exercise, Shone Farm and the programs it serves can build its capacity to more fully advance the missions of both the District and Shone Farm.



3. Setting Direction: Three-Year Plans for Department, Farm, and Programs

Strategic planning provides directional goals and strategies for an organization or institution and allocates the resources required to fulfill them. Three-year strategic plans allow for the identification and prioritization of specific goals, an implementation plan, and a method for measuring outcomes, as well as recording and tracking progress. Because they are limited in duration and scope, they allow for specific, attainable goals, while also identifying resources that will be needed to achieve those goals in the near term. Therefore, three-year plans help institutions integrate institutional planning with its budgeting processes.

The integrated planning created by this strategic plan, which addresses the future initiatives for instruction, student support, facilities, and the departmental enterprises that provide critical administrative support for these initiatives, is grounded in the central tenet of the District's mission statement: *focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills*. Thus, the integrated and strategic planning for

the Agriculture and Natural Resources Department and Shone Farm is rooted in instructional programs' objectives determined through program reviews, identified student support needs, and local industry and workforce preparation requirements. Most importantly, students are drawn to Santa Rosa Junior College because of the high-quality instructional programs it offers; therefore, instructional program plans to increase their effectiveness and improve student outcomes form the foundation of this strategic planning effort.

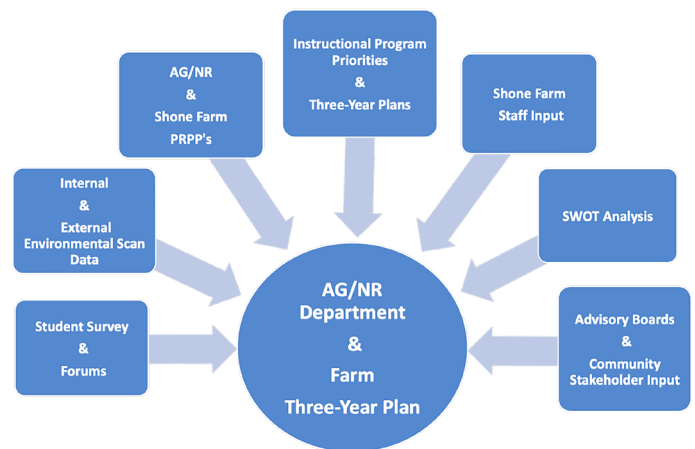
Accordingly, Figure 2 illustrates the sequential steps undertaken in 2017 and 2018 for the development of the instructional program three-year plans, which appear in **Appendix C**.

Additionally, the AG/NR Department's Three-Year Plan found in **Appendix B** is based upon the integration of multiple sources of quantitative and qualitative input, as described in this document and captured in Figure 3.

Figure 2: Sources and Process for Three-Year Plans for Programs, AG/NR, and Academic Programs at Shone Farm



Figure 3: Sources for Agriculture and Natural Resources Department Three-Year Work Plan



The draft Three-Year Plan matrix for the AG/NR Department/Shone Farm and the sample Animal Science Instructional Program Three-Year Plan matrix found in **Appendices B and C**, respectively, utilize the following standard categories of organization:

Goals: broad statements that drive the strategic plan of what you hope to achieve at some point in the future and are qualitative in nature; clearly aligned with and support the organization's mission; can be short-term or long-term but need to be supported by measurable objectives.

Objectives: tend to be single achievable outcomes; concrete, tangible, narrow in statement and purpose, and measurable.

Strategies: describe a general approach or method for attaining objectives; addresses how objectives will be accomplished; strategies do not describe specific activities or projects — that's the work of action plans.

Action plan: lists the specific activities that must be taken to implement the strategy, when (timeline), by whom (responsibility), and resources (time, money, equipment, supplies, technology, facilities) that will be needed and the costs of these resources for future budgeting purposes. Action plans together are sometimes referred to as the Implementation Plan.

Outcomes: the deliverable(s) or real results that you aim to complete; can be quantitative or qualitative.

As the Agriculture and Natural Resources Department provides the organizational structure and administrative support required for the successful implementation of instructional, student services, and facility plans, the Department's overarching goals, objectives, and strategies serve as a critical cornerstone of this strategic plan. Consequently, these essential planning components are codified below and mapped to goals and objectives delineated in the Santa Rosa Junior College Strategic Plan (2014).

Goal 1: Update AG/NR Programs and Curriculum.

SRJC Strategic Plan Goal A (Support Student Success) and Goal B (Foster Learning and Academic Excellence)

Objective: Refine, revise, (re)develop or discontinue AG/NR academic programs:

Strategies -

- Revise or refine AG/NR academic programs to align with program review priorities and regional agriculture workforce needs.
- As per existing District policies and procedures (Board Policy 3.6), proceed with program discontinuance.
- Develop new certificates, including short-term/low unit/job-ready, and degrees (e.g., ADT's), including non-credit.
- Prioritize online and hybrid instructional modalities to respond to student demand.

Goal 2: Improve Student Access to Programs at Shone Farm.

SRJC Strategic Plan Goal A (Support Student Success) and Goal B (Foster Learning and Academic Excellence)

Objective 1: Increase and/or enhance opportunities to fully utilize Shone Farm as a hands-on teaching and learning site:

Strategies -

- Involve Faculty Program Coordinators in annual and recurring planning sessions with Shone Farm Manager, Shone Farm Staff, and AG/NR Dean.
- Identify mechanisms to provide faculty with additional release time (in accordance with AFA contract) for program coordinator work involving collaboration with Shone Farm.
- Expand and formalize student internship, independent study, ag enterprise and paid work experience opportunities under appropriate staff or faculty supervision and with work projects aligned with their academic program and/or career goals.
- Prioritize near-term and long-range facilities needs based upon program priorities backed by quantitative and qualitative information.
- Develop a coordinated schedule of classes that allows students and faculty to more fully utilize Shone Farm as a teaching and learning site.
- Provide students with improved access to student services (e.g., counseling, financial aid services and job coaching) at Shone Farm.
- Develop options for increasing student housing at Shone Farm in collaboration with Student Services.
- Pursue opportunities with other SRJC disciplines and programs to utilize Shone Farm as a teaching and learning site.

- Provide students and faculty with dependable transportation options to Shone Farm.

Objective 2: Increase enrollment and program opportunities offered at Shone Farm:

Strategies -

- Develop a comprehensive enrollment management plan.
- Develop a Strategic Outreach and Marketing Plan, including a comprehensive and structured strategy for K-12 and community outreach, and high-school dual or concurrent enrollment opportunities.
- Develop Non-credit, Contract, and/or Community Education programs.

Goal 3: Improve Shone Farm and AG/NR Department Operational and Integrated Planning.

SRJC Strategic Plan Goal A (Support Student Success), Goal B (Foster Learning and Academic Excellence), Goal D (Improve Facilities and Technology), and Goal H (Improve Institutional Effectiveness)

Objective 1: Improve collaboration and integration of instructional programs and farm operations:

Strategies -

- Develop a shared governance model for faculty, staff, student, and manager collaboration on Shone Farm planning.
- Develop a complete set of three-year plans (including facilities and staffing support needs) for each instructional program using Shone Farm as a teaching site.
- Develop a comprehensive annual farm operation plan for instructional support, commercial operations, outreach activities, and community events.

Objective 2: Refine and improve Shone Farm facility operations:

Strategies -

- Implement a "total cost of ownership" approach to maintenance, repair and replacement of farm equipment, buildings, and improvements (roads, fencing, irrigation, etc.). Use UC Cooperative Extension Small Farm Planning templates and resources as a guide:
 - <http://sfp.ucdavis.edu/management/>
 - <http://ucanr.edu/sites/placervevadasmallfarms/files/142889.pdf>
- Develop short-term and long-term plans for maintaining and improving/expanding Farm utilities (e.g., water, telecommunications/IT, power).
- Develop an integrated plan for the different Shone Farm "units" (e.g., pasture/livestock, garden/orchards, vineyards, equestrian).
- Develop a prioritized staffing plan for Shone Farm.
- Plan and improve safety, security, and emergency response protocols.
- Continuously refine the Shone Farm annual operating budget, including strategies for balanced revenue from multiple sources (i.e., grape sales, other commercial operations, Center funding, credit and non-credit apportionment, community education, contract education, commercial activities, and public-private partnerships).

