

# Santa Rosa Junior College

## Program Resource Planning Process

### College Skills 2017

#### 1.1a Mission

With a commitment to quality, support, and academic excellence, the mission of College Skills/Tutorial is to provide academic instruction and tutoring to support students in reaching their educational goals.

##### **College Skills Mission Statement:**

College Skills' purpose is to improve the academic skills of Basic Skills students, and:

1. Meet the diversity of student needs and increase access by offering classes in a variety of formats—credit and noncredit; learning communities; accelerated; online and hybrid; self-paced; and focused skill set.
2. Develop students' independent learning skills, awareness of college support resources, and sense of themselves as part of the college community.
3. Challenge students to strive toward their highest potential.
4. Promote student access to Career Technical Education (CTE) programs, academic degrees, and transfer through the English and Math Pathways and noncredit Career Development/College Prep courses.
5. Awaken respect and enthusiasm for learning.
6. Enable students to apply and extend their technological skills to the educational arena in support of their academic goals.

##### **Tutorial Centers' Mission Statement**

The Tutorial Centers at the Santa Rosa and Petaluma campuses provide tutoring at all academic levels to individuals and small groups in a supportive, interactive environment that fosters student success and independence. The commitment of each Tutorial Center is to:

1. Provide open access to a diverse student population, including Basic Skills and English as a Second Language (ESL) students.
2. Respond to individual student learning styles and basic skills needs.
3. Encourage students to reach their full potential.
4. Share the joy of learning and enthusiasm for the subject.
5. Respect the instructor's approach to the subject matter.
6. Implement tutoring techniques that reflect the best current practices.
7. Assist students in gaining confidence in their ability to achieve academic success.

#### 1.1b Mission Alignment

The goals and functions of the College Skills/Tutorial program relate directly to the first two parts of SRJC's mission statement, and more generally to the last two statements.

- *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 promote personal and professional growth and cultivate joy at work and in lifelong learning.*
- *We regularly assess, self-reflect, adapt, and continuously improve.*

In supporting the college Mission, College Skills provides basic education courses to a diverse student population. Many of the students served represent one or more of the following populations: ethnic minority and/or under-represented population; disabled learners; English-language learners; first-generation college students; re-entry students; economically disadvantaged; life transitional (shifting from military, manual labor, incarceration, addiction, etc.).

The College Skills Department, like the ESL Department, serves as the entry point for students at the lower levels of learning and prepares these students for college-level classes in academic and CTE departments. A number of students in the process of learning English skills also enroll in College Skills bilingual-Spanish Academic Skills/GED Preparation courses so that they can take the GED or HiSET (an alternative High School Equivalency test) in their native language to better qualify for employment as they develop their English skills.

Also, in keeping with the College Mission, the Tutorial Centers serve students of all levels by offering direct support for their coursework.

**The College Skills/Tutorial Department is also consistent with all of the SRJC Strategic Plan Goals and Objectives. Some examples for several of the goals and objectives are listed below.**

#### **A. Support Student Success**

- Creating a new website to provide clearer information in English and Spanish to make the CDCP program easily accessible to new students.
- Working with the Sonoma County Adult Education Consortium and Department to extend outreach efforts for the adult education available in the department.
- Ensuring that the SRJC Basic Skills counselor visits all College Skills classrooms and is available at least twice a week in Analay Village so students can drop in for further advising.
- Increasing intra-department communications between Spanish GED instructors and Academic Skills Lab instructors to increase cultural competency among staff and improve Spanish GED students' access to technology.

#### **B. Foster Learning and Academic Excellence**

- Faculty have attended workshops on a variety of topics related to math, basic skills, Student Equity, and Adult Education, applying and sharing new research and ideas to both math and English Pathway classes and the CDCP program. For instance, several classes now incorporate online homework, though guidelines have been developed to make sure basic skills students are held accountable for critical thinking.
- As part of its culture, College Skills consciously and consistently creates learning-centered environments, maintaining a high level of dialogue between instructors and students and among students in classroom and labs.

- Student support, such as teaching students how to find counselors, use tutorial services, manage their time, and communicate with teachers is part of the CSKLS course curriculum.

### **C. Serve Our Diverse Communities**

- CSKLS is closely involved in the Latino community through its bilingual Spanish GED program.
- CSKLS maintains relationships with the broader community through participation in the Adult Education Block Grant (AEBG)
- College Skills courses include noncredit CDCP labs and classes as well as the first levels of the Math and English Pathways, providing access and support to anyone who want to learn.

### **F. Cultivate a Healthy Organization**

- College Skills/Tutorial constantly seeks to increase connections and collegiality among its faculty and staff across programs, campuses, and sites. For instance, the department established an administrative assistant position that serves on both campuses.
- The department has a record of exceptional faculty and staff hiring due to its careful planning during recruitment and interviews

### **G. Develop Financial Resources**

- The department revised its Math and English Pathway curriculum to include scheduled lab time, and set up a drop-in noncredit math lab to provide students with additional support. This brought the college into compliance with attendance regulations and also increased the amount of apportionment allotted for the math classes.

## **1.1c Description**

The College Skills/Tutorial Department has three main components.

The credit program of College Skills offers the first two levels of the Math and English Pathways. Specifically, these are:

- CSKLS 371 , General Arithmetic
- CSKLS 372, Pre-Algebra
- CSKLS 312, Writing Skills Development
- CSKLS 313, Foundations of College Reading and Writing

All of these courses have a computer lab component so students can get additional practice and support. CSKLS 313, a 7-unit reading/writing course, is a team-taught Learning Community.

The other credit courses the department offers are short courses, usually offered online:

- CSKLS 334, How to Take an Online Class

- CSKLS 367.1 & 2, Basic Math Review (online short courses)
- CSKLS 312.1, 312.2, and 312.3, online short-course versions of CSKLS 312

The noncredit Academic Skills program offers basic skills review and GED/HiSET preparation through a CDCP sequence of courses (CSKLS 731, 732, and 733). These are offered in an independent study, computer assisted lab format (the ASK Lab) on the Petaluma and Santa Rosa campuses and as self-contained classes for the bilingual Spanish sections in all locations (Petaluma, Santa Rosa, and Southwest Santa Rosa Center).

The Department was instrumental in developing the jails program initiated by the Adult Ed Department. Several of the short, online courses were adapted for face-to-face delivery and piloted by College Skills faculty.

The Tutorial Centers in both Petaluma and Santa Rosa have tutoring services available to virtually all students enrolled in credit classes at SRJC. Students who attend log in to CSKLS 770, Supervised Tutoring. On the Santa Rosa Campus, one specific location of CSKLS 770 takes place in the Drop-in Math Lab in Analy Village, which offers staff and computer-assisted support for basic skills math students.

Also, while not a formal class, the CSKLS department works with Student Success to offer weekly 2-hour Math Jam sessions to help students prepare for the Math Placement test.

College Skills credit, noncredit, and tutorial programs serve a range of Basic Skills students, including those who:

- are preparing to take their GED/HiSET, which is necessary for those without high school diplomas to pass in order to be eligible for financial aid
- need to prepare to take or re-take the Math Placement test or English Placement Test
- discover through placement tests that there are gaps in basic math and English skills they need to fill before pursuing a degree or certificate
- return to college after years in the work world but need review before launching into their new career or academic pathways
- want additional support for Basic Skills or ESL classes
- need tutoring in order to succeed in their CTE, General Education, or degree-applicable courses

## 1.1d Hours of Office Operation and Service by Location

### **Santa Rosa Campus**

## Credit Classes

Monday-Thursday 8:00 a.m.-9:00 p.m.

## Academic Skills Lab

- Open Mon.-Thurs. 9:00 a.m.-2:30 p.m. and 5-8:00 p.m.
- For Fall and Spring semesters, the ASK Lab is also open Fri. 9:00 a.m.-12:00 p.m.
- Staff coverage at minimum is an instructor and instructional assistant. Sometimes a second instructor is scheduled at the same time to conduct small group classes on math, writing, science, and social studies.

College Skills Scheduled Math Lab--This is the lab that follows the lecture of each CSKLS Math class.

- Open Mon.-Thurs. 8:30 a.m.-9:00 p.m.
- Staff Coverage: Class instructor and instructional assistant or student worker.

## College Skills Drop-in Math Lab

- Open Mon.-Thurs. 8:30 a.m.-5:30 p.m., Fri. 9:00 a.m.-2:00 p.m.; Sat. 9:00 a.m.-12 noon
- Staff coverage is an instructor and instructional assistant or student worker.

## Noncredit CDCP Classes (Bilingual Spanish)

- Monday-Thursday, 6-9:00 p.m., Saturday 9:00 a.m.-12:00 p.m.

## Petaluma Campus

### Academic Skills/Math Lab

- Mon.-Thurs. 9:00 a.m.-12:00 noon; Tues. and Thurs. 6-9:00 p.m., plus 15 additional hours Mon.-Friday after 12:00 p.m. at times that coordinate with credit math classes
- Staff Coverage: Instructor and sometimes an instructional assistant as well

### Credit and noncredit classes

- Six sections of credit classes are offered, scheduled between 9:00 a.m. and 8:00 p.m. Mon.-Thurs. within the Petaluma Campus template.
- Noncredit bilingual-Spanish GED classes are scheduled Tuesday and Thursday 6-9:00 p.m., and Sat. 9:00 a.m.-1:00 p.m.

## Southwest Santa Rosa Noncredit Classes

- Fri. 8:30-11:30 a.m. and Sat. 9:00 a.m.-1:00 p.m.

### **College Skills Office, Santa Rosa Campus (when AA is not on medical leave)**

Monday, Wednesday, Friday: 8:00 a.m.-4:30 p.m. Tuesday and Thursday: 12-3:00, or as staff are available

Staff coverage: Full-time administrative assistant (5%) works Tues. & Thurs. at the Petaluma Campus Tutorial Center and Mon./Wed./Fri. on the Santa Rosa Campus.

### **Tutorial Centers**

#### **Santa Rosa Campus**

- Mon.-Thurs. 8:00 a.m.-7:30 p.m.; Fri. 8:00 a.m.-3:00 p.m.
- Staff Coverage: Instructor, Instructional Assistants as available, student tutors, and administrative assistant.

#### **Petaluma Campus**

- Mon.-Thurs. 9:00 a.m.-7:00 p.m.; Fri. 9:00 a.m.-2:00
- Staff Coverage: Instructor, Instructional Assistants, student tutors, and part-time administrative assistant 8:00 a.m.-4:00 Tues/Thurs.

## **1.2 Program/Unit Context and Environmental Scan**

Many external factors have or will have an impact upon the program and planning in the College Skills Department. These include the funding from the Student Success and Support Program and Student Success and Equity Committee; compliance issues with credit labs and the availability of funding to provide adequate facilities for the program; changes in funding from the Basic Skills initiative; the Chancellor's Office Scorecard, which increases the College's accountability for the success of students on the Math and English Pathways; changes to the approved High School Equivalency (HSE) tests, such as the GED; and the impact of the county-wide Adult Education programs and Noncredit Student Success and Support Program (NCSSSP) in terms of compliance.

### **Student Success and Support Plan (SSSP) and Student Success and Equity Plan**

Many SSSP and SSEC recommendations align with current practices in College Skills. These include:

- having a Basic Skills counselor in Analy Village and making regular visits to all College Skills classes
- teaching study skills within the content, a prevalent practice in all classes
- learning communities (team-taught reading/writing courses)
- using technology to extend learning (labs and online components)
- offering short, focused online courses in basic skills
- providing tutoring to support Basic Skills students in labs and the Tutorial Centers

Over the past year, through funds from Student Equity, SSSP, and Basic Skills, the department has offered additional student support:

- worked with the Office of Student Success and Assessment to institutionalize and expand weekly 2-hour Math Jams by funding them through SSSP. (College Skills math instructors continue to be the presenters.)
- hired two STNC Instructional Facilitators for the CSKLS math labs
- hired STNC Instructional Facilitators for both Tutorial Centers
- facilitated for the college the promotion of an online tutoring program and transition to NetTutor

### **District and State Expectations Regarding Basic Skills Students**

The department is working within its own curriculum structure and with the college regarding data reporting to find more accurate ways of representing the success of CSKLS students. Efforts include:

- As mentioned above, adding scheduled labs to the curriculum.
- Trying to find ways to track students who seek to obtain a local certificate, which would not be recorded as "completion" by the state. This has still not been accomplished.
- Conducting departmental level SLO assessments to get information that might not appear in Datamart.
- Maintaining strong ties with the SSSP, NCSSSP, Student Equity, Basic Skills Committee, and Adult Ed to gain appropriate funding to support compliance and best practices.