4. Findings and Facilities Recommendations

1. External demographic characteristics and trends for the County and the West Region, combined with the rising costs of four-year colleges and universities, point to noteworthy local as well as national trends upon which the Agriculture and Natural Resources Department and the Shone Farm teaching site are uniquely poised to capitalize.
2. Regional economic and labor force trends reveal continued demand for the knowledge and skills provided by the Agriculture and Natural Resources disciplines, which offer high-quality degrees and certificates that prepare students for entry into the regional workforce and/or transfer to four-year colleges and universities.
3. Despite some decline in District enrollments, the internal enrollment trends for the majority of AG/NR courses and programs indicate relatively consistent and/or growing demand. Gradual, yet steady, increases in headcount enrollments and fill rates for disciplines, and the department as a whole, signal future demand for these programs. Also noteworthy are the significant increases in degree and certificate completions for students in AG/NR programs, which not only reveal improved outcomes for students, but are also important in light of recent changes to the state's funding formula to consider degree and certificate completions. Additionally, intensive efforts by the department's faculty to update curriculum in ways that provide students with efficient pathways (e.g., the Animal Science "year-to-career" program) and streamline the curriculum, combined with a comprehensive outreach and marketing plan for programs and Shone Farm, will likely yield future student interest and increased enrollments.
4. As students, faculty, and staff have all noted in interviews and contributions to the SWOT analysis, students' access to support services at Shone Farm is minimal. Effectively addressing this issue is not only important to insuring that the District provide all students with equal access to the services they need to persist to program completion, but also to increasing the program presence at the farm and planning for its full utilization as a teaching site. Therefore, increasing student access to these critical support services at Shone Farm must become a high planning priority.
5. The forecasted growth in the County and for the AG/NR programs underscores the need for the District to plan for the investment of resources in facilities at Shone Farm. Accordingly, the Strategic Planning Team recommends a number of future facility projects for the Shone Farm, which are categorized into two tiers of priority consideration. In sum, Tier 1 Projects are recommended as top or high priority projects; Tier 2 Projects are recommended for secondary priority. Additionally, these tiers are defined by the criteria descriptions noted below.

Tier 1 Project Criteria:

1. insure the preservation of the District's existing structures and critical infrastructure;
2. critical to insuring a safe environment;
3. necessary to support and/or increase student access to



courses and programs with relevant, up-to-date curriculum; and,

4. address significant, long-standing conditions that have severely limited or barred access to instructional programs.

Tier 2 Project Criteria:

1. address anticipated needs of instructional programs 2-3 years in the future, as indicated by external and internal environmental data analysis;
2. addresses industry advisory recommendations for improving hands-on learning opportunities for students; and,
3. addition or renovation of buildings, facilities, or infrastructure that is not immediately needed to support instruction, rectify critical deficiencies, or address unsafe conditions, but should be revisited and assessed for resource allocation in 2-3 years.

In addition, it is important to recognize that the recommendations that appear in the table below are not placed in specific order of priority (i.e., a project that appears earlier in the table is not recommended as a higher priority than one that appears beneath it in the same tier). Ultimately, the District will make the final determinations as to which projects it will undertake and when via a thorough assessment of design elements as well as construction feasibility and costs.

Table 21 categorizes the recommended projects by tier, provides a brief description where necessary, specifies the rationale for each project, correlates the recommendation to specific tier criterion, and aligns each to correlative elements of the District's Strategic Plan. A diagram showing possible future facilities at Shone Farm is provided in **Appendix D**.

Table 21: Recommended Facilities Priorities for SRJC Shone Farm (August 2018)

TIER 1 PROJECTS	RATIONALE	TIER CRITERIA	SRJC STRATEGIC PLAN ALIGNMENT
New modular classroom with modest wet lab capabilities	<p>Increase instructional space at Shone Farm to enable additional lecture and lab sections in Viticulture, Sustainable Agriculture, Wine Studies, Natural Resources, and Agri 60 (Soil Science).</p> <p>Shift some teaching sections out of Dutton Agricultural Pavilion, which is not an optimal instructional space, and which will free up the Pavilion for other District uses (retreats, seminars, rentals, etc.).</p> <p>Shift heavily impacted teaching space from Santa Rosa Campus to Shone Farm.</p>	3 and 4	<p>Goal A: Support Student Success</p> <p>Goal B: Foster Learning and Academic Excellence</p> <p>Goal D: Improve Facilities and Technology</p>
Sustainable Agriculture Produce Processing Warehouse (Building) <ul style="list-style-type: none"> • Loading and unloading dock • Wash area • Drainage • Dry storage • Cold storage (walk-in coolers) • Covered break area • Small office space • Restroom 	<p>Expand hands-on learning opportunities for students via a dedicated processing and storage location for pursuing student enterprise (Agri 56) projects.</p> <p>Better integrate Sustainable Agriculture program and Shone Farm commercial produce operations by locating produce processing area proximate to Sustainable Agriculture acreage at Shone Farm.</p> <p>Move produce processing out of the Dutton Agricultural Pavilion kitchen, which is a food safety concern due to possible cross-contamination in a dedicated kitchen and foodservice area.</p> <p>Provide shaded break area for Shone Farm agricultural workers (health and safety/OSHA requirement).</p>	2, 3, and 4	<p>Goal A: Support Student Success</p> <p>Goal B: Foster Learning and Academic Excellence</p> <p>Goal D: Improve Facilities and Technology</p> <p>Goal F: Cultivate a Healthy Organization</p>
Produce Processing Warehouse (Equipment)	Provide industry standard equipment and tools to advance teaching, learning and student workforce readiness.	3	<p>Goal B: Foster Learning and Academic Excellence</p> <p>Goal D: Improve Facilities and Technology</p>
Composting Area	<p>Expand hands-on learning opportunities for students.</p> <p>Support District and Shone Farm sustainability goals.</p>	3	<p>Goal B: Foster Learning and Academic Excellence</p> <p>Goal D: Improve Facilities and Technology</p> <p>Goal E: Establish a Strong Culture of Sustainability</p>

TIER 1 PROJECTS	RATIONALE	TIER CRITERIA	SRJC STRATEGIC PLAN ALIGNMENT
Porter Animal Science Center Renovation (Barn)	Upgrade the livestock facilities in the Porter Animal Science Center at Shone Farm to enable introduction of new species, food safety, modern agricultural technologies, animal nutrition and health, and proper management of confined animal facilities to support instruction of the program curriculum for Animal Science and Equine Science. Add small metal hay barn as separate structure to avoid fire danger associated with hay storage inside wood barn.	1, 2, 3, and 4	Goal A: Support Student Success Goal B: Foster Learning and Academic Excellence Goal D: Improve Facilities and Technology Goal F: Cultivate a Healthy Organization
Porter Animal Science Center Renovation (Equipment)	Provide industry standard equipment and tools to advance teaching, learning and student workforce readiness.	1, 3, and 4	Goal B: Foster Learning and Academic Excellence Goal D: Improve Facilities and Technology
Winery Expansion to outside Crush Pad (Tank Farm for Student Wine)	Expand Shone Farm Winery to allow student education and training on commercial wine production.	3 and 4	Goal B: Foster Learning and Academic Excellence Goal D: Improve Facilities and Technology
Balletto Tasting Room Phase 1: Equipment (e.g., wine preservation system), furnishings (e.g., chairs), and fixtures to create a more formal wine bar.	Create professional environments and equipment that emulate industry settings and provide optimal hands-on learning opportunities, which will prepare students for employment in this local industry while providing them with industry contacts who will be integrated into this learning environment.	1 and 3	Goal B: Foster Learning and Academic Excellence Goal D: Improve Facilities and Technology
Dutton Pavilion Roof Replacement	Failed metal roof has allowed water intrusion into the Dutton Agricultural Pavilion kitchen, lobby, and riding arena and risks causing structural damage. (Full roof inspection report available in SRJC Capital Projects office.) The Dutton Agricultural Pavilion is an important District multi-use space. It is reserved approximately 20 times/year for District retreats (Foundation, CTE Leadership, Student Services, etc.) and is also a revenue-generating rental facility that covers its own operating costs out of rental income.	1 and 2	Goal A: Support Student Success Goal B: Foster Learning and Academic Excellence Goal C: Serve Our Diverse Communities Goal D: Improve Facilities and Technology Goal F: Cultivate a Healthy Organization Goal G: Develop Financial Resources
Dutton Pavilion Electrical Upgrade	Additional electrical service needed to power \$200,000 in commercial brewing equipment sitting idle for over one year, as well as provide power for student wine tank farm expansion. Brewing classes have filled for 3 consecutive semesters and students and faculty are waiting for commercial brewery to have electrical power.	1, 3, and 4	Goal A: Support Student Success Goal B: Foster Learning and Academic Excellence Goal D: Improve Facilities and Technology

TIER 1 PROJECTS	RATIONALE	TIER CRITERIA	SRJC STRATEGIC PLAN ALIGNMENT
Shone Farm Drainage and Septic Upgrades	Add drainage and septic tie-in for Porter Animal Science Center and GK Hardt Stable to enable sanitation and strong biosecurity measures related to Shone Farm livestock operations.	1 and 2	Goal D: Improve Facilities and Technology Goal F: Cultivate a Healthy Organization
Dutton Pavilion Misc. Deferred Maintenance: repair ceiling damage due to water infiltration; remove swamp cooler and add kitchen A/C compressor and forced air.	<p>The Dutton Agricultural Pavilion currently provides critical classroom space. While a top recommended priority, as identified in multiple program reviews, is the addition of classroom space with wet lab capabilities, this space will need to continue to serve as a classroom; thus, repairs are important to the functionality and safety of this facility.</p> <p>The Pavilion is also an important District multi-use space. It is reserved approximately 20 times/year for District retreats (Foundation, CTE Leadership, Student Services, etc.) and is also a revenue-generating rental facility that covers its own operating costs out of rental income.</p>	1, 2, and 3	Goal A: Support Student Success Goal B: Foster Learning and Academic Excellence Goal C: Serve Our Diverse Communities Goal D: Improve Facilities and Technology Goal F: Cultivate a Healthy Organization Goal G: Develop Financial Resources
Media upgrade in Agricultural Pavilion	Current media system (projectors and overhead speakers) is out of commission due to a hardware failure. SRJC Media Services recommends full replacement relying primarily upon in-house resources.	1 and 3	Goal A: Support Student Success Goal B: Foster Learning and Academic Excellence Goal D: Improve Facilities and Technology
TIER 2 PROJECTS	RATIONALE	TIER CRITERIA	SRJC STRATEGIC PLAN ALIGNMENT
Balletto Tasting Room Phase 2: Outdoor Wine Tasting Area. Expand back patio (Warren's Overlook) of the Dutton Pavilion, possibly with a pergola shade structure and some tables, chairs and umbrellas for outdoor seating.	Create professional environments and equipment that emulate industry settings and provide optimal hands-on learning opportunities, which will prepare students for employment in this local industry while providing them with industry contacts who will be integrated into this learning environment.	1 and 2	Goal A: Support Student Success Goal B: Foster Learning and Academic Excellence Goal D: Improve Facilities and Technology
Shone Farm Wine Tasting - modular tasting space or structure	Create professional environment for Shone Farm tasting, which not only supports the commercial operations associated with wine sales, but also provides students with hands-on learning opportunities related to wine hospitality, sales, and marketing. Student engagement in these activities prepares them for employment in this industry while supporting the commercial enterprises that help support Shone Farm.	1 and 2	Goal A: Support Student Success Goal B: Foster Learning and Academic Excellence Goal D: Improve Facilities and Technology Goal G: Develop Financial Resources

TIER 2 PROJECTS	RATIONALE	TIER CRITERIA	SRJC STRATEGIC PLAN ALIGNMENT
Covered gathering space for class discussions/lectures/demonstrations (forest)	Modest facility addition, which supports instructional objectives for Natural Resources Management courses as well as for community and contract education classes.	1 and 2	Goal A: Support Student Success Goal B: Foster Learning and Academic Excellence Goal C: Serve Our Diverse Communities Goal D: Improve Facilities and Technology
Covered awning for gathering space and demonstrations (garden area)	Modest facility addition, which supports instructional objectives for agriculture courses, potential addition of horticulture curriculum offerings, as well as for community and contract education classes.	1 and 2	Goal A: Support Student Success Goal B: Foster Learning and Academic Excellence Goal C: Serve Our Diverse Communities Goal D: Improve Facilities and Technology
Student Housing: A more cohesive approach to student housing could accommodate 6-10 total residents (including possibly an "RA" or "RS" from Windsor Public Safety Training Center) and feature modular housing or Tiny Houses.	<p>Five students currently reside at Shone Farm in various housing arrangements: two functional dorms (Ag Pavilion and Belden Center) and a vintage 5th wheel trailer which is significantly less functional and must be replaced immediately. Notably, all student housing must be made ADA compliant.</p> <p>As a hands-on learning environment where students learn both theoretical and practical aspects of agricultural and natural resource environments, having access to the facility on a daily and year-round basis is essential to student learning experiences. Student housing on site facilitates this learning outcome while providing a select number of students with access to affordable housing.</p> <p>Possible RA or RS from Windsor Public Safety Training Center would enhance safety for this teaching site.</p>	1 and 3	Goal A: Support Student Success Goal B: Foster Learning and Academic Excellence Goal C: Serve Our Diverse Communities Goal D: Improve Facilities and Technology Goal F: Cultivate a Healthy Organization
Equestrian facilities upgrade (TBD)	Possible expansion or rearrangement of horse stalls in "mare motel" and equine side of Porter Animal Science Center to support instructional needs to the Animal Science program.	1	Goal B: Foster Learning and Academic Excellence Goal D: Improve Facilities and Technology
Belden Center renovation / expansion or replacement	<p>The Belden Center serves as office space, meeting/conference space, and limited dorm space. Deficiencies in construction do not allow it to be used as classroom.</p> <p>Belden Center requires significant upgrades, including earthquake retrofitting, to create a safe facility that can be fully utilized for multi-purposes.</p>	3	Goal D: Improve Facilities and Technology Goal F: Cultivate a Healthy Organization

TIER 2 PROJECTS	RATIONALE	TIER CRITERIA	SRJC STRATEGIC PLAN ALIGNMENT
Student Study/Computer Lab/Lounge	The planned expansion of course offerings facilitated by strategic scheduling and improved marketing and outreach will bring more students to campus, which necessitates these additional and essential student support services.	1 and 3	Goal A: Support Student Success Goal B: Foster Learning and Academic Excellence Goal C: Serve Our Diverse Communities Goal D: Improve Facilities and Technology
Faculty office space w/storage; swing space for counseling and other student services	The planned expansion of course offerings facilitated by strategic scheduling and improved marketing and outreach will bring more students to campus, which necessitates these basic faculty support facilities.	1 and 3	Goal A: Support Student Success Goal B: Foster Learning and Academic Excellence Goal C: Serve Our Diverse Communities Goal D: Improve Facilities and Technology

In addition to these recommended facility projects, several future projects for consideration have emerged from this current strategic planning effort. These possible facility projects are ones that:

1. address the anticipated needs of instructional programs three to five years in the future, but require additional assessment and analysis needed for planning and resource

allocation; and/or,

2. require the addition or renovation of buildings, facilities, or infrastructure that are not immediately needed to support instruction, rectify critical deficiencies, or address unsafe conditions, but should be revisited and assessed for resource allocation in four to five years.



Chapter 5

Envisioning the Shone Farm of 2025

1. Expanding the Array of Academic Opportunities and Student Support Services
2. Enhancing Commercial Activities to Support Instructional Outcomes and Provide for Ongoing Operational Needs
3. Enhancing the Shone Farm Site as a College and Community Resource



Conceptualizing the future of Shone Farm, particularly the programs and services it will support in 2025, entails carefully considering emerging student and community needs. In this context, three strands of thematic emphases logically follow from the quantitative and qualitative assessments featured in this strategic plan, as well as in the articulated goals for the Agriculture and Natural Resources Department and its instructional programs: 1) the expansion of a full array of academic opportunities and student support services; 2) the further development of com-

mercial activities, which integrate with and support outcomes for instructional programs while also providing for the ongoing operational needs of the farm; and, 3) the enhancement of Shone Farm as a college and community environmental resource. Thus, below are broadly defined conceptual initiatives, for consideration in future planning for Shone Farm and the Agriculture and Natural Resources Department, which have emerged in the development process for this strategic plan.