### **CDCP Launch Program: Developing Connections with the Adult Ed Department and Consortium**

College Skills' noncredit Career Development/College Preparatory (CDCP) Launch program offers GED/HiSET preparation along with general academic skills development to support career readiness and college placement test prep. College Skills has been working to strengthen its connection with the Adult Ed Department so that the existing Launch program can benefit from the outreach and potential enrollment through Adult Ed's proposed county-wide efforts to establish a strong, cohesive Adult Ed program. Communication in the first part of the year was sporadic, with College Skills being left out of the loop as the Adult Ed department focused on developing noncredit CTE courses and a jails program rather than supporting SRJC programs in ESL and CSKLS. However, increased efforts on the part of College Skills has resulted in a promise of more ongoing communication.

The lack of an Adult Ed website over the past two years has delayed promotion and enrollment. While Adult Ed did provide generous funding for 5 CSKLS CDCPinstructors to attend the Commission on Adult Education conference, which was very valuable, practical aspects such as the logistics of the WIOA grant that CSKLS was supposed to participate in (unbeknownst to the department) have impaired the relationship. However, the department will take the initiative to meet the expectations from the Chancellor's Office once these have been fully articulated (after two years they still aren't).

On the positive side, College Skills did work closely with the Adult Ed Department to provide courses, instructors, and scheduling help for the new program in the county jails. The department chair also provided essential support for the new noncredit CTE courses that Adult Ed pushed through within 3 months. All of this was very taxing for

department faculty, but the opportunities for CSKLS adjunct faculty and for the inmates are finally opening up, so the efforts will probably prove worthwhile.

### **CDCP Launch Program and Noncredit Student Success and Support Program (NCSSSP), and**

While College Skills has participated to some degree in the Noncredit Student Support and Success Plan, the institution and the NCSSSP have not come up with a way to record CSKLS ASK Lab students' assessment, orientation, counseling, follow-up, and achievement of the CDCP noncredit Certificate of Completion. Because of the open entry/open exit nature of the labs, and because there is apparently no approved placement instrument available to those labs (with the Common Assessment seriously delayed), anyone in charge of ensuring compliance or documenting CSKLS student progress has pretty well ignored the CDCP program. At this point, there will be no significant changes to the way the labs handle new students (which works very well) until the college enforces it. It is far too difficult to initiate these kinds of changes when the parameters are so vague and seem so specific to ESL noncredit.

### **Conclusion**

College Skills/Tutorial is the Basic Skills department of the College and the center for High School Equivalency test prep in the county. The department takes a leadership role in implementing best practices for instruction for those students and as well as students or all levels seeking tutorial assistance. It has been unfortunate that the individuals responsible for implementing statewide grants have been unable to fully embrace an existing program that serves the targeted students. Still, ever optimistic, the department has managed to create some connections and will work to use them to bring more students towards their educational goals.

## **2.1a Budget Needs**

### **Budget Needs**

#### **Describe areas where your budget is inadequate to fulfill your program's goals and purposes.**

The College Skills/Tutorial covers basic supplies (such as copies) and services (such as student workers). Beyond that, the department must seek funds externally. Funds from Student Equity, Basic Skills, and the Adult Education Block Grant have covered textbooks, software, and staff training for the CDCP Launch (GED prep) program. Furniture for the Drop-in Math Lab was District funded, as was carpet for the office area (yet to come). Such items are not within our budget. However, they are periodic large expenses that do not need to be in our regular budget.

#### **Where Additional Funds Are Potentially Needed**

In terms of supporting our learning-centered environment, the department needs District or grant help in renewing or purchasing software licenses; replacing carpet, desks, and chairs in labs and classrooms; purchasing textbooks the Tutorial Centers and for the CDCP program; and producing flyers and other materials for outreach.



More importantly is the need for funds to pay our adjunct faculty to participate in department projects (such as software evaluation and training) staff development for curriculum development, and conferences, which have greatly enhanced faculty and staff innovation.

## 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Santa Rosa	02	01	\$1,000.00	Funds for CSKLS 313 Learning Communities field trips, lecture guests, and publications.
0002	ALL	02	01	\$6,000.00	Support faculty travel and internal workshops to promote development of CDCP Launch program, math acceleration, and effective tutorial practices.
0003	Santa Rosa	02	01	\$2,500.00	Increase in graphics budget to cover materials for CDCP program (Spanish and English).
0004	ALL	02	01	\$2,500.00	Additional High School Equivalency textbooks in Spanish and English.
0005	Petaluma	02	01	\$500.00	Funds for materials and staff time to promote Academic Skills/GED program through Adult Ed and PET Campus PR.

## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
AA II CSKLS SR & PET	40.00	10.00	. This individual handles typical AA duties on both the Santa Rosa and Petaluma Campus, supporting scheduling, evaluations, budget, communications, and timesheets, as well as acting as liaison between the two campuses. However, the current employee has been on partial and then full medical leave since Oct. 2016 and may not be returning.
AA II Tutorial SR	40.00	11.00	Manages scheduling of tutors; supervises student tutors; supports faculty, IAs, and students. Works with the FT faculty member who supervises the Tutorial Center to handle purchasing and budgeting. assists with recruiting, hiring, evaluations; maintains timesheets and other personnel records.
IAs Tutorial SR	245.00	10.00	12 individuals. Average number of hrs/wk is 20, but ranges from 7-38 hrs/wk. Range of months per year averages 10 but ranges from 9-12.) Main duty is tutoring students individually or in groups in writing, math, sciences, statistics, and some specialized areas, such as business and foreign languages. Two employees recently retired, so STEM positions are currently in the hiring process.
IA Tutorial & CSKLS PET	22.80	12.00	Lead IA. Duties include tutoring students in science, math, and Spanish; assisting instructors and tutoring students in CSKLS Math Lab.
IA Tutorial PET	20.00	10.00	Lead IA. Duties include assisting instructors and tutoring students in math and sciences and/or other specialized areas; promoting Tutorial Center program; supervising student tutors; developing training sessions for new tutors and student tutors.
IAs CSKLS SR	30.00	11.00	2 individuals with 15 hr/wk each. Job duties include assisting instructors and tutoring Basic Skills credit and noncredit students in Math and ASK Labs with reading, writing, and math and/or content areas plus assisting with student assessment, computer work, and testing for both credit and noncredit programs.
IA Tutorial PET	12.80	10.00	Lead IA. Duties include assisting instructors and tutoring students in math & English/Writing (both w/ an emphasis on Basic Skills), and as needed, working with students in adjacent CSKLS Math Lab. Previous employee retired; dept. is in the process of hiring.
IA Tutorial PET	12.80	12.00	Lead IA. Duties include assisting instructors and tutoring students in math and sciences; supervising student tutors; developing training sessions for new tutors and student tutors.

IA Tutorial PET	25.00	10.00	Lead IA. Duties include assisting instructors and tutoring students in English/Writing, Basic Skills Math, and, as needed, working with students in adjacent CSKLS Math Lab. Previous employee retired; dept. is in the process of hiring.
IA CSKLS SR	40.00	12.00	Position is 22 hr/wk District funded, 18 hr/wk BSI funded for 10 months. Assists students and instructors in CSKLS Math Labs; performs other duties as needed for CSKLS Math program.
IA CSKLS SR	38.00	12.00	2 individuals with 19 hr/wk each. One is 12 months and the other is 10 months. Job duties include assisting instructors and tutoring Basic Skills credit and noncredit students in Math and ASK Labs with reading, writing, and math and/or content areas plus assisting with student assessment, computer work, and testing for both credit and noncredit programs.
IA CSKLS SR	30.00	11.00	Lead IA in CSKLS Math Labs. Assists students and instructors in CSKLS Math Labs; performs other duties as needed for CSKLS Math program. Liaison with IT for department software.

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Department Chair	25.00	10.00	Department chair with 63% reassigned time follows contract regarding department chair duties, providing supervision in curriculum, instruction, assessment, evaluation, hiring, budgeting, scheduling, distance education, and multi-site operations.

## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
IA STNCs SR Tutorial	53.00	9.00	4 individuals. Duties include assisting instructors and tutoring basic skills students in reading, writing, math and/or related areas. Funded by BSI.
Student Workers CSKLS SR	30.00	9.00	Usually 2-3 student workers. Average hrs/wk varies from 6-10. Duties include assisting in labs, GED classes, or office.
Student Workers Tutorial SR	90.00	9.00	Up to 35 individuals with hours ranging from 2-6. Main duty is tutoring students.
Student Workers, Tutorial PET	30.00	10.50	Tutorial, PET. Number of students varies each semester, each student averaging 4-10 hrs/wk. Range of months is 9-11. Main duty is tutoring students.
IA STNCs PET Tutorial	70.00	10.00	BSI & SE funded. 5 - 9 individuals, each working approximately 11 hr/wk. Duties include assisting instructors and tutoring basic skills students in reading, writing, math and/or related areas.
IA STNC PET	6.00	10.50	District funded for 6 hr/wk. Assists instructors and students in Academic Skills Lab.
Volunteers, SR Tutorial	20.00	9.00	3-6 individuals volunteering to tutor students in math, engineering, foreign languages, and other specialized areas. Approximately 4-6 hours per week each.
Volunteers, PET Tutorial	10.00	9.00	2-4 individuals volunteering to tutor students in math, engineering, foreign languages, and other specialized areas. Approximately 1- 3 hours per week each.
Instructional facilitator for SR CSKLS Math Labs	25.00	9.00	Provides essential assistance to instructors and provides support for students in basic skills math labs.
STNC Instructional facilitator for Lrng Comm.	10.00	9.00	Support students and teachers in CSKLS 313 classes
IA STNCs for Math Lab and SWC (bilingual Spanish)	6.00	9.00	Support students and teachers in labs and Southwest Center GED classes. BSI funded.

## 2.2d Adequacy and Effectiveness of Staffing

**How do your program staffing ratios compare to the district-wide range?**

College Skills/Tutorial relies on its classified staff to support students in the labs and Tutorial Centers and to provide administrative support for the Tutorial Centers on both campuses and the College Skills office on the Santa Rosa Campus.

**FTE-F: FTE-SS--.89 compared to District 1.5.** The department's ratio for faculty to support staff is below that of the District, which is appropriate since the department relies on its 25 classified staff, 16 STNC instructional assistants, and up to 30 student workers to be tutors and lab assistants on both campuses. At this point, all regular classified employees except one are part-time, making scheduling every semester particularly challenging. Gaps are filled by STNCs and student workers. Several classified positions have either been vacant due to retirements or will be as of Summer 2015, so the department has been faced with the long process of hiring.

**Does the program have adequate classified, management, STNC staff, and student workers to support its needs?**

In theory, and including the BSI and Student Equity funded STNC instructional facilitator positions, the department does have adequate classified support, though the tutorial centers rely on ongoing STNC staffing. STNC instructional facilitators have proven essential to the range of subject expertise on both sites. However, it has been a year of transition.

**Santa Rosa Campus:** The department completed one STNC conversion by assigning BSI funds to 18 hours of an existing 22-hr/wk instructional assistant, creating a stable 40 hr/wk position (though part is categorically funded). However, this may impact the number of STNC tutor hours available through BSI funds for STNC IA tutors in Fall 2017. The department also continues to rely on at least one STNC instructional facilitator for the CSKLS math labs.