1. Expanding the Array of Academic Opportunities and Student Support Services



- Developing a full complement of strategically planned and integrated programs, including course and program offerings for credit, non-credit (e.g., short-term, job-entry skills training), community education, and contract education (e.g., customized workforce training for local businesses);
- Adding AG/NR program offerings in disciplines that heretofore have not established an instructional presence at the farm, but the presence of which would enhance students' opportunities for hands-on learning (i.e., Floristry, Horticulture);
- Establishing Shone Farm as a site for interdisciplinary collaboration among AG/NR programs (e.g., Agricultural Business coordinating topics and/or assignments with Viticulture or Sustainable Agriculture) and offerings across the curriculum, including, but not limited to, fine arts (e.g., landscape painting, photography), the social sciences (e.g., Native American and ethnic studies, cultural anthropology), and the sciences (geography, geology, botany);
- Expanding course offerings at Shone Farm to include high-demand disciplines, such as math, English, and science, which would potentially allow students to complete more course work at a single location (i.e., pathway model) and reduce their need to commute to multiple campuses to complete courses in their educational plans. Additionally, Shone Farm provides the ideal environment for contextualizing learning in a variety of disciplines (e.g., English course thematically designed around farming and nature);
- Increasing instructional opportunities for high school students at Shone Farm (e.g., dual enrollment, pathway programs) in order to expand their interests in farming and natural resource studies, transfer, and career opportunities;
- Creating pathway partnerships with Sonoma State University and other regional and state colleges and universities to increase students' successful transfer and B.A./B.S. degree completions in high-demand fields in the agriculture and natural resource industries;
- Leveraging technologies, such as telepresence or video-conferencing, to increase students' access to courses and services (e.g., counseling) available at the Santa Rosa and Petaluma campuses, and improving students' access to computer services (e.g., computer labs) at Shone Farm; and,
- Creating gathering spaces for students to collaborate and develop interpersonal connections that enrich their college experiences and foster higher levels of engagement and persistence.

2. Enhancing Commercial Activities to Support Instructional Outcomes and Provide for Ongoing Operational Needs

- Establishing Shone Farm's presence in the region and the state as a center of agricultural and natural resources innovation;
- Emerging as a site known for experimentation in new technologies, crops and products (e.g., hemp cultivation and processing; agroforestry);
- Functioning as an event site for college and community users, which would provide hands-on training for students in programs such as Hospitality, Wine Studies, and Culinary, while providing an additional source of revenue for the District;
- Creating "for fee" recreational or artistic opportunities for the public at Shone Farm, such as ropes courses, camping or "glamping," farm-to-fork events, concerts, and art shows; and,
- Providing pasture or equestrian leasing opportunities for local ranchers, which provides revenue as well as possible hands-on learning opportunities for students in Animal Science as well as other programs, such as Veterinary Technician.

3. Enhancing the Shone Farm Site as a College and Community Resource

- Creating gathering spaces for the college community and the public to experience the inspiring and renewing beauty that Shone Farm's natural setting offers; and,
- Hosting workshops, seminars, trade shows, and similar events at Shone Farm, which not only allows members of the community to experience the natural wonders of this unique property, but also highlights the premier programs offered at this site.

As the implementation of the goals, strategies, and objectives delineated in this strategic plan unfolds, SRJC's Shone Farm and the Agriculture and Natural Resources Department are positioned to serve, as they historically have, as innovators in teaching and learning; sources of commercial innovation and farm revenue; a nexus for community engagement; and treasured District site. In doing so, the farm and department will provide new programmatic and operational paradigms for Santa Rosa Junior College to apply and assess as it confidently pursues the fulfillment of its mission, vision, and values.



Appendices

- A. Strategic Planning Meetings
- B. AG/NR Department and Shone Farm Three-Year Work Plan (2018-2021)
- C. Sample AG/NR Instructional Program Three-Year Work Plan – Animal Science (2018-2021)
- D. Shone Farm Facility Diagram
- E. Endnotes



Appendix A: Strategic Planning Meetings

DATES	PURPOSE(S)	PARTICIPANTS
February 23, 2018 March 16, 2018 March 30, 2018 April 6, 2018 April 13, 2018 April 20, 2018 May 18, 2018	Strategic Planning Team Meetings: <ul style="list-style-type: none"> Establish project timeline and benchmark deadlines; Create weekly action plans; Review instructional program information; Develop goals/objectives for strategic plan and facility project recommendations; Plan stakeholder events. 	<ul style="list-style-type: none"> Benjamin Goldstein, Dean, AG/NR (Project Lead); Steve Kwok, AIA, Quattrocchi Kwok Architects: QKA; John Dybczak, AIA, LEED AP, Quattrocchi Kwok Architects: QKA; Heather Chierici, Project Manager (Measure H), Capital Projects, Santa Rosa Junior College; Leonard Diggs, Shone Farm Manager, Santa Rosa Junior College; and, Diane White, Strategic Planning Consultant, President-Integrated Academic Solutions, LLC.
February 6, 2018	Animal Science Advisory Board Meeting	<ul style="list-style-type: none"> Sam Dolcini (Dolcini Livestock) Cheryl La Franchi (Oak Ridge Angus) Stephanie Larson (UC Cooperative Extension) Bruce Martin (Martin Ranch Supply) Benjamin Goldstein (Dean, AG/NR) Amy Housman (Program Coordinator, Animal Science)
February 27, 2018	Equine Science Advisory Board Meeting	<ul style="list-style-type: none"> Julie Atwood (Halter) Adrienne Casciari (Healdsburg Veterinary Hospital) Cindy Machado (Marin Humane Society) Michael Murphy (Sonoma County Horse Council) Richard Perce (Aspen Equine Clinic) Tracy Underwood (Santa Rosa Equestrian Center) Elyse Gardner Walsh (Guest) Natalie Eberle (Guest) Lisa Lombardi (Guest) Linda McDonald (Guest) Becky Shapley (Guest) Michael Walsh (Guest) Leonard Diggs (Manager, Shone Farm) Benjamin Goldstein (Dean, AG/NR) Amy Housman (Program Coordinator, Animal Science) Maxine Freitas (Program Coordinator, Equine Science)

DATES	PURPOSE(S)	PARTICIPANTS
March 30, 2018	<p>Wine Studies Advisory Board Meeting:</p> <ul style="list-style-type: none"> • Provide advisory board members with up-date on the strategic plan for Shone Farm; • Obtain advisory board input on the strategic plan and Wine Studies program needs. 	<ul style="list-style-type: none"> • Honore Comfort (Brack Mountain Wine Co) • Jeff Mangahas (Williams Selyem) • Kim Stare Wallace (Dry Creek Vineyard) • Bill Traverso (Adjunct Instructor, SRJC) • Courtney Cochran (for Donna Bernheim, Sonoma Cutrer Vineyards) • Scott Adams (Industry Guest) • Robert Smith (for Beth Costa, Wine Road) • Tina Dodson (Director, SRJC SWP) • Benjamin Goldstein (Dean, Ag/NR) • Kevin Sea (Program Coordinator, Wine Studies) • Heather Chierici (Measure H Project Manager) • Steve Kwok (QKA) • Diane White (Strategic Planning Consultant)
April 17, 2018	<p>Viticulture Advisory Board Meeting</p> <ul style="list-style-type: none"> • Provide advisory board members with up-date on the strategic plan for Shone Farm; • Obtain advisory board input on the strategic plan and Viticulture program needs. 	<ul style="list-style-type: none"> • Kevin Barr (Redwood Empire Vineyard Mngmt) • Bob Dempel (Dempel Farming) • Mark Sanchietti (Sanchietti Ranch) • Mel Sanchietti (Sanchietti Ranch) • Rhonda Smith (UC Cooperative Extension) • Ryan Stapleton (The Family Coppola) • Joan Patrick (Constellation Wines) • Robert Weinstock (Gallo Coastal Winegrowing) • Brent Young (Jordan Winery) • Jim Young (Robert Young Vineyards) • Katie Piontek (for Karissa Kruse, Sonoma County Winegrape Commission) • Benjamin Goldstein (Dean, Ag/NR) • Merilark Padgett-Johnson (Chair, Ag/NR and Program Coordinator, Viticulture) • Diane White (Strategic Planning Consultant)
April 17 and 18, 2018	<p>Student Focus Group Sessions</p> <ul style="list-style-type: none"> • Share initial assessment of instructional, student support, and facility needs at Shone Farm; • Obtain student feedback. 	<ul style="list-style-type: none"> • Eleven SRJC students in AG/NR programs. • Diane White (Strategic Planning Consultant)