**Petaluma Campus:** The department is in the process of creating a new part-time instructional assistant position through the STNC conversion of Student Equity funded STNC positions in the Tutorial Center. The department is also replacing two IA positions vacated by retiring staff members. At this time, it appears that there is potentially equal or greater funding for STNC tutors for the Tutorial Center, which is good news. .

**Instructional Support for Noncredit Bilingual Spanish Academic Skills/GED Prep Classes (Petaluma, Santa Rosa, Southwest Center):** These sections, which are located on the Santa Rosa and Petaluma campuses and the Santa Rosa Southwest Center, have had strong enrollment. However, with the major changes in the GED and the emphasis on computer work, these instructors need extra support. The department will continue to seek funds to hire STNC IAs and student workers to work in these classes. However, eventually having a regular part-time IA dedicated to the noncredit bilingual Spanish GED classes would be a great asset to the program.

**Does your program have any unfilled vacancies or "paused" positions? How are you accomplishing the work that must be performed? What impact does this have on your program?**

- The College Skills/Tutorial Department filled several positions last year and, due to retirements, is seeking to fill 4 positions across the two Tutorial Centers (STEM, physics, and math). It is essential these positions be filled.
- As mentioned above, the department is requesting STNC funding from Student Equity and the Basic Skills Initiative.
- The newly hired dual-campus administrative assistant has been on medical leave for more than half of her actual employment time, including the past 6 months. An STNC administrative assistant for 6 hrs/wk and the regular instructional assistants have been filling

in, but the lack of a stable AA has been detrimental to the department in myriad ways. If the current employee is not able to commit to returning in August 2017, the department will have to start the recruitment process in the summer.

## 2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	02	01	STNC Inst. Facilitator for math labs 25 hr/wk	(continue)	STNC
0002	Petaluma	02	01	Instructional Asst., Sr.--25 hr/wk, 10 mo., STEM	(replace)	Classified
0003	Santa Rosa	02	01	STNC IAs for SR Tutorial Ctr, BSI funded	STNC IAs for SR Tutorial Ctr	STNC
0004	Petaluma	01	01	IA STNC 6 hr/wk Dist funded, STNC Student Equity	Combine: Student Equity funded IA 55% STEM position	Classified
0005	Petaluma	01	01	IA (12.8 hrs/wk), STEM	(replace)	Classified
0006	Petaluma	01	01	IA Tutorial STNC IAs, Student Equity funded	(continue)	Classified
0007	ALL	01	01		Bilingual STNC Instructional Facilitators	STNC
0008	Santa Rosa	01	01	Student Tutors, SR Tutorial Ctr	(continue)	Student
0009	Petaluma	01	01	Student Tutors, Petaluma	(continue)	Student

## 2.3a Current Contract Faculty Positions

Position	Description
Department Chair/Instructor SR	Current chair retiring at the end of Spring 2017. Also served as lead instructor for Launch CDCP program.
Anchor Faculty/Math Instructor, Petaluma	Teaches CSKLS Math and supervises Petaluma Tutorial Center. Instructor hired January 2017.
Instructor, CSKLS Math SR	CSKLS Math Instructor, Santa Rosa. Also coordinates and presents weekly Math Jam sessions. Assists supervision of CSKLS Math Lab and SR Tutorial Center.
Instructor/SR Tutorial Center	Anchor faculty in SR Tutorial Center. Duties include scheduling, hiring, training, and evaluating IAs and student tutors. On reduced load and will not be working Fall 2017.
Instructor, CSKLS Math SR	CSKLS Math instructor, 3 credit math classes. New hire will start August 2017.
Instructor, CSKLS Math SR	CSKLS Math instructor Santa Rosa; lead instructor for CSKLS Math Lab; supervises student workers; liaison with Adult Ed jails program. Entering 4th year of tenure track.
Instructor, CSKLS Math & SR Tutorial Center	CSKLS Math instructor who will help with CSKLS Math Lab supervision and act as anchor faculty in SR Tutorial Center for Fall 2017. Sharing position with another full time instructor and will not work in Spring 2018 (on reduced load).
Instructor, English Pathway and CDCP	Lead instructor for CSKLS English Pathway; coordinates CSKLS Learning Communities, reading/writing curriculum, SLO assessments. Will be lead instructor for Launch (GED) program. Entering 3rd year of tenure track.
Instructor, Math SR	CSKLS Math instructor; liaison with Math Department. Will be department chair as of Fall 2017.

## 2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
College Skills/Tutorial, All Sites	4.0800	15.0000	10.6400	85.0000	The ratio of 15% : 85% for a department that teaches the first two levels of the credit English and Math Pathways shows a clear disparity regarding academic instruction for Basic Skills students: both English and Math have closer to 50:50 ratios of full-time to part-time. The department ratio will worsen with recent retirements and load reductions among its full-time faculty.
Petaluma	1.0000	20.0000	3.8300	80.0000	District figures are corrected: the full-time instructor load includes tutorial center instructional hours and thus fulfills 1.0 FTEF. Despite a ratio similar to that of all sites, in Petaluma, one full-time anchor faculty has proven adequate for department, campus, and college leadership and responsibilities.

## 2.3c Faculty Within Retirement Range

At this point, 2 of the 7 full-time faculty members are at retirement age. They will be on reduced load for 2017/2018, each working one semester.

In addition, over 80% of adjunct faculty currently teaching are in the retirement age range. Many have already retired but are still teaching the maximum loads for adjunct faculty due to their length of service.

The department will need to hire at least one full-time faculty to replace retirements over the next two years to maintain its ability to provide leadership and meet District obligations.

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

**This section reflects the College Skills/Tutorial Department's Narrative Summaries for its Faculty Staffing Requests**, with some additional information provided to clarify the department's need and the specific responsibilities of each position. The information below addresses the narrative summary guidelines for Faculty Staffing Requests in order.

### 1. Introduction to Position Requested

**The department is requesting one position to fill vacancies created by retirements, reduced loads, and reassigned time.**

#### **Contract Faculty for CSKLS Math**

- **Locations:** Santa Rosa Campus.
- **PRPP:** The need for the position is described in the PRPP. The department has had to request new faculty positions every year due to retirements, resignations, load reductions, reassigned time, and other actions by existing full-time. Also, the full-time to part-time ratio is so skewed (15%:85%) that the department is always compelled to request more full-time faculty in the PRPP.
- **Position:** The position is neither a growth position nor consolidation of adjunct positions. Both are an attempt to maintain the status quo, which even at 8 full-time faculty (a one-time high in Fall 2016) is barely enough to meet all department and college service obligations.
- **Credit/Noncredit:** The position will teach CSKLS math courses and work approximately 3 hours as instructor of record in the Tutorial Center or CSKLS Drop-in Math Lab (CSKLS 770, noncredit) to fill his/her contract load.

### 2. Adjunct Faculty Considerations

- **Anchor Faculty:** This position, as primarily math instruction, will eventually act as the anchor faculty in terms of math curriculum and program development. As other CSKLS Math faculty have moved into leadership positions (department chair, Tutorial Center and Math Lab lead instructors), it is essential to have a few faculty fully dedicated to math instructions.

- **Current Number of Adjunct Faculty:** 51. Of those adjunct, 27 teach in noncredit labs, tutorial centers, and classes. Of the credit adjunct, 4 teach English Pathway reading/writing classes and 20 teach Math Pathway classes. The majority of adjunct faculty teach on the Santa Rosa Campus, while 7 work on the Petaluma Campus and 3 at the Southwest Santa Rosa Center.

- **Availability of Qualified Adjunct:** It is very difficult to find part-time faculty who are trained and experienced enough to teach adult learners well. Because of increased demands for math teachers in both community colleges and K-12, the number of individuals interested in part-time work that have adequate pedagogy and experience in math has significantly dropped over the past 5 years. Furthermore, adjunct do not have the paid time to fulfill programmatic design and coordination required to develop curriculum, act as liaisons with various programs (e.g., AEBG, NCSSP), or create and pilot online math classes.

- **Adjunct Screening/Interviews:** The department has recruited and held adjunct interviews at least 3 times over the past 3 years and has also added as adjunct several candidates who were not selected for previous full-time CSKLS positions. However, the adjunct pool has proven inadequate for department needs--currently, only 2 out of the 8 individuals in the pool have a math background, but their availability has been extremely limited.

- **Shortage of Applicants:** Despite recruitment, few applicants have been well qualified for math instruction. As current adjunct faculty have taken medical leaves or voluntarily reduce their loads due to other factors, the department has had to rely on adjunct already working to take on extra classes because no one in the pool has been available during the day and/or fully qualified to teach the credit classes.

### 3. Contract Faculty Considerations

- **Current Full-time to Part-Time Ratio:** District provided figures show a ratio of 15% full-time to 85% part-time. Although the majority of CSKLS class offerings are in English and Math Pathway credit courses, the ratio is very different from the approximately 50:50 ratios of the Math and English Departments. The actual numbers make the problem obvious: currently, the department has 51 active adjunct faculty and 8 full-time faculty, but reduced load and chair reassigned time (63%) make that equivalent to about 6.5. Furthermore, 4 of the 8 faculty are still tenure track. The complexity of the department demands extensive department service time in terms of lab, tutorial, and credit and noncredit class scheduling, evaluations, budgeting, curriculum alignment, and general supervision. Filling vacancies with additional adjunct faculty does not address these important functions. For example, in Fall 2017, 9 adjunct faculty need to be evaluated, but only 2 faculty are qualified to conduct evaluations. The others are either in tenure review, on reduced load, or serving as department chair. This is untenable.

- **Number of Full-time Faculty, Fall 2017:** There will be 7 full-time faculty across two campuses. Two are first year tenure track, with one in Petaluma; one is third-year tenure track and has requested not to do any college service work beyond minimum

requirements; one is fourth-year tenure track and has offered to conduct some evaluations and be highly involved in department service and leadership. The department chair has 63% reassigned time. In Spring 2018, the numbers will be the same.

- **Vacated Full-time Positions in 6 Years:** Over the past six years, the department has had 5 vacancies (twice from Petaluma), and over time, 4 have been replaced, with Petaluma filled in Spring 2017. The department has only requested faculty to replace positions vacated by retirement, resignation, or reduced loads. It has had 7 full-time faculty (barely adequate) since 1999 although its numbers of adjunct and classified have increased by a third. The department will have the equivalent of one full-time vacancies after June 1, 2017 due to the retirement of one instructor and reduced loads of two others.

#### 4. Instructional Impact

- **Courses and Instructional Duties:** The instructional load would be three credit classes (General Arithmetic and Pre-Algebra) with credit lab and 3 hours of noncredit lab. Additional coursework would have different areas of emphasis. This individual would work with other CSKLS math teachers and Math Department faculty to address recommendations for accelerated courses and other Math Pathway options.

- **Average Class Size and Enrollment Efficiency:** There is consistent high demand for CSKLS math classes, which generally start the semester closed with wait lists, maintaining an average of 27 students (28 = class limit) with 99.5% efficiency. Even with class enrollment limits raised to 33 with a wait list of 5 (high numbers for Basic Skills classes), more students attempt to enroll in CSKLS math classes than can be admitted. Almost all instructors report turning away students, even when they accept beyond the wait list (which is not recommended by department policy). However, at this point it is hard to determine whether to add sections since the interim and new placement tests may change how many students are placed at any level.

- **Resources:** The new position does not demand extra resources from the department since it replaces an existing position (the gap left by the two reduced loads and the department chair reassigned time). Furthermore, as some adjunct are cutting back on their schedules or taking leaves, more classes will need to be staffed, and it is far easier to do this with existing full-time faculty rather than finding individuals in the pool (see #2 above).

#### 5. District and Departmental Needs and Goals

- **Support for Achievement of Campus, Department, and District Goals:** The College Skills/Tutorial Department addresses the District's goals relating to student success, academic excellence, and diversity through its own mission and its involvement in the planning and implementation of activities of Student Equity & Success; SSSP; NCSSSP; AEBG; Hispanic Serving Institution learning communities (70% of those students place in CSKLS math courses); and the Common Assessment



Initiative. This position request responds in part to new curriculum needs for AEBG, but it also carries on the department's (and College's) mission to ensure excellent and appropriate education and support for all Basic Skills students. This position should be a priority in the cluster because many basic skills students, Latinos, and disproportionately impacted student populations have historically low success rates in math, and College Skills actively pursues the pedagogy to meet these students needs. These positions also relate to the nation's new emphasis on Adult Education and workplace preparation (e.g., WIOA), which recommend contextualized math classes within noncredit and credit certificates. College Skills is the only department in the college with the expertise to develop this kind of curriculum, but this cannot be accomplished without full-time faculty. This also applies to the development of online and hybrid options appropriate for these populations.

- **Changing Demographics:** Actually, the demographics for the College Skills Department have not changed that much. However, the state's emphasis on and funding towards the success of these populations has significantly increased, as has the demand for accountability.

- **Currency:** The department has a strong record of fulfilling all obligations regarding SLO assessments, tenure review, classified staff and faculty evaluations, and curriculum updates due to the extraordinary amount of time existing full-time faculty have put into these efforts. Furthermore, CSKLS remains very active on committees and in activities related to Student Equity, NCSSSP, AEBG, BSI, Curriculum Review, Common Assessment, and other Academic Senate committees.

- **Position's Impact on Department:** If the requested position is filled, the department will manage to maintain its level of involvement in and compliance with the above insitutional goals and activities. Innovation may be curtailed somewhat since both the new Petaluma faculty, the recent new hire for math, and the proposed position will not be able to participate in committees and evaluations. However, with adequate full-time faculty staffing, the college can expect within a couple years significant incorporation of best practices in math curriculum and instruction for both credit and noncredit, as well as in distance ed. However, if the requested position is not filled, the department will not be able to cover adjunct evaluations, SLO assessment, curriculum development, or committee representation.

## **6. Degrees, Certificates, Prerequisites, and/or General Education**

- **Prerequisites:** College Skills teaches the first two levels of credit classes in both the English and Math Pathways. For students who do not place into the 100-levels of the Pathways, College Skills provides the prerequisite courses that not only teach the content with the appropriate level of rigor and expectations for adult learners, but include support through credit labs and integrated study skills. About 40% of new students place into CSKLS math classes.

- **Certificates:** College Skills has a noncredit CDCP Basic Academic Skills Certificate of Completion. Students who complete the CDCP sequence through passing the GED or

HiSET or equivalent are eligible for the certificate but rarely complete the forms to obtain it. With the increasing emphasis from the state on completion, the department will work with A&R and Assessment to develop an easy and efficient way for passing students to be awarded the certificate. Also, through Adult Ed, the department may add noncredit contextualized math courses into the new noncredit CTE certificates. All work with curriculum development and implementation requires the effort of full-time faculty.

**(Criteria 7 & 8 not applicable)**

## **9. District Impact**

• **Basic Skills Student Success:** College Skills courses act as the foundation for many SRJC programs. To meet District goals and Chancellor's Office expectations of student success and academic excellence for Basic Skills and Adult Ed students, it is essential that College Skills hire at least one new full-time instructor to ensure that the quality and integrity of College Skills curriculum and instructional practices receive full attention.

## **Additional Rationale and Information Supporting the Request for Two Full-time College Skills Math Positions**

**1. Specifics of the Requested Positions:** As the department responds to Student Success and Equity Plan recommendations, leadership is required, especially regarding developmental level course curriculum; online, hybrid, and blended courses; computer assisted instruction; math "refresher" courses and modules; and accelerated formats. This requires full-time faculty with distance education expertise, knowledge and experience in new approaches to Basic Skills and Adult Education, and forward-thinking leadership. Specifically, these individuals would initiate, develop, and/or coordinate:

- New and existing online versions of College Skills Math courses.
- CSKLS Math Lab software upgrades or replacements.
- Accelerated General Arithmetic + Pre-Algebra classes, or cross-department linked classes (example: "Statway," which is Pre-Algebra tracked to Statistics)
- Short, modularized online basic skills brush-up classes before students enter the Math Pathway.
- Learning communities with CTE courses or counseling, credit and noncredit.
- Supplemental instruction, with embedded student tutors.

**2. College Skills as Part of English and Math Pathways.** The College Skills department teaches the first two levels of the English and Math Pathways. These are intensive, high-unit credit courses with required lab components to support learning. As part of the CSKLS program, all classes include best practices for instruction, such as embedded study skills and counseling, lessons geared for multiple learning styles, frequent assessment, and proximity to instructors and support staff. The College Skills approach to Pathway classes is to place them within part of a broader Basic Skills community that provides a strong foundation for retention and persistence. Full-time instructors are responsible for the development, evaluation, and ongoing improvement of the program and communicating the principles of the program to adjunct faculty.

Both the English and Math departments are regularly granted full-time faculty positions. College Skills is a part of both the Math and English Pathways. One of the main arguments from Math and English is that they need full-time instructors to maintain the integrity of their program and their department. The same is true of College Skills, only more so since CSKLS is the College's Basic Skills program. The difference in the full-time to adjunct ratio across the three departments, even with recent Math and English retirements, is dismaying.

- English has 45%:55% full-time to adjunct ratio, with over 20 FT instructors
- Math has 58%:42% with over 20 FT instructors
- College Skills is currently listed at 15% FT : 85% AF, but this will become worse after the equivalent of two full-time faculty leave after Spring 2017.

The current ratio demonstrates that at this college, as the students become "more basic"—i.e., more ethnically diverse, more socio-economically disadvantaged, and less traditionally academic—the College is less willing to invest its resources—including full-time faculty—in them. This goes entirely against the Student Success and Equity Plan.

### **3. Overview of PRPP Information in Section 5 That Supports the Requests**

The headcounts, rates of efficiency, class size, and productivity have fluctuated somewhat, but now seem to be stabilized. Instructional efficiency indicates that the department is working at a sustainable level; anecdotally, most classes start with enrollment over their wait lists and labs are full most hours of each weekday.

To actually reach *improved* levels of retention and persistence, the requested position is essential. Having the continuity of full-time instructors in the Math Pathway courses provide for innovation and coordination, which currently cannot happen from the loosely networked adjunct. For math, a "critical mass" of full-time faculty strengthens the curriculum, lab practices, and innovations such as accelerated programs, online courses and homework, and supplemental instruction. Anecdotally, full-time instructors provide more stability for students by having more regular office hours, a more frequent presence in the lab, often a better advising capability because of broader experience with the college (and other colleges), and, for better or worse, a greater willingness to spend time grading homework and tests, providing feedback and refining instructional delivery overall.

Furthermore, 50.1% of College Skills students are Latino/a. College Skills will play an important part in the College's actions as a Hispanic Serving Institution since the department launches these students into the Math and English Pathways. Full-time instructors are instrumental in creating department goals and practices that directly address the Latino population.

**4. More on Demographics:** College Skills Math Pathway classes are composed entirely of Basic Skills students. The number of students requiring math instruction at this level has been increasing, and as the college promotes the Student Success recommendations regarding students completion of math requirements at the start of their enrollment, it will need to depend on a strong and flexible teaching staff and schedule. Furthermore, the CSKLS department has served an increasing number of Latino/a students--for 2014/2015, the percentage was 52.5%, up from 28% five years ago.



2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	02	01	College Skills Math	Replacement for vacancy created by permanent 50% reduced loads of two full-time instructors essential. Position will ensure FT leadership and stability towards improving student success across all CSKLS math courses..

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

### **Instructional Equipment**

Almost all of the requests involve the College Skills labs and Tutorial Centers. All of these relate directly to Basic Skills and Student Equity and Success criteria and goals, as well as the Strategic Plan in terms of both Academic Excellence and Student Success.

### **Instructional Software (Santa Rosa, Petaluma, and Southwest Center)**

**1. GED/HiSET Academy Software License Renewal.** The College Skills Launch Program (noncredit CDCP Academic Skills/GED Prep) must annually renew or purchase HSE (High School Equivalency) Test Prep software. The department has been using the GED/HiSET Academy for 3 years now and found that its interactive program has been very effective in leading students to success.

**2. Spanish Online GED Software:** The Online GED program at this point is one of the few that provides assessment and instruction directly related to the GED.

**3. Southwest Center: 5 more laptop computers for student use:** The Department was thrilled to receive 20 laptops in Spring 2017 for the College Skills CDCP Spanish GED classes at the Southwest Center. Adding 5 more would create a full class set.

### **Instructional Furniture**

**1. Petaluma: Rolling office-type chairs for Tutorial Center.** The existing chairs are uncomfortable and difficult to move. Having comfortable wheeled chairs will allow tutors to interact with students more easily and to conduct study groups.

**2. Santa Rosa Campus: Student desks with wheels in room 656:** College Skills instructors use room 656 in Analay Village almost every hour of the schedule, from 8:00 a.m. to 8:00 p.m. Instructors regularly incorporate group work or share-pairs as interactive teaching strategies. These activities require students to move desks, and the current old-fashioned desks are heavy, awkward to move, and destructive to the carpet when they are moved. Rolling desks would minimize the distraction of moving desks and enhance learning.

### **Non-Instructional**

**3. New carpet for the Scheduled Math Lab, room 615, and ASK Lab, room 601.** The single rainstorm of Fall 2014 caused massive leaking in the Math Lab, resulting in a major project of mold abatement, a new wall, and a strip of new carpet over the affected area. This strip of new carpet highlights the worn condition of the carpet in the rest of that lab. This carpet is 10 years old and is reaching a point of danger due to its ragged condition. The ASK Lab carpet (room 601) is the same age and is very worn and stained, despite regular cleaning.

**4. (Long term) Additional classroom in Analay Village.** The Department has made good use of the smart classroom (room 656) that was granted a few years ago--it is scheduled for nearly every hour of the instructional template Monday-Thursday and used regularly for meetings and workshops on Fridays. Because our Math and ASK Labs are an integral part of nearly all of our classes, it would be ideal to convert another part of the Analay Village into a second smart classroom. The Department requested is requesting at least two spaces to be converted to smart classrooms, in Analay Village when DRD moves out.

**5. (Longer term) Move College Skills Program to a more central location on the Santa Rosa Campus.** The current location in Analay Village isolates Basic Skills students from

activities and services provided in Bertolini, Doyle, and Plover. If moved, the College Skills Program requires 3 computer labs, 2 dedicated classrooms, and office space for the administrative assistant, instructional assistants, adjunct faculty (one large centralized work area and one office with a door for conferencing), and offices for 6 full-time faculty.

## 2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	02	01	Renewal GED/HiSET Academy software (annual)	1	\$7,000.00	\$7,000.00	W. Burzycki	601	Carlos Valencia
0002	ALL	02	01	Spanish GED Online software	1	\$750.00	\$750.00	W. Burzycki	601	Carlos Valencia
0003	Other	02	01	5 laptops for Southwest Center	1	\$5,000.00	\$10,000.00	W. Burzycki	105	Carlos Valencia
0004	Petaluma	02	01	Replacement chairs in Petaluma Tutorial Center	30	\$250.00	\$7,500.00	L. Erikson Rhode	601	L Erikson Rhode
0005	Santa Rosa	02	01	Laptop for lab faculty instructional use	1	\$995.00	\$995.00	W. Burzycki	605	Carlos Valencia
0006	Santa Rosa	02	01	Reference books for Tutorial Center student use	8	\$24.00	\$184.00	C. Hanson	4251	C. Hanson
0007	ALL	02	01	Rolling desks for classroom	30	\$225.00	\$6,750.00	W. Burzycki	656	Carlos Valencia

## 2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	02	01	Carpet for Analy Village Academic Skills Lab	1	\$20,000.00	\$20,000.00	Carlos Valencia	601	Carlos Valencia
0002	Santa Rosa	02	01	Carpet for Analy Village CSKLS Math Lab	1	\$20,000.00	\$20,000.00	Carlos Valencia	615	Carlos Valencia
0003	Santa Rosa	02	01	Additional Classroom in Analy Village	1	\$50,000.00	\$50,000.00	Carlos Valencia	TBA	Carlos Valencia
0004	Santa Rosa	02	01	Centralized location for College Skills program	1	\$100,000.00	\$100,000.00	Carlos Valencia	TBA	Carlos Valencia

## 2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0000	Santa Rosa	02	01	Urgent	Analy Village	Building G	\$10,000.00	Office hallway carpet replacement
0001	Petaluma	02	01	Urgent	Doyle Hall	PC 247	\$500.00	Under cabinet lighting to illuminate tutor/student work area (3rd request)
0002	Santa Rosa	02	01	1 Year	Analy Village	Bldg. D	\$100,000.00	Convert Bldg. D into classroom as soon as DRD moves out.
0003	Santa Rosa	02	01	2-3 Yr	TBD	TBD	\$0.00	Long term: move College Skills offices, labs, and classrooms closer to Campus Center (e.g., to Emeritus, Barnett, or other area).
0003	Santa Rosa	02	01	1 Year	Analy Village	Bldgs, E, F, G, H, I	\$2,000.00	Updated official signage for Analy Village CSKLS



## 2.5b Analysis of Existing Facilities

**In terms of facilities, College Skills has both immediate needs and long-term goals.**

**1. Another Classroom in Analy Village (Near Future):** The implementation of a managed enrollment format for the Santa Rosa ASK Lab/GED Prep program as well as the need for math classes that run outside the SRJC template means that a second classroom is needed in the Analy Village area. When DRD moves out of its testing space in Bldg. D, College Skills requests to use that building for the classroom and possibly additional adjunct faculty offices.