DATES	PURPOSE(S)	PARTICIPANTS
May 8, 2018	AG/NR Department Meeting: <ul style="list-style-type: none"> • Share initial assessment of instructional, student support, and facility needs at Shone Farm; • Obtain faculty feedback. 	<ul style="list-style-type: none"> • Leonard Diggs (Manager, Shone Farm) • Diane Dolan (Program Coordinator, Floral Design) • Dan Famini (Program Coordinator, Vet Tech (Animal Health)) • Maxine Freitas (Program Coordinator, Equine Science) • Benjamin Goldstein (Dean, Ag/NR) • Joel Grogan (Program Coordinator, Horticulture) • Amy Housman (Program Coordinator, Animal Science) • Merilark Padgett-Johnson (Department Chair and Program Coordinator, Viticulture) • Kevin Sea (Program Coordinator, Wine Studies) • George Sellu (Program Coordinator, Ag Business) • Debbie Eakins (Lab Coordinator, Ag/NR) • Kasey Wade (Program Coordinator, Natural Resources) • Chris Wills (Manager, Shone Farm Pavilion) • Diane White (Strategic Planning Consultant)
May 9, 2018	Planning Retreat with Shone Farm Staff: <ul style="list-style-type: none"> • SWOT analysis; • Identifying and prioritizing goals and objectives for Shone Farm; • Identifying needed resources for staff at Shone Farm; • Envisioning Shone Farm's future. 	<ul style="list-style-type: none"> • Joey Smith (Horticulture Technician I) • Anthony Blondin (Coordinator, Farm Operations) • Lynn Ellerbrock (Coordinator, Shone Farms Sales & Marketing) • Stuart Schroeder (Farm Equipment Operator) • Isidro Juarez (Farm Assistant) • Chris Wills (Manager, Farm Facilities & Products) • Robin Zolotoff (Administrative Assistant III) • Diane White (Strategic Planning Consultant)
May 15, 2018	Sustainable Agriculture Advisory Board Meeting: <ul style="list-style-type: none"> • Provide advisory board members with update on the strategic plan for Shone Farm; • Obtain advisory board input on the strategic plan and SUSAG program needs. 	<ul style="list-style-type: none"> • Will Bakx (Sonoma Compost) • Heidi Herrmann (Strong Arm Farm) • Wendy Krupnick (Adjunct Faculty, SRJC) • Josh Beniston (Program Coordinator, Sustainable Ag) • Leonard Diggs (Manager, Shone Farm) • Benjamin Goldstein (Dean, Ag/NR) • Diane White (Strategic Planning Consultant)
May 16, 2018	Information Technology Managers: <ul style="list-style-type: none"> • Provide IT managers with update on the strategic plan and preliminary assessments of IT needs at Shone Farm; • Obtain input on the strategic plan and IT up-grades to consider for inclusion the strategic plan. 	<ul style="list-style-type: none"> • Michael Roth (Manager, Instructional Computing, Information Technology) • Greg Wycoff (Supervisor, Technical Services/Media Services, Media Services) • Dan Exelby (Manager, IT Infrastructure, Information Technology) • Benjamin Goldstein (Dean, AG/NR) • Diane White (Strategic Planning Consultant)

DATES	PURPOSE(S)	PARTICIPANTS
May 17, 2018	<p>Shone Farm Foundation Board Meeting:</p> <ul style="list-style-type: none"> • Provide advisory board members with update on the strategic plan for Shone Farm; • Obtain advisory board input on the strategic plan and SUSAG program needs. 	<ul style="list-style-type: none"> • Dr. Frank Chong (President, SRJC) • Nick Frey (Public Relations & Brand Ambassador Balletto Vineyards) • Judy Groverman Walker (JGW Events) • Jeff Kunde (SRJC Board of Trustees) • Steve Olson (Dean Emeritus, SRJC) • Linda Close (for Doug Roberts, VP Business Services, SRJC) • Mack Schwing (WISE Academy, LLC Founder) • Dennis Verity (Morgan Stanley) • Richard Williams (Oliver's Market) • Leonard Diggs (Manager, Shone Farm) • Benjamin Goldstein (Dean, Ag/NR) • Merilark Padgett-Johnson (Chair, Ag/NR) • Mark Stupich (winemaker) • Diane White (Strategic Planning Consultant)
June 4, 2018	<p>Student Services Representatives:</p> <ul style="list-style-type: none"> • Provide Student Services representatives with update on the strategic plan and preliminary assessments of student services needs at Shone Farm; • Obtain input on the strategic plan and student services and support needs to consider for the strategic plan. 	<ul style="list-style-type: none"> • Li Collier (Senior Dean, Counseling and Student Success, Student Services) • Michelle Booher-Poggi (Director, Student Outreach) • Diane White (Strategic Planning Consultant)
June 5 and 6, 2018	<p>Community and Industry Stakeholders Focus Group Sessions:</p> <ul style="list-style-type: none"> • Provide advisory board members with update on the strategic plan for Shone Farm; • Obtain input on the strategic plan, program, and facility needs. 	<ul style="list-style-type: none"> • Mark & Mel Sanchietti (Sanchietti Farming) • Taylor Merrill (Former Equine Studies Student and Professional Trainer) • Michael Haney (Sonoma County Vintners) • Elizabeth Palmer, Patrice Doyle, Ginger DeGrange, Michael Murphy (Sonoma County Horse Council) • Terry Lindley (Lindley Cattle; SRJC Governing Board member) • Jeff Kunde (Kunde Family Winery; SRJC Governing Board member) • John & Jacqueline Balletto (Balletto Vineyards) • Steve Olson (Former SRJC AG/NR Faculty and Dean; Ag Trust; Shone Farm Foundation) • Benjamin Goldstein (Dean, AG/NR) • Diane White (Strategic Planning Consultant)
June 11 and 12, 2018	<p>Community and Industry Stakeholders Focus Group Sessions:</p> <ul style="list-style-type: none"> • Provide advisory board members with update on the strategic plan for Shone Farm; • Obtain input on the strategic plan, program, and facility needs. 	<ul style="list-style-type: none"> • Karissa Kruse (Sonoma County Wine Grape Commission) • Summer Jeffus (Regional Marketing Manager - American AgCredit) • Benjamin Goldstein (Dean, AG/NR) • Diane White (Strategic Planning Consultant)

June 12, 2018	SRJC Non-Credit Program	<ul style="list-style-type: none"> • Nancy Miller (SRJC Director, Regional Adult Education Programs) • Benjamin Goldstein (Dean, AG/NR) • Diane White (Strategic Planning Consultant)
August 16, 2018	SRJC Ag/NR Department Meeting	<ul style="list-style-type: none"> • Josh Beniston (Program Coordinator, Sustainable Ag) • Leonard Diggs (Manager, Shone Farm) • Diane Dolan (Program Coordinator, Floral Design) • Debbie Eakins (Lab Coordinator, Ag/NR) • Dan Famini (Program Coordinator, Vet Tech (Animal Health)) • Maxine Freitas (Program Coordinator, Equine Science) • Benjamin Goldstein (Dean, Ag/NR) • Joel Grogan (Program Coordinator, Horticulture) • Amy Housman (Program Coordinator, Animal Science) • Merilark Padgett-Johnson (Program Coordinator, Viticulture) • Kevin Sea (Program Coordinator, Wine Studies) • George Sellu (Program Coordinator, Ag Business) • Kasey Wade (Program Coordinator, Natural Resources) • Diane White (Strategic Planning Consultant)

Appendix B: AG/NR Department and Shone Farm Three-Year Work Plan (2018-2021)

GOAL 1: UPDATE AGRICULTURE AND NATURAL RESOURCES CURRICULUM AND PROGRAMS

Objective: Refine, revise, (re)develop or discontinue Ag/NR academic programs

Strategies (What)	Actions (How)	Priority (L/M/H)	Timeframes (When: Start-End)	Resources (Human, Fiscal, Material)	Responsibility (Who)	Performance Indicators (Measurement)	Deliverable (Outcome)
Revise or refine current academic programs to align with program review priorities.	1.						
	2.						
Develop new certificates, including short-term/low unit/job ready, and degrees (e.g., ADT's), including non-credit.	1.						
	2.						
As per existing District policies and procedures (Board Policy 3.6), proceed with program discontinuance.	1.						
	2.						
Prioritize online and hybrid instructional modalities to respond to student demand.	1.						
	2.						