**2. Proximity (Later).** All research on Basic Skills success emphasizes the importance of a centralized location for Basic Skills programs such as College Skills and ESL. As a long term goal, plans need to be made and executed for a permanent, centrally located facility to house College Skills labs, classrooms, and faculty and staff workspace on the Santa Rosa Campus that will provide advantageous adjacencies with ESL, English, Math, Tutorial, and Student Services. DRD made the move, so College Skills should be on the list as well. Specifically, in a new site, College Skills needs the following:

- 3 Smart classrooms
- 1 computer classroom
- 3 Smart Computer Labs: two 1.5x classroom size; one 2x classroom size with  $\Omega$  size interior classroom
- 7 private faculty offices; 5 shared or for multiple instructor use
- 1 administrative assistant office with space for storage and for student worker or IA desk/computer as well
- 1 conference room
- 1 faculty/staff workroom; 1 staff room/kitchen (could be combined with workroom)
- 1 student lounge if not already in building
- 1 large or 2 small storage rooms

## 3.1 Develop Financial Resources

How has the College Skills/Tutorial addressed the components of Goal G, Develop Financial Resources?

This department is not about bringing in revenue. More often College Skills/Tutorial is seeking ways to support students, many of whom have very limited incomes, by selecting textbooks that cost less, using software that is free to students, and having books and materials available for loan. However, the department has done some things to limit its cost to the District.

**1. Pursue alternative funding sources:** Because the department deals mainly with Basic Skills students and students from disproportionately impacted populations, several of its requests for STNC instructional assistants, Academic Skills Lab software and materials, curriculum development, and professional development have been covered by the Student Success Plan, Basic Skills Committee funds, AB86 funds, and, potentially, Noncredit Student Success and Support Program funds rather than the General Fund. The full-time faculty have put in considerable effort to write proposals and provide the data required to qualify for these funds.

**2. Managed enrollment for CDCP:** The department expects to offer its Academic Skills/GED instruction through a managed enrollment format. This should increase retention, student persistence into credit classes, and, in the long run, attract more students to the program.

## 3.2 Serve our Diverse Communities

The College Skills/Tutorial Department has always addressed Goal C, "Serve Our Diverse Communities," and continues to do so, particularly for two of the objectives for this goal.

### **1. Identify the educational needs of our changing demographics and develop appropriate and innovative programs and services with a focus on the increasing Latino/a population.**

One of the most obvious ways College Skills contributes to this goal is through its bilingual Spanish GED courses and its collaboration with the High School Equivalency Program (HEP) to serve members of the Latino/a community who want to complete their GED or other High School Equivalency test such as the HiSET as they move towards their educational and career goals. The department has offered professional development related to the new GED for the bilingual Spanish instructors. A section using the ASK lab in Petaluma was added to the Petaluma schedule for Spanish-speaking students. New GED prep materials in Spanish, as recommended by the instructors, were purchased for those classes, and new sections to allow for more levels of instruction have been added for Fall 2015. Both the Santa Rosa and Petaluma ASK Labs include bilingual Spanish instructors for specific hours.

The Spanish GED instructors are active in the Latino/a community and have developed a strong following in their classes.

The Santa Rosa ASK Lab also lobbied for and received a JC counselor who was bilingual to have office hours during the week, and this has been of great benefit to students. The department will seek more hours for this counselor's office hours at Analy Village.

The most recent hire for the department is bilingual Spanish and will be working with both the CDCP program and teaching credit writing/reading classes.

### **2. Meet the lifelong educational and career needs of our communities.**

The department provides instruction in basic math, reading, writing, and technology in order to fill in gaps in the academic education of community members who wish to move forward in their lives and careers. Because the department offers both noncredit labs and the first levels of the

Math and English Pathways, anyone can enroll in the program without taking tests or even paying money. And faculty and staff accept and support all students, whether they are just trying out college or are returning to change careers. through the NCSSSP, SSSP, and AB 86, the department will extend its outreach and also strengthen its connections with other community services and with CTE programs.

### **3.3 Cultivate a Healthy Organization**

College Skills creates an environment that supports the engagement, growth, and collegiality of its staff, faculty, and student workers.

#### **Staff**

All classified staff are invited to departmental workshops and are encouraged to attend other SRJC activities, PDA day activities, as well as to participate in SRJC committees/councils/forums, etc. Staff are given release time to enroll in credit classes that support their work, and several have taken that opportunity.

The Tutorial Centers hold regular trainings on topics such as tutoring strategies, emergency preparedness, and Basic Skills best practices.

Several of the College Skills Instructional Assistants also work as adjunct faculty and participate in staff development through the flex program, which often enhances their professional knowledge in their classified roles as well. Department workshops allow them to gain information directly related to their positions. For instance, the instructional assistants who work in the ASK Lab were able to attend the workshops on the GED software and teaching strategies.

#### **Faculty**

Adjunct and full-time faculty have been supported in taking trainings in Moodle, attending GED workshops, and traveling to conferences related to their subject area (such as writing or math). When possible, lab coordinators will rearrange staffing to accommodate an adjunct instructor's request to attend a workshop or conference. The chair has also sought funds to compensate adjunct faculty for program development, curriculum revision, and conversion to online materials.

#### **Collegiality Is of Value to the Department**

College Skills/Tutorials maintains an exceptionally respectful and collegial culture at all its sites. Faculty and staff routinely get together for workshops, parties, and conference travel.

Communication is encouraged through the monthly department newsletter and updates from the lab coordinators and chair.

### 3.4 Safety and Emergency Preparedness

#### **Injury and Illness Prevention Program**

In the past year, the department addressed safety issues at several department meetings, including who to call for emergencies (answer: always Campus Police). The most effective meeting occurred when the Manager of Environmental Health and Safety came to a very well-attended department meeting in Spring 2015. While the initial invitation concerned a major roof leak and subsequent repair plans in Buildings F and G, the manager also covered several other health-related and safety issues of interest to the group.

#### **Safety Trainings**

The Building Safety Coordinator has participated in required training and communicated pertinent information to the chair and other department members. such as required. The department does not work with any potentially hazardous materials or equipment, but employees are informed about the activities of any outside contractors (e.g., painting, repairs, remodel) that might pose some hazard to students or themselves. Faculty and staff are trained to notice and address mental and physical health issues among students.

The Petaluma Tutorial Center, under the direction of the full-time faculty member, has participated in several sessions on safety at the very beginning of the Spring 2015 semester.

#### **Building and Area Safety Coordinators**

In the College Skills buildings in Analay Village, the responsibilities as Building Safety Coordinator will probably shift to the new full-time administrative assistant once someone is hired for that position. Currently, one of the part-time instructional aides takes on this role.

BUILDING AND AREA SAFETY COORDINATORS						
Bldg #/Name	BSC Area	ASC Area	Administrative Support	Department	Name	Respon Area
Analy Village Bldgs E, F, G, H, I	?	?	Victor Cummings	College Skills Dept.	Greg Scherer (temporary)	Analy Village E, F, G, H, I
Doyle Library, Tutorial Ctr.	?	?	Will Baty	Santa Rosa Tutorial Ctr.	Friedl Mahl	Room 4251
Doyle Hall, PET	?	?	Catherine Williams	CSKLS/Tutorial Dept.	Carlos Valencia	Doyle Hall, and 252

### 3.5 Establish a Culture of Sustainability

College Skills/Tutorial supports the College's goals and objectives regarding sustainability in a number of ways, particularly for the first objective, as listed below.

#### **Expand, support, and monitor district-wide sustainability practices and initiatives.**

- Most instructors provide materials, exercises, and communications means through their websites and email rather than exclusively handouts.
- Scratch paper for math is always throw-aways from Graphics or local businesses.
- Copying is limited through department policy. Most instructors use customized textbooks instead of handouts.
- Recycling bins are placed in accessible places and the department makes sure these are emptied regularly by Facilities staff.
- The office sends all boxes and potentially recyclable materials to the warehouse.
- Instructors model using alternatives and recycling.
- Bathrooms still do not have heat or air-conditioning, thus saving energy but not comfort.
- According to SRJC policy, students are limited in what they can print out from lab computers.
- Except for extraordinary circumstances like the completion of the new lab, the department never buys furniture and instead actively scavenges items from the Warehouse and garage sales.
- Department members support local wildlife, such as the fox who lives under the Analy Village deck, by providing water and letting it live peaceably in the area.

As a whole, the department does not consume a lot of resources. The department has reported the issues below but to no avail.

- The Tutorial Center Faculty Office is stays at a temperature of about 65 degrees, no matter what the temperature is like in the rest of the Tutorial Center or outside. This is not only very uncomfortable for the faculty in that office, it wastes a lot of energy. The library facilities staff has been notified multiple times over the past 6 years, but nothing has been done to correct the problem.
- A number of the offices in Analay Village Building G have "automatic" lights that do not turn off by themselves, and thus stay on long after everyone has gone home. The faciities office has been notified but has not followed up.
- The practice of using Timesheets for the 35+ faculty assigned to TBA Lab and Tutorial hours uses a tremendous amount of paperwork. The department (and Payroll) both strongly feel that an electronic tracking system should be implemented as soon as possible.
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#### 4.1a Course Student Learning Outcomes Assessment

##### Course Assessment Practices, Results, and Program Improvement Over the Last Three Years

**Assessment Plan and Process:** At the beginning of each academic year (August), the department reviews the assessment plan and determines the specific SLOs that will be assessed for each course listed in the plan below. Ideally, more than one SLO of each course is assessed every 6 years since most CSKLS final exams cover all outcomes. Selection of SLOs, if necessary, will be based on the results of the previous assessment, area(s) in a course that require more focus, and/or the length of time since that SLO was last assessed. Full-time instructors are assigned to take the lead for each assessment individually or as a group, and adjunct faculty are invited, but not obligated, to participate.

## College Skills/Tutorial Department SLO Assessment 6-Year Plan 2015-2021

Course	Previous Assessment(s)	Next Assessment (may be sooner)	Comments
CSKLS 367.1	Spring/Summer 2014 Results meet expectations.	Spring 2020	Online course. Good retention.
CSKLS 367.1	Spring/Summer 2014 Results meet expectations.	Spring 2020	Same as above.
CSKLS 368A	Spring 2010 Spring 2012 Results meet expectations.	None unless course is reinstated.	SLO achievement similar to 371 but persistence much lower. Short courses not effective and difficult to schedule. Course will be inactivated.
CSKLS 368B	Spring 2010 Spring 2012 Results meet expectations.	None unless course is reinstated.	Same as above
CSKLS 371	Spring 2007 Spring 2012 Results meet expectations.	2015	Next assessment will determine effectiveness of new scheduled lab and textbook.
CSKLS 372	Spring 2012 Results meet expectations.	2015	Same as above, plus the new final exam.
CSKLS 100	Spring 2009 Results meet expectations.	2015	Course is being offered online only starting Spring 2015. Assessment may be limited.
CSKLS 312	Spring 2012 Results meet expectations.	2018	Course revised Fall 2012, added to Pathway.
CSKLS 312.1	Spring 2014 Results meet expectations.	2020	Online courses. High results. CSKLS 312.3, 3 <sup>rd</sup> in series, not offered since 2008.
CSKLS 312.2	Spring 2014 Results meet expectations.	2020	Same as above.
CSKLS 318	Spring 2011 Results meet expectations.	None unless course is reinstated.	Course withdrawn from Pathway due to length of pathway.
CSKLS 313	Spring 2008 Spring 2014 Results meet expectations.	2019	Increased focus on reading analysis and summary writing.
CSKLS 334	Spring 2014 Results meet expectations.	2020	Online course.
CSKLS 770	Spring and Fall 2011 Results meet expectations.	2017	Data used for Basic Skills discussions
CSKLS 731, 732, 733	Spring and Fall 2011 Results meet expectations.	2015	Assessment for Fall 2015 and Spring 2016 will determine if new program format and NCSSSP and AB 86 support lead to greater students retention and successful completion.

### Summaries of Recent Assessment Results and Department Responses

#### **CSKLS 731, 732, and 733, Basic Academic Skills 1, 2, and 3, and Noncredit Certificate of Completions, Basic Academic Skills**

SLO assessment has become a routine part of the grading process using noncredit progress indicators. The "grade"--P for Pass, SP for Satisfactory Progress, and NP for Not Passing show the degree to which students have achieved the SLOs for the course. A P is given only

when students have achieved all SLOs for that level. SLOs and objectives are clearly printed on student orientation materials and posted in the lab.

However, the new GED has higher level objectives, and the number of students who passed the GED and/or received a "P" for CSKLS 733 significantly dropped in Fall 2014 and Spring 2015. As a result, the department will be implementing a managed enrollment structure in Fall 2015 to see if the pass rate and retention will increase. Assessment at the end of each semester will help determine this.

### **CSKLS 372, Pre-Algebra**

The restructuring to make the lab portion of the course scheduled right after each class anecdotally seems to be effective. Fall 2015 assessments will help confirm.

**CSKLS 312, Grammar and Writing Review**, currently one section taught by an adjunct instructor, was assessed in Spring 2012 and revised for Fall 2012 to be the initial course in the English Pathway. Results show that about 60% of students pass the class. About half are students were placed in the class. Teacher input indicated that about half of the students (not necessarily the same half that was placed in the course) have diagnosed learning disabilities or score low on initial assessment and at the midterm still had low scores. Another half of students took the class without taking the English Placement Test. About half of the class (not necessarily those who enrolled without placement) scored high on initial assessment and scored high on the final exam. Conclusion: this class is problematic to teach because of the range of levels. The college should encourage ALL students to take the placement test so that students who are skilled but insecure enroll in classes more appropriate to their level.

**CSKLS 312.1 and 312.2, online Grammar and Writing short courses.** SLO assessment results confirm that students use these courses as a refresher and exceed expectations for SLO achievement. The department will offer a couple more sections in Spring 2015 since there seems to be a steady demand and need for these courses. These courses may be more appropriate for some of the students who have been taking the semester length CSKLS 312 as a refresher.

### **CSKLS 313, Foundations of College Reading/Writing**

Results summary: While students feel more confident in their writing (survey), they still struggle writing succinct summaries and focused responses (writing assessment). Results from the proofreading/editing part of the assessment indicate that students show some improvement but there are still gaps, probably due to lack of practice and application.

- Instructors are emphasizing the skills required to write focused summaries and responses to articles and literary selections.
- The lab component of these courses has become more standardized so students get more practice and more feedback.

### **Ongoing Cycle of Assessment for Math and English Pathway Courses**

As described above, the Pathway math courses (**CSKLS 371 and 372**) and the Pathway English courses (**CSKLS 312 and 313**) routinely undergo informal assessment, analysis of results, and discussion because instructors share common finals in the case of the math courses and are team taught in the case of the English courses.

The department maintains records of assessment results, discussions, conclusions, and improvements for these courses through department meeting minutes and lead instructor reports plus the submission of formal SLO Assessment reports in SharePoint as scheduled.

**CSKLS 334, Taking an Online Class.** The level of achievement for the course SLOs were very high, demonstrating that it is doing exactly what it should do: prepare students for taking



online classes. The college is shifting entirely to Moodle, which will require aspects of this course to be changed again, which may require assessment sooner than the usual 6 years.

**CSKLS 367.1 and 367.2, Basic Math Review Parts 1 and 2.** These online courses use the ALEKS math program, so SLOs are individualized and ongoing in terms of math achievement. Instructors conducting the SLO assessment focused on SLO #4, "Demonstrate greater ability and confidence to develop and proceed toward future math goals." They analyzed student self-assessments along with progress in ALEKS and determined that the student level of readiness for the next step in math was high and the courses are serving their purpose.

#### **CSKLS 770, Tutorial Centers**

Surveys have been regularly used at the end of each semester, but this time, results will be analyzed in more depth and submitted formally as an SLO Assessment. Previous results have indicated that the majority of students credit their experience in the Tutorial Center (at both Santa Rosa and Petaluma campuses) for either passing or receiving a full grade higher in the classes for which they sought help. Students also have requested more time for tutoring a wider variety of subjects.

Student usage of Tutorial Center was included in the Basic Skills report.

## **4.1b Program Student Learning Outcomes Assessment**

**Noncredit CDCP Certificate:** Program outcomes are represented by students who receive a P (Pass) for CSKLS 733 or who pass the GED. A formal SharePoint SLO Assessment report was completed in Fall 2014 and indicated that about 55% of students enrolled at the 733 level achieve the outcomes, based on their GED scores. However, the new GED, which is considerably more difficult, has led the department to reconsider whether to use it as an indicator of completion of SLOs. This is being discussed in depth during Fall 2015.

**Math Pathway classes:** Most sections of CSKLS 368A/B, 371, and 372 classes were surveyed in Fall 2012 to provide an overall "snapshot" of where Math Pathway classes fit into students' overall educational plans. Of note is that 47% are enrolled in CTE certificate programs, and 87% intended to take the next level of math class. Implications of these results are that students enrolled in low-unit certificate programs who might only take one more level of math, or no further math, are essentially "off the map" in terms of "completion," according to the Chancellor's Office.

Overall, College Skills students, the majority of which are enrolled in CSKLS math classes, show a pattern of rising retention and fairly stable GPA. For 2014/2015, retention levels were averaging about 68%, which is about equal to overall state percentages for basic skills students.

## **4.1c Student Learning Outcomes Reporting**

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	CSKLS 100	Spring 2009	Summer 2009	Fall 2009
Course	CSKLS 312	Spring 2012	Summer 2012	Fall 2012
Course	CSKLS 313	Spring 2008	Spring 2008	Fall 2008
Course	CSKLS 313	Spring 2014	Summer 2014	Fall 2013
Course	CSKLS 318	Fall 2011	Fall 2011	Fall 2012
Course	CSKLS 334	Spring 2014	Spring 2014	Fall 2015
Course	CSKLS 367.1	Spring 2014	Summer 2014	Fall 2014
Course	CSKLS 367.2	Spring 2014	Summer 2014	Fall 2014
Course	CSKLS 368A	Fall 2009	Spring 2010	Fall 2010
Course	CSKLS 368B	Fall 2009	Spring 2010	Fall 2010
Course	CSKLS 368B	Spring 2012	Fall 2012	Summer 2014
Course	CSKLS 371	Fall 2006	Spring 2007	Fall 2007
Course	CSKLS 371	Spring 2012	Fall 2012	Summer 2014
Course	CSKLS 372	Fall 2011	Spring 2012	Fall 2014
Course	CSKLS 731	Spring 2011	Summer 2011	Fall 2012
Course	CSKLS 732	Spring 2011	Summer 2011	Fall 2012
Course	CSKLS 733	Spring 2011	Summer 2011	Fall 2012
Course	CSKLS 312.1	Spring 2014	Spring 2014	Fall 2014
Course	CSKLS 312.2	Spring 2014	Spring 2014	Fall 2014
Course	CSKLS 772 (inactive Fall 2014)	N/A	N/A	N/A
Course	CSKLS 310 (not offered)	N/A	N/A	N/A
Course	CSKLS 311.1 (not offered)	N/A	N/A	N/A
Course	CSKLS 312.3 (not offered)	N/A	N/A	N/A
Course	CSKLS 332 (not offered)	N/A	N/A	N/A
Certificate/Major	Basic Academic Skills NC Cer	Fall 2013	Spring 2014	Fall 2014
Service/Program	CSKLS 770	Fall 2009	Spring 2010	Fall 2012

## 4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
CSKLS 100 Medication Admin.	X			X				X		X	X					X
CSKLS 312 Writing Skills Development		X	X	X			X	X		X	X	X	X			X
CSKLS 313 Fdns Rdg & Writing		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CSKLS 334 Online How		X	X	X					X	X						
CSKLS 368A & B Gen. Arithmetic	X	X	X	X	X		X	X		X	X					X
CSKLS 371 Gen. Arithmetic	X	X		X	X		X	X	X	X						X
CSKLS 372 Pre-Algebra	X	X		X	X		X	X	X	X	X					X
CSKLS 731-733 Academic Skills	X	X	X	X	X		X	X	X	X	X					X
CSKLS 770 Tutoring	X	X	X	X	X		X	X	X	X	X	X	X			X

## 4.2b Narrative (Optional)

College Skills/Tutorial is designed to develop the foundational skills of under-prepared students by teaching the skills students need to be successful in college. Woven into most College Skills classes are meta-cognitive and study skills designed to develop students' personal development and self-management skills. Through the College Skills program, students start on the path to acquiring the foundational skills of reading, writing, math, and (in our labs) basic academic technology.

College Skills courses consistently connect reading, writing, and math content and skills to real-life situations, which are reflected in the institutional learning outcomes. Furthermore, students learn how to be students, which relates to personal development and management. Even personal health issues are addressed through reading assignments and class discussions. Communication skills are taught in the English Pathway courses, and critical thinking skills are

taught and applied in the English and Math Pathway courses and the supplemental writing and math courses. Also, because of the diversity of CSKLS students, course reading materials often include multi-cultural selections. Finally, a primary goal of the department is to help students become independent learners, so all instructors emphasize personal responsibility, providing examples, feedback, and often even direct instruction in what it means to be a responsible college student.

The Tutorial Center supports students' academic success through one-on-one and small group tutoring. Certainly, all aspects of foundational skills, communication, and critical analysis are integral to the Tutorial Center's methods of operation. Tutors assisting language learners (including English as a Second Language, modern languages, and American Sign Language) certainly emphasize intercultural literacy and interaction.

## 5.0 Performance Measures

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

#### Overview

College Skills/ Tutorial offers classes and services over a range of times and locations throughout the week. The Headcount table below shows the enrollment pattern for credit and noncredit classes, labs, and Tutorial Centers combined.

Based on the very general figures of the table provided, it appears that enrollment has taken a dip, though Fall 2016 figures are not yet available. dip a couple of years ago (Fall 2013=5166, Fall 2015=5321). Petaluma has continued to grow. CSKLS holds 3 sections of noncredit CDCP bilingual-Spanish Academic Skills/GED Prep courses at the Southwest Santa Rosa Center, which is probably included in "Other Locations"; internal records show enrollment has been fairly steady.

#### Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	1462	5917	4603	1630	5166	5050	1262	5349	4817

#### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	171	895	850	211	956	976	216	978	817

#### Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	36	143	140	38	143	138	31	105	117

#### ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	1669	6955	5593	1879	6265	6164	1509	6432	5711

The numbers above are combined credit and noncredit, which does not give a good reflection of either program. However, through datamining, when credit classes are

separated from noncredit, the picture looks somewhat different. Santa Rosa and Petaluma credit classes combined show general growth. Noncredit enrollment, which includes both Academic Skills Labs, Spanish GED, and the Tutorial Centers, has also increased. It must be remembered that the numbers for noncredit students reflect how many students signed up; some may spend several hours weekly at these sites, whereas others might visit just once or twice over the semester.