Appendix B: AG/NR Department and Shone Farm Three-Year Work Plan (2018-2021)

GOAL 2: IMPROVE STUDENT ACCESS TO PROGRAMS AT SHONE FARM

Objective 1: Increase and/or enhance opportunities to fully utilize Shone Farm as a hands-on teaching and learning site:s

Strategies (What)	Actions (How)	Priority (L/M/H)	Timeframes (When: Start-End)	Resources (Human, Fiscal, Material)	Responsibility (Who)	Performance Indicators (Measurement)	Deliverable (Outcome)
Identify mechanisms to provide faculty with additional release time (in accordance with AFA contract) for program coordinator work involving collaboration with Shone Farm.	1.						
	2.						
Involve Faculty Program Coordinators in annual and recurring planning sessions with Shone Farm Manager and AG/NR Dean.	1.						
	2.						
Expand and formalize student internship, independent study, enterprise and paid work experience opportunities under appropriate Staff or Faculty supervision and with work projects aligned with their academic program and/or career goals.	1.						
	2.						

Appendix B: AG/NR Department and Shone Farm Three-Year Work Plan (2018-2021)

GOAL 2: IMPROVE STUDENT ACCESS TO PROGRAMS AT SHONE FARM

Objective 1: Increase and/or enhance opportunities to fully utilize Shone Farm as a hands-on teaching and learning site:s

Strategies (What)	Actions (How)	Priority (L/M/H)	Timeframes (When: Start-End)	Resources (Human, Fiscal, Material)	Responsibility (Who)	Performance Indicators (Measurement)	Deliverable (Outcome)
Provide students and faculty with dependable transportation options to Shone Farm.	1.						
	2.						
Develop a coordinated schedule of classes that allow students and faculty to more fully utilize Shone Farm as a teaching and learning site.	1.						
	2.						
Provide students with improved access to student services at Shone Farm.	1.						
	2.						
Develop options for increasing student housing options in collaboration with Student Services.	1.						
	2.						

Appendix B: AG/NR Department and Shone Farm Three-Year Work Plan (2018-2021)

GOAL 2: IMPROVE STUDENT ACCESS TO PROGRAMS AT SHONE FARM

Objective 1: Increase and/or enhance opportunities to fully utilize Shone Farm as a hands-on teaching and learning site:s

Strategies (What)	Actions (How)	Priority (L/M/H)	Timeframes (When: Start-End)	Resources (Human, Fiscal, Material)	Responsibility (Who)	Performance Indicators (Measurement)	Deliverable (Outcome)
Pursue opportunities with other SRJC disciplines and programs to utilize Shone Farm as a teaching and learning site.	1.						
	2.						
Prioritize near-term and long-range facilities needs based upon program priorities backed by quantitative and qualitative information.	1.						
	2.						

Appendix B: AG/NR Department and Shone Farm Three-Year Work Plan (2018-2021)

GOAL 2: IMPROVE STUDENT ACCESS TO PROGRAMS AT SHONE FARM

Objective 2: Increase enrollment and program opportunities offered at Shone Farm

Strategies (What)	Actions (How)	Priority (L/M/H)	Timeframes (When: Start-End)	Resources (Human, Fiscal, Material)	Responsibility (Who)	Performance Indicators (Measurement)	Deliverable (Outcome)
Develop a comprehensive enrollment management plan for Shone Farm and AG/NR Disciplines	1.						
	2.						
Develop a Strategic Outreach and Marketing Plan, including a comprehensive and structured strategy for K-12 and community outreach, and high-school dual or concurrent enrollment opportunities.	1.						
	2.						
Develop Non-credit programs for Shone Farm and AG/NR disciplines.	1.						
	2.						

Appendix B: AG/NR Department and Shone Farm Three-Year Work Plan (2018-2021)

GOAL 2: IMPROVE STUDENT ACCESS TO PROGRAMS AT SHONE FARM

Objective 2: Increase enrollment and program opportunities offered at Shone Farm

Strategies (What)	Actions (How)	Priority (L/M/H)	Timeframes (When: Start-End)	Resources (Human, Fiscal, Material)	Responsibility (Who)	Performance Indicators (Measurement)	Deliverable (Outcome)
Develop Contract Education programs for Shone Farm and AG/NR disciplines.	1.						
	2.						
Develop Community Education programs for Shone Farm and AG/NR disciplines.	1.						
	2.						

Appendix B: AG/NR Department and Shone Farm Three-Year Work Plan (2018-2021)

GOAL 3: IMPROVE SHONE FARM AND AG/NR DEPARTMENT OPERATIONAL AND INTEGRATED PLANNING

Objective 1: Improve collaboration and integration of instructional programs and farm operations:

Strategies (What)	Actions (How)	Priority (L/M/H)	Timeframes (When: Start-End)	Resources (Human, Fiscal, Material)	Responsibility (Who)	Performance Indicators (Measurement)	Deliverable (Outcome)
Develop a shared governance model for faculty, staff, student, and administration collaboration on Shone Farm planning.	1.						
	2.						
Develop a complete set of three-year plans (including facilities and staffing support needs) for each instructional program using Shone Farm as a teaching site.	1.						
	2.						
Develop a complete set of three-year plans (including facilities and staffing support needs) for each instructional program using Shone Farm as a teaching site.	1.						
	2.						

Appendix B: AG/NR Department and Shone Farm Three-Year Work Plan (2018-2021)

GOAL 3: IMPROVE SHONE FARM AND AG/NR DEPARTMENT OPERATIONAL AND INTEGRATED PLANNING

Objective 2: Refine and improve Shone Farm facility operations:

Strategies (What)	Actions (How)	Priority (L/M/H)	Timeframes (When: Start-End)	Resources (Human, Fiscal, Material)	Responsibility (Who)	Performance Indicators (Measurement)	Deliverable (Outcome)
Implement a "total cost of ownership" approach to maintenance, repair and replacement of farm equipment, buildings, and improvements (roads, fencing, irrigation, etc.). Use UC Cooperative Extension Small Farm Planning templates and resources as a guide	1.						
	2.						
Develop short-term and long-term plans for maintaining and improving/expanding Farm utilities (e.g., water, telecommunications/IT, power).	1.						
	2.						
Develop an integrated plan for the different Shone Farm "units" (e.g., pasture/livestock, garden/orchards, vineyards, equestrian).	1.						
	2.						

Appendix B: AG/NR Department and Shone Farm Three-Year Work Plan (2018-2021)

GOAL 3: IMPROVE SHONE FARM AND AG/NR DEPARTMENT OPERATIONAL AND INTEGRATED PLANNING

Objective 2: Refine and improve Shone Farm facility operations:

Strategies (What)	Actions (How)	Priority (L/M/H)	Timeframes (When: Start-End)	Resources (Human, Fiscal, Material)	Responsibility (Who)	Performance Indicators (Measurement)	Deliverable (Outcome)
Develop a prioritized staffing plan for Shone Farm.	1.						
	2.						
Plan and improve safety, security, and emergency response protocols.	1.						
	2.						
Continuously refine the Shone Farm annual operating budget, including strategies for balanced revenue from multiple sources (i.e., grape sales, other commercial operations, Center funding, credit and non-credit apportionment, community education, contract education, commercial activities, and public-private partnerships).	1.						
	2.						

Appendix C: Sample Shone Farm AG/NR Instructional Program Three-Year Plan (2018-2021)(2018-2021)

GOAL 1: STRENGTHEN AND STREAMLINE THE EQUINE SCIENCE AND ANIMAL SCIENCE PROGRAM CURRICULA TO IMPROVE STUDENT ACCESS TO TRANSFER AND CAREER PREPARATION.