### **Balance of Class Schedule**

Based on department enrollment figures for credit sections, the schedule seems balanced. That is, enrollment in day and evening classes in all time slots is fairly equal. Almost all math sections, at first census, were over the limit (28) and often up to the wait limit of 33. While some attrition occurs throughout the semester--typical of Basic Skills courses, where students tend to overestimate their ability to manage the classwork along with everything else in their lives--ending enrollment for most face-to-face math classes is 25 or above, which is appropriate for Basic Skills classes.

The department has responded to the sporadic enrollment of CSKLS 100, which was dependent on the Pharm Tech program and faltered due to lack of communication and poor student success rates in the online version, by relinquishing the class after Summer 2016 and letting Pharm Tech create the class it wanted control of. The loss of the face-to-face sections may account for some drop in enrollment.

### **Geographic Distribution**

Enrollment figures show that the distribution of courses between the Santa Rosa and Petaluma is fairly appropriate for the size of facilities.

For noncredit, sections in Santa Rosa, Petaluma, and the Southwest Center are full. In response to the high enrollment of students in the Petaluma bilingual Spanish GED classes, a third sections was added in Fall 2015.

### **Alternative Delivery Modes**

The department has had several short, online review courses in math and writing skills that have been popular for several years now, and the department has added two more sections during the last two semesters. These classes help students prepare for Placement Tests and possibly allow some students shorten their Math or English Pathways. CSKLS 334 "How to Take an Online Class" classes always fill and are offered several times each semester and in the summer.

In Spring 2015, the department facilitated the purchase and pilot of an online tutoring program, which was launched in Summer 2015. The program has proven to be very popular but will be replaced by the state's version of online tutoring in Fall 2017.

The department is considering various formats for CSKLS 371 and 372 math classes, including more of a blended learning/flipped classroom type of format. However, progress in this direction depends on having enough full-time instructors to pursue appropriate curriculum and class development.

With the hiring of a new English Pathway CSKLS instructor, the CSKLS reading/writing Learning Community has been significantly strengthened and integrated into college activities, including "SRJC Reads" events.

### **Demand for Courses and Ways to Better Serving Students**

The department seems to be meeting the demand for courses, but the lack of classroom space is curtailing efforts to expand the math program by even one section per semester.

## 5.2a Enrollment Efficiency

### 5.2a Enrollment Efficiency The percentage of seats filled in each Discipline at first census based on class limit (not room size).

#### Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	88.3%	100.7%	94.9%	79.4%	90.9%	89.3%	61.5%	94.0%	89.1%

#### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	0.0%	97.6%	101.0%	0.0%	94.3%	106.2%	42.9%	99.5%	96.1%

#### Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

#### ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	88.3%	100.3%	95.4%	79.4%	91.3%	90.8%	60.1%	94.7%	90.1%

Generally, College Skills has a fairly high level of efficiency for Basic Skills classes--averaging around 90%. Classes are capped at 33 (28 + 5 on the wait list), so even a few students dropping, which is common in CSKLS 312 and 371, the entry level of the Math and English Pathway, brings a percentage down significantly. Also, since the figures provided by the District do not separate credit from noncredit classes, which are open-entry/open-exit, it's hard to determine patterns.

## 5.2b Average Class Size



Class size for College Skills classes, as shown in the chart below, has had some variations but averages around 26 students across locations. This number is appropriate for Basic Skills courses (the recommendation is 25.) CSKLS math classes, not shown here, are always closed at the beginning of each semester, most with their wait lists full. Noncredit classes usually fill later because of their open-entry/open-exit enrollment.

#### Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	24.7	29.4	27.0	24.3	26.6	25.8	19.5	27.3	26.1

#### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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College Skills (CSKLS)	0.0	26.8	26.3	0.0	26.0	27.6	12.0	27.4	2
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### Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0

### ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	24.7	29.1	27.0	24.3	26.5	26.0	18.8	27.4	2

## 5.3 Instructional Productivity

According to the chart below, the instructional productivity for the College Skills/Tutorial Department for Fall 2015 is 15.16, with Petaluma slightly higher than Santa Rosa. Productivity has had some fluctuation but no apparent pattern. It is consistently lower than the District goal of an 18.7 ratio. However, for a credit basic skills class, 25 students with 1 instructor is an appropriate ratio. In keeping with Basic Skills best instructional practices, College Skills credit instructors assign homework every night throughout the semester and give frequent quizzes and tests so that students get ongoing feedback and teachers can monitor their progress and provide guidance for students who are struggling. Classroom instruction involves not just lecture: students are engaged in discussion, guided practice, group activities, and application exercises during every class session. It is difficult for even the most expert instructor to maintain this level of engagement with learning in a class of over 30 students. Therefore, a higher ratio might preclude the in-depth learning activities that are used in this department.

**5.3 Instructional Productivity** The ratio of Full-Time Equivalent Students (FTES) to Full-Time Equivalent Faculty (FTEF) in each Discipline at first census.

### Santa Rosa Campus

College Skills (CSKLS)		X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	17.79	161.16	135.94	21.39	146.84	141.73	18.57	172.82	144.7
	FTEF	1.23	10.15	9.03	1.80	10.44	10.03	2.02	11.25	9.7
	Ratio	14.46	15.88	15.05	11.87	14.07	14.13	9.17	15.36	14.7

### Petaluma Campus (Includes Rohnert Park and Sonoma)

College Skills (CSKLS)		X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	0.00	23.99	18.20	0.00	28.75	23.92	1.98	31.44	21.8
	FTEF	0.00	1.56	1.16	0.00	1.85	1.44	0.29	1.83	1.4
	Ratio	0.00	15.38	15.75	0.00	15.55	16.56	6.81	17.17	15.0

### Other Locations (Includes the PSTC, Windsor, and other locations)

College Skills (CSKLS)		X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0

### ALL Locations (Combined totals from ALL locations in the District)

College Skills (CSKLS)		X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	17.79	185.14	154.14	21.39	175.59	165.65	20.55	204.26	166.5
	FTEF	1.23	11.71	10.19	1.80	12.29	11.47	2.32	13.08	11.2
	Ratio	14.46	15.82	15.13	11.87	14.29	14.44	8.87	15.61	14.8

## 5.4 Curriculum Currency

As of Spring 2016, all CSKLS/Tutorial course outlines are current. In Fall 2016 CSKLS 313, Introduction to College Reading and Writing, will undergo revision to improve

alignment and move from positive attendance (due to DHR lab) to semester-length attendance with a scheduled lab. The department is routinely using online homework for most math and CSKLS 313 sections and including this information in the Schedule of Classes section comments. In Fall 2016, the department will be collaborating with Adult Ed to create noncredit contextualized math courses to be added to noncredit CTE certificates.

## 5.5 Successful Program Completion

The College Skills Department only has one certificate: a noncredit Certificate of Completion for Basic Academic Skills. Unfortunately, the department has not implemented this certificate yet for two reasons. First, until very recently, Admissions and Records had not been able to explain how to document noncredit student completion. Second, the department lacked access to essential data, especially pass/fail information about the GED.

The department is working with Admissions and Records and the Noncredit Student Success & Support Program Committee to determine if there is an automated way that any student passing CSKLS 733 by passing the GED or HiSET would be awarded a certificate.

## 5.6 Student Success

To augment the tables below, College Skills is providing a brief list of some datamined information and Student Equity data to act as a better representation of student progress. Since the majority of CSKLS credit classes are credit Math Pathway classes (CSKLS 371 and 372) success indicators are listed for the Fall 2014 and Spring 2015 Santa Rosa Campus sections. The Student Equity overall figures are listed as well, though specific areas of this information will be discussed further on in this section.

### Alternative Data: CSKLS Math Pathway (Santa Rosa) and Student Equity Overall

Success Indicator	CSKLS Math, SR F2014 + S2015	SE Overall, F2014 + S2015
Retention	68.54%	67%
Successful Course Completion	61.7%	62%
GPA	2.24	2.4

### Student Equity Data

CSKLS percentages are lower overall than District percentages in all areas, but reflecting District trends. This is illustrated in the Successful Course Completion totals for Fall 2015 for the main ethnicities (over 40 students) in College Skills.

### Successful Course Completion, CSKLS Main Ethnicities Compared to District

Ethnicity	College Skills	District
White	66%	71%
Asian	63.4%	71.7%
Black	60%	62%
Hispanic	55.4%	64%



The CSKLS department would like to disaggregate the data further between credit and noncredit (CDCP) to get a better sense of the gaps among the populations and then determine the best ways to improve instruction.

## District Data

Below are the tables regarding College Skills student retention, course completion, and GPA. Spring and Fall 2015 figures are higher than the previous year, which is encouraging. **5.6a**

**Retention** The percentage of students receiving a grade of A,B,C,D,CR, or I in each Discipline (duplicated headcount).

### Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	39.2%	57.7%	64.0%	55.5%	63.6%	62.4%	71.2%	57.1%	64.1%

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	100.0%	64.4%	60.5%	50.7%	71.3%	61.0%	65.9%	58.6%	68.1%

### Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	0.0%	57.1%	61.0%	61.5%	44.2%	22.1%	0.0%	2.9%	44.1%

### ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	49.7%	58.4%	63.4%	55.0%	64.3%	60.3%	69.0%	56.3%	64.1%

**5.6b Successful Course Completion** The percentage of students receiving a grade of A,B,C, or CR in each Discipline (duplicated headcount).

### Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	38.4%	53.7%	60.4%	54.1%	60.3%	59.3%	68.2%	52.9%	60.1%

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	100.0%	61.7%	57.5%	50.7%	67.2%	56.3%	64.6%	54.6%	65.1%

### Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	0.0%	57.1%	61.0%	61.5%	44.2%	22.1%	0.0%	2.9%	44.1%

### ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	49.0%	54.7%	60.0%	53.9%	61.0%	57.1%	66.4%	52.2%	61.1%

**5.6c Grade Point Average** The average GPA in each Discipline (UnitsTotal / GradePoints).

### Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	2.64	2.18	2.31	2.24	2.17	2.25	2.11	2.07	2.15

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	0.00	2.54	2.56	0.00	2.17	2.15	2.42	2.07	2.15

**Other Locations** (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

**ALL Locations** (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	2.64	2.22	2.34	2.24	2.17	2.23	2.14	2.07	2.07

**Student Equity Data and Implications**

In terms of students served, CSKLS has greater percentages of disproportionately impacted populations.

- CSKLS serves fewer white students (33% compared to the District as a whole)
- 51% of CSKLS students are Latino/a. This includes credit and noncredit classes and labs.
- CSKLS serves more women than men (58% compared to 41%). This does not have an adverse effect on the CSKLS numbers, but it is interesting to note that more women than men seem to be starting at the basic skills level. On the other hand, it may be that fewer men who are placed in a basic skills class decide to enroll.
- CSKLS has a fairly high percent of "older" students, particularly those ages 21-35, than the Math and English departments (45%). According to District statistics, this age group in general tends to have a lower rate of course success. This may be because these students often have many external obligations, such as jobs and children, which keep them from being able to wholly focus on their studies or, sometimes, complete a class. Also, many of these are re-entry students, returning after some time away from academics. Many may not have been particularly successful in their earlier educational experiences, which is why they chose to work instead of pursue further education right out of high school. Therefore, they may have farther to go before they develop or reestablish strong study habits and confidence in the academic arena.
- CSKLS also has a higher percentage of DSPS students (those who have received or are currently receiving services for disabilities). At least 17% of CSKLS students are DSPS students, compared to 6% District wide. This higher level is because the Disability Resources Department no longer offers math or reading classes that provided more direct support for these students. With over-crowded classes and labs, and the loss of the DRD Learning Assistance Center, these students are not receiving the one-on-one attention they need, and they are less successful than the District rate. This too may contribute to CSKLS lower figures in that area.
- Finally, 44.5% of College Skills students are BOG Eligible as opposed to 27% for the college as a whole. Again, district-wide, these students have a lower rate of course success (68% vs. 71%), and those coming in to the College Skills credit class probably have issues beyond economic that interfere with their success.