Objective 1: Combine Equine and Animal science into a single degree program

Strategies (What)	Actions (How)	Priority (L/M/H)	Timeframes (When: Start-End)	Resources (Human, Fiscal, Material)	Responsibility (Who)	Performance Indicators (Measurement)	Deliverable (Outcome)
Develop one degree and one certificate with options for focus: animal science or equine management	1. Write and put through CRC new courses: Live-stock reproduction and Meat Science class –	H	August – December 2018	Faculty Release Time (Approx. Cost: \$)	Program Coordinator Dean	Curriculum completed – sign off by CRC, District, and CCCC Articulation completed	Completed and approved degree and certificate with options for focus: animal science or equine management.
	2. Modify ANSCI 2	M	August – December 2019	Faculty Release Time (Approx. Cost: \$)	Program Coordinator	Curriculum completed – sign off by CRC, District, and CCCC Articulation completed	ANSCI 2 course modifications completed and added to catalog.
	3. ANSCI20 – add hybrid class option – course modification	H	August – December 2018	Faculty Release Time	Program Coordinator	Curriculum completed – sign off by CRC, District, and CCCC Articulation completed	ANSCI 20 course modifications completed and added to catalog.
	4. Review courses for any course defects impacting transferability.	H	August – December 2018	Faculty Release Time	Program Coordinator Articulation Specialist	Courses identified for future revisions.	List of courses, if any, requiring revision and target date established for completing revisions.

Appendix C: Sample Shone Farm AG/NR Instructional Program Three-Year Plan (2018-2021)(2018-2021)

GOAL 1: STRENGTHEN AND STREAMLINE THE EQUINE SCIENCE AND ANIMAL SCIENCE PROGRAM CURRICULA TO IMPROVE STUDENT ACCESS TO TRANSFER AND CAREER PREPARATION.

Objective 1: Combine Equine and Animal science into a single degree program

Strategies (What)	Actions (How)	Priority (L/M/H)	Timeframes (When: Start-End)	Resources (Human, Fiscal, Material)	Responsibility (Who)	Performance Indicators (Measurement)	Deliverable (Outcome)
	5. Meet to consult with curriculum technician of program - on degree and certificate changes as well as merging certificate plan	M	August – October 2018	Faculty Release Time	Dean AG/NR Curriculum Technician	Consultation meeting completed.	Program coordinator has needed instructions on processes and protocols for merger; target date established for completing of required processes and procedures.
Develop course schedule sequence for "Year-to-Career" program	Work with AG/NR dean to develop semester-by-semester schedule sequence for Year-to-Career program.	M	February – March 2019	Faculty Release Time	ANSCI Program Coordinator AG/NR Dean	Completed meeting.	Completed sequential schedule for all program courses.
Develop outreach and marketing strategy and materials for Year-to-Career program	Work with AG/NR and Shone Farm Sales and Marketing Coordinator, High School Outreach Coordinator to develop outreach and marketing strategy for Year-to-Career program.	M	February – March 2019	Faculty Release Time	ANSCI Program Coordinator AG/NR Dean Shone Farm Sales and Marketing Coordinator Counseling High School Outreach Coordinator	Completed strategy for outreach and marketing.	Outreach and marketing content and materials created. Distribution strategy initiated.

Appendix C: Sample Shone Farm AG/NR Instructional Program Three-Year Plan (2018-2021)(2018-2021)

GOAL 1: STRENGTHEN AND STREAMLINE THE EQUINE SCIENCE AND ANIMAL SCIENCE PROGRAM CURRICULA TO IMPROVE STUDENT ACCESS TO TRANSFER AND CAREER PREPARATION.

Objective 2: Refine AS-T for students transferring to CSU

Strategies (What)	Actions (How)	Priority (L/M/H)	Timeframes (When: Start-End)	Resources (Human, Fiscal, Material)	Responsibility (Who)	Performance Indicators (Measurement)	Deliverable (Outcome)
Consult with articulation specialist regarding process	Meetings with articulation specialist	M	August – December 2018	Faculty Release Time (Approx. Cost: \$)	Program Coordinator Articulation Specialist	Meetings with articulation specialist completed.	Information regarding necessary processes and protocols for articulation delivered to Program Co-ordinator and AG/NR Dean.
	Obtain any needed and remaining local and CCCC approvals for AS-T degree	M	August – December 2018	Faculty Release Time (Approx. Cost: \$)	Program Coordinator Articulation Specialist Dean AG/NR	Any necessary approvals completed and prepared for entry into catalog.	Approved and articulated degree in catalog.

Appendix C: Sample Shone Farm AG/NR Instructional Program Three-Year Plan (2018-2021)(2018-2021)

GOAL 1: STRENGTHEN AND STREAMLINE THE EQUINE SCIENCE AND ANIMAL SCIENCE PROGRAM CURRICULA TO IMPROVE STUDENT ACCESS TO TRANSFER AND CAREER PREPARATION.

Objective 3: Develop credit program certificates, or short term/job ready/non-credit certificates

Strategies (What)	Actions (How)	Priority (L/M/H)	Timeframes (When: Start-End)	Resources (Human, Fiscal, Material)	Responsibility (Who)	Performance Indicators (Measurement)	Deliverable (Outcome)
Develop animal care/livestock (lab/hands-on) certificate program	1. Research certificate models	M	August -October 2019	1. Cattle for hands-on program instructional elements (Approx. Cost: \$) 2. Reconfigure/renovate the barn for cattle (Approx. Cost: \$) 3. Faculty Release time. (Approx. Cost: \$)3	Program Coordinator AG/NR Dean	Research on curriculum and program requirements completed.	Model curriculum and program requirements obtained.
	2. Conduct industry validation review (advisory board review and recommendation)	M	October-November 2019	Faculty Release time. (Approx. Cost: \$) Administrator time. Industry Advisory Board time.	Program Coordinator Industry Advisory Board Members AG/NR Dean	Review completed.	Documented industry validation of certificate program.
	3. Develop curriculum and guide certificate program through local and CCCCC approval	M	October-December 2019	Faculty Release time. (Approx. Cost: \$) Administrator time. Industry Advisory Board time.	Program Coordinator Industry Advisory Board Members AG/NR Dean	Review completed.	Approved certificate program in catalog.

Appendix C: Sample Shone Farm AG/NR Instructional Program Three-Year Plan (2018-2021)(2018-2021)

GOAL 2: EXPAND PROGRAM OUTREACH AND INCREASE COMMUNITY AND INDUSTRY ACCESS TO EQUINE AND ANIMAL SCIENCE CURRICULUM

Objective 1: Develop community education opportunities centering on Animal Science related topics of interest to the local community.

Strategies (What)	Actions (How)	Priority (L/M/H)	Timeframes (When: Start-End)	Resources (Human, Fiscal, Material)	Responsibility (Who)	Performance Indicators (Measurement)	Deliverable (Outcome)
Integrate equine and animal science related community education courses into continuing education program for Shone Farm	Meet with AG/NR Dean, other interested AG/NR faculty and staff, and Director of Continuing Education to assess the needs and interests of community and local industry needs for community and contract education courses, and local sources of expertise to teach community and contract education courses in AG/NR related disciplines at Shone Farm.	L	Fall 2020 *Specific date to be determined through Dean and Director coordination of department-wide continuing education initiatives.	Faculty and Administrator time.	Dean AG/NR Director of Continuing Education Shone Farm Sales and Marketing Coordinator Faculty Program Coordinators	Scheduled and completed meeting. Assessment tools and collection strategy developed.	Outcomes for AG/NR continuing education program established. Next action steps and responsible individuals identified. Assessment tools and timeline for delivery.
	Develop courses for inclusion in AG/NR Continuing Education/Shone Farm Program	L	Spring 2021	Faculty release time, stipend compensation for adjunct faculty, or contract stipend for industry expert/curriculum developer.	Faculty Program Coordinators and/or adjunct faculty, or Identified Industry Experts	Continuing education courses for community and contract education completed and approved through required processes.	Course outlines of record and outcomes.

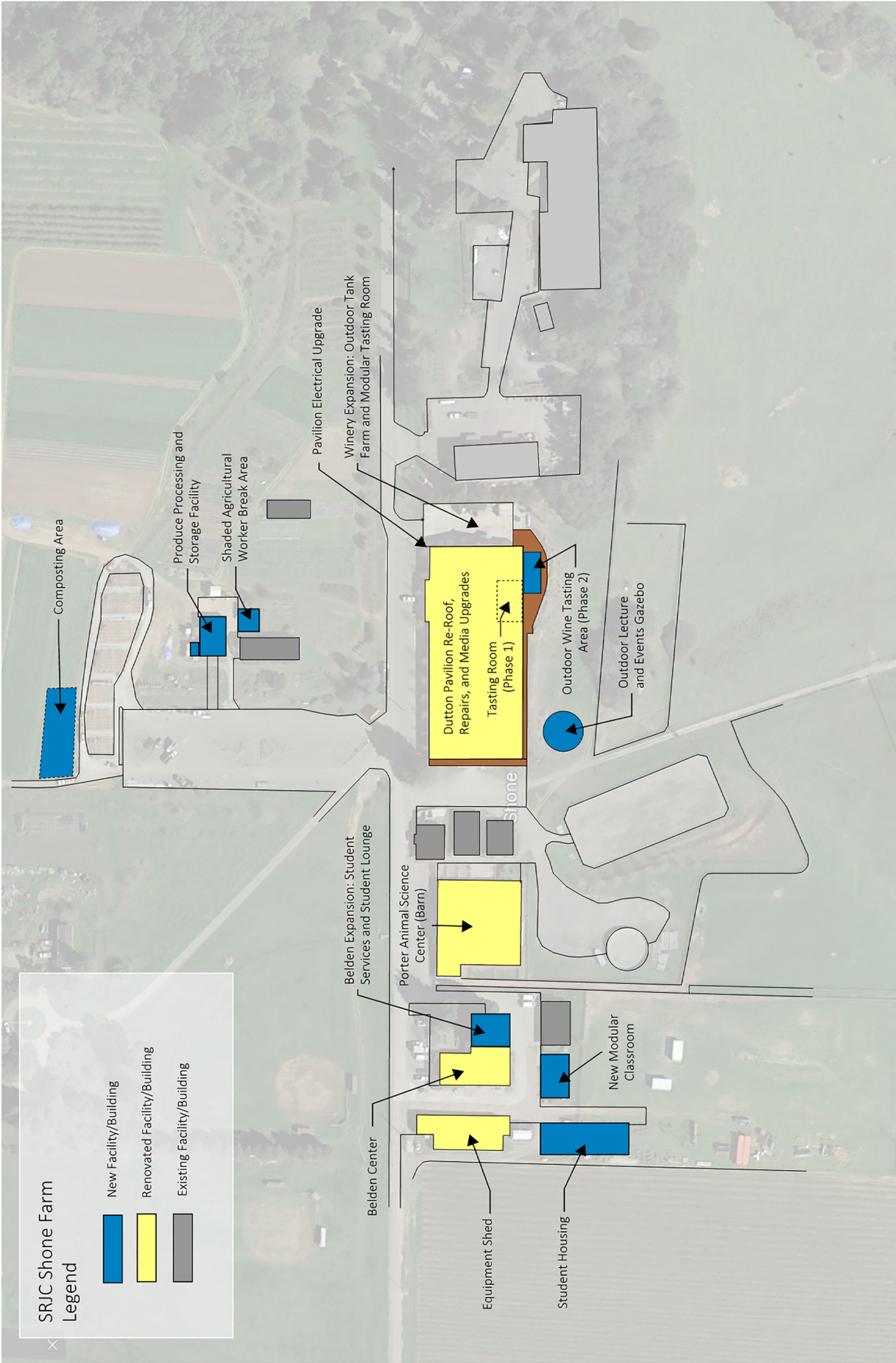
Appendix C: Sample Shone Farm AG/NR Instructional Program Three-Year Plan (2018-2021)

GOAL 2: EXPAND PROGRAM OUTREACH AND INCREASE COMMUNITY AND INDUSTRY ACCESS TO EQUINE AND ANIMAL SCIENCE CURRICULUM

Objective 1: Develop community education opportunities centering on Animal Science related topics of interest to the local community.

Strategies (What)	Actions (How)	Priority (L/M/H)	Timeframes (When: Start-End)	Resources (Human, Fiscal, Material)	Responsibility (Who)	Performance Indicators (Measurement)	Deliverable (Outcome)
	Advise Continuing Education Office on process for course approval and instructor qualifications to insure discipline integrity and regular assess any impacts of credit programs.	L	Spring 2021	Faculty release time, stipend compensation for adjunct faculty, or contract stipend for industry expert/curriculum developer.	Faculty Program Coordinators and/or adjunct faculty, or Identified Industry Experts	Instructor and curriculum quality assessment completed.	Documented process and protocols for insuring courses integrity and instructor qualifications.
	Provide input to Continuing Education Office and Shone Farm Outreach Coordinator to develop outreach and marketing strategy and materials for community education Animal Science courses for purpose of providing advice and guidance regarding course offerings and local sources of instructional expertise.	L	Spring 2021	Administrator and Shone Farm Outreach Coordinator time.	Office of Continuing Education Shone Farm Sales and Marketing Coordinator District PIO Dean AG/NR	Input provided.	Program Coordinator input documented and evident in materials.

Appendix D: Shone Farm Facility Diagram



Endnotes

- 1 The advisory boards with whom the planning team met in Spring 2018 were those that were scheduled to meet during this semester. However, two years of advisory board meeting minutes, as well as interviews with individual members of advisory boards were also utilized for context and background.
- 2 Multiple sources of historical information informed the narrative in this chapter, notably including interviews with and documents provided by Steve Olson (former SRJC Dean of Career and Technical Education and Economic Development, Dean for the Agriculture and Natural Resources Department, and faculty member), as well as the following: 1) http://www.sonomawest.com/sonoma_west_times_and_news/news/ya-ka-ama-gets-new-orchard-near-shone-farm/article_5ef74972-5a9b-11e2-960b-0019bb2963f4.html; 2) <http://www.metroactive.com/papers/sonoma/03.14.96/dirt-9611.html>; 3) <https://www.uer.ca/locations/show.asp?locid=27004>; 4) <http://buckeyegathering.net/2010-archive/spt/>; 5) <https://www.facebook.com/Ya.Ka.Ama/>.
- 3 While the District has data available for years prior to 2014, data beginning with AY 2014 provides more consistent enrollment numbers, as the period prior to 2014 (i.e., 2008-2013) saw substantial, yet temporary, inflation in enrollment brought about by the economic downturn, a pattern which corrected by 2014, and by the impact of changes to repeatability that were in place by 2014 resulting in decreased and/or leveling of enrollments.
- 4 Agriculture and Agriculture Mechanics are not “programs” (i.e., series of courses leading to a degree or certificate), but rather families of courses that are incorporated into a number of degree and certificate programs in the Agriculture and Natural Resources Department; thus, data for these course sections are not included in Tables 1 through 4, but rather addressed separately as “stand alone” courses in Table 5.
- 5 Weekly Student Contact Hours (WSCH) represents a total number of hours faculty contacted students weekly in an academic department or an institution. WSCH equals the census enrollment multiplied by the class hours per week.
- 6 <http://edb.sonoma-county.org/pdf/2015/Economic-Demographic-Profile-2014-15.pdf>
- 7 <http://www.bayareavision.org/bayarea/sonoma.html>
- 8 EMSI
- 9 EMSI
- 10 EMSI
- 11 EMSI
- 12 American Community Survey, 2014
- 13 ESRI Business Analyst; American Community Survey, 2014
- 14 EMSI
- 15 Agricultural Workforce Development Survey for Napa and Sonoma Counties. AWET Program/Doing What MATTERS for Jobs and the Economy (2017)
- 16 <https://bond.santarosa.edu/facilities-master-plan-district-standards>.
- 17 Completion data for Veterinary Technician and Pest Control certificate programs are not included here, as these programs are not specific to Shone Farm and are not anticipated to be in the foreseeable future.
- 18 AG/NR Department Fill Rates for previous Fall Semesters: Fall 2015-76%; Fall 2016-88%; Fall 2017- 89%.
- 19 This enrollment snapshot of headcount and fill rates reported the first day of instruction for Fall 2018 (August 20, 2018) during the final phase of development for the strategic plan.