The College Skills Department is very familiar with its varied population of students and the problems and concerns that come with them. The department uses a variety of best practices for Basic Skills students.

- The department employs several instructors and instructional assistants who are bilingual Spanish/English. They work not only in the noncredit Basic Academic Skills classes, but also work in our Academic Skills and Math Labs. They offer extra support for students who are also enrolled in ESL classes.
- All instructors and lab staff have received training and updates in strategies for teaching basic skills students, particularly in the concept that students need to be taught how to engage in a class and develop good study habits.

- CSKLS labs provide a place for students to work on their studies so they can stay on-site, remain focused on their work, and receive help as needed.
- The creation of learning community classes, the lab requirements, and the proximity of instructors and instructional assistants generates a sense of community, which is a strong predictor of student success.

To improve student success, the department requested and was granted a full-time faculty member for the Santa Rosa Campus to provide greater leadership and stability for the English Pathway and CDCP programs . It is the full-time instructors who have initiated, developed, and coordinated the implementation of the curriculum, lab structure, and staff training that provide the services and support that basic skills students need.

To continue this improvement, the department needs to have its number of full-time faculty remain stable. Therefore, the department is requesting two full-time faculty positions to replace faculty who are retiring or going on reduced workload after Spring 2017.

## 5.7 Student Access

### Diversity of Students

To reiterate the breakdown and discussion in the previous section, the College Skills department serves a wide range of students, with higher percentages of non-white students than the District as a whole.

#### 5.7a Students Served - by Ethnicity The number of students in each Discipline at first census broken down by ethnicity (duplicated headcount).

#### ALL Locations (Combined totals from ALL locations in the District)

College Skills (CSKLS)	Ethnicity	2012-13	Percent	2013-14	Percent	2014-15	Percent	2015-16
	White	4964	35.4%	4662	33.3%	4669	34.9%	4669
	Asian	656	4.7%	652	4.7%	668	5.0%	668
	Black	526	3.8%	536	3.8%	492	3.7%	492
	Hispanic	5042	36.0%	6405	45.7%	6635	49.6%	6635
	Native American	161	1.1%	122	0.9%	110	0.8%	110
	Pacific Islander	56	0.4%	67	0.5%	40	0.3%	40
	Filipino	100	0.7%	107	0.8%	103	0.8%	103
	Other Non-White	0	0.0%	492	3.5%	540	4.0%	540
	Decline to state	2506	17.9%	961	6.9%	120	0.9%	120
	<b>ALL Ethnicities</b>	<b>14011</b>	<b>100.0%</b>	<b>14004</b>	<b>100.0%</b>	<b>13377</b>	<b>100.0%</b>	<b>13377</b>

CSKLS serves fewer white students (33% compared to 50.5% average in English and Math)

CSKLS has more than 52% Latino/a students (compared to 23% in Math and English averaged), and this figure continues to increase.

CSKLS serves slightly more women (58% compared to Math/English of 50%).

CSKLS has a 35% percent of slightly older students (ages 21-35), close to the number of younger students (39% of 17-20 year olds)

Clearly, the College Skills/Tutorial department is already serving populations that are perhaps under-represented in the college as a whole. As mentioned in the previous section, the department has many strategies in place to support these students' success. The fact that student success rates for white, Latino, Native American, and

"unknown/multiple ethnicities," plus women, have all gone up since 2009 shows that the department's efforts in basic skills pedagogy and programs work especially well with these populations. The numbers of the other ethnicities are smaller, so the percentages are not as accurate a representation.

### **Outreach and Retention**

The department is working with the administration and Student Success, Basic Skills, Noncredit Student Success & Support, and Adult Ed committees to offer credit Math and English Pathway classes as well as noncredit CDCP classes and online Math and Writing refresher courses that will help the college promote success for basic skills students.

The department has also upgraded its website to Drupal and is using the website to promote its programs and help students access them more easily.

As far as the noncredit CDCP program goes, the department is working closely with the Adult Ed Consortium to participate in the outreach efforts of that group. CSKLS is developing its program identity as the "Launch Program" so it will be easy for potential students to distinguish the high quality of CSKLS noncredit offerings in relation to other adult education programs in the county.

The Tutorial Centers on both campuses make an effort to contact instructors in STEM areas to help students connect with tutoring services. Tutors work with students of all levels, from basic skills math to transfer levels of classes such as statistics, physics, and calculus. Online tutoring has also expanded the number of students who can get academic support for their classes.

Given the needs of these populations, what the department requires to continue its basic skills programs is an adequate number of sections and the leadership, flexibility, continuity, and expertise of full-time faculty. College Skills adjunct faculty and part-time instructional aides are excellent with students, but they cannot be expected to devote the amount of time it takes to fully assess student outcome achievement, track long term patterns, and develop plans to strengthen the program in response to student needs. The department is requesting two full-time CSKLS math faculty to replace existing full-time faculty who are retiring or will be on reduced loads.

## **5.8 Curriculum Offered Within Reasonable Time Frame**

The College Skills credit curriculum centers on English and Math Pathway courses and related supplemental courses, mostly hybrid or online. The same types of courses are offered every semester and enrollment figures show that the number of sections is appropriate at this time.

College Skills/Tutorial does not have any certificates or majors beyond the noncredit Basic Academic Skills certificate. All three courses for the noncredit certificate (CSKLS 731, 732, 733) run simultaneously in the Academic Skills Labs in Santa Rosa and Petaluma. The bilingual-Spanish GED sections run sequentially through the semesters and summer: CSKLS 731 in the fall, 732 in the spring, and 733 in the summer. Based on feedback from the Spanish GED faculty, the department has rearranged the scheduling and added a couple sections to run two levels of classes simultaneously. That way students who are assessed as "beginners" in their GED preparation and need a lot of basic skills will be advised to take that section, and the more

GED-ready students (i.e., ready for algebra, higher reading levels) will be offered the other section.

## 5.9a Curriculum Responsiveness

The College Skills/Tutorial department remains attuned to community trends and develops curriculum and teaching strategies accordingly.

### **Credit**

The demand for the Math and English classes has been fairly steady and the department has had an adequate number of sections. Several online or hybrid sections the the Basic Math Review (CSKLS 367.1 & 2) and the Grammar and Writing short skills refresher courses (CSKLS 312.1 and 2) have been added recently to give students alternative ways to prepare before taking the placement tests or credit classes.

The department has maintained close connections with the Basic Skills Committee and Student Success & Equity Committee and continues to offer curriculum that reflects Basic Skills best practices. This includes the accelerated math program (AMP) combining General Arithmetic and Pre-Algebra in one semester, and the team-taught, learning community English Pathway course, CSKLS 313. Study skills are integrated into all CSKLS classes, and all CSKLS instructors routinely have the Basic Skills counselor visit their classes at least once every semester. The supplemental lab structure for CSKLS credit classes integrates technology to offer another mode for independent practice while providing students with additional support from instructors and instructional assistants.

CSKLS Math instructors are working closely with the Student Success and Equity committee, the Assessment Office, and the Math Department to prepare for the implementation of the Common Assessment from the Chancellor's Office. While this may not directly affect curriculum, it does represent the degree of communication and responsiveness of the department.

The department has also worked with the Assessment & Student Success office to offer Math Jam sessions--short, free workshops that offer information, diagnostics, and resources to help students prepare for the Math Placement Test. Anecdotally, many students have benefited from these sessions, either gathering the confidence to finally take the test or achieving a higher score on the second try. At this point, Math Jams have been institutionalized through SSSP funding and are no longer funded by the department.

### **Noncredit**

In response to the sharp drop in numbers of students passing the new GED (a nationwide trend), College Skills in restructuring the Academic Skills Labs, a main part of the CDCP program, into a managed enrollment format, incorporating the NCSSSP and Adult Ed requirements for in-depth orientation, assessment, and advising with more direct instruction through scheduled face-to-face classes, complemented by computer assisted learning. This reflects current trends in similar programs across the nation.

For CSKLS 770, Supervised Tutoring, the general curriculum remains the same, but student support has increased. Tutorial Centers and the CSKLS Math Labs are using SSEC funds to increase the number of tutors in an effort to address the needs of disproportionately impacted student populations. Furthermore, the department acted on behalf of the SSEC to purchase an online tutoring program for the college to ensure that distance education students and students with impacted schedules have greater access to tutoring.

The department is working with the SSEC to find better methods for collecting data and evaluating the effectiveness of the additional staff.

The department continues, as usual, to monitor the community, the college, and students for needs that it can address through curriculum, methods of delivery, and instructional strategies.

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

College Skills/Tutorial classes are designed to fill in the gaps that students have even after having attended high school. However, the gaps are so varied that the CSKLS curriculum starts from scratch to prepare students for college--basically assuming that students have retained little of the information they once learned and need to start with a new foundation.

However, the department does make sure that the materials and software in the Academic Skills labs and classes directly support the Common Core and the GED test, which represents a high school education.

### 5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

College Skills does not have any transfer level courses. However, the Tutorial Centers offer tutoring for transfer level and make sure that tutors are familiar with the curriculum for those classes and programs for which they tutor.

### 5.11a Labor Market Demand (Occupational Programs ONLY)

The College Skills/Tutorial Department does not have any CTE programs, though by Fall 2017 it will have noncredit contextualized math courses as part of new noncredit CTE certificates.

### 5.11b Academic Standards

College Skills is responsible for ensuring that students who complete the second step of the Math and/or English Pathway (CSKLS 372 and CSKLS 313, respectively) are prepared for the next level of class in the Math or English department. Therefore, it is essential that academic standards be consistent not only across the department, but with the expectations of the Math and English departments as well.

### **English Pathway**

In the reading/writing courses, only five (at most) instructors are involved. Since each 7-unit course is team-taught, instructors routinely discuss standards, grades, and challenging situations. Over several semesters, the teams are mixed to some degree, which means that course expectations and grading criteria apply to all sections. Also, because instructors are often scheduled in the ASK Lab at overlapping times, they have a chance informally to discuss standards. They use common rubrics and many common materials, so consistency in grading is routine. The new CSKLS faculty hired to teach English Pathway classes has been a great catalyst for connecting CSKLS learning communities with the college as a whole through widely publicized projects and the SRJC Reads program.

### **Math Pathway**

Many more of the CSKLS faculty members teach math classes, but academic standards and grading policies remain consistent because they are clearly stated in the common syllabi, homework, computer exercises, quizzes, tests, and final exams. Any questions about standards or grading are discussed and addressed collaboratively during math lab meetings. Recently, faculty (both regular and adjunct) worked in several areas that related to academic standards, including the selection of a new textbook for CSKLS 371, the development of the new math software, and the assessment of CSKLS 372 students in areas of critical thinking and word problems, and (as a result of that assessment), the revising of the geometry section of the CSKLS 372 final.

### **CDCP**

On the noncredit side, assigning noncredit grades has given the instructors an opportunity to discuss assessment and expectations of these students. The result of these very productive discussions has been the development of a rubric based on the outcomes for the three levels of the Basic Academic Skills courses. This rubric is discussed and modified if necessary towards the end of every semester. The changes in the GED have meant that students must reach a higher level of achievement to pass CSKLS 733. The new format of the Launch Program is designed to be more inclusive of students who need to develop academic skills for the workforce or for college placement tests.

## 6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	06	01	Improve services for students, support for department faculty and staff, and coordination between campuses and centers.	Hire, orient, train, support, and evaluate new part-time IAs.	Fall 2016	Completed.
0002	ALL	02	01	Improve leadership, innovation, stability, and quality instruction in department.	Improve full-time to adjunct faculty ratio to come closer to ratios of Math and English Departments.	2016/2017	Despite hiring 2 new FT instructors, department remains at 7 FT faculty due to retirements and reduced loads. Ratio has not improved.
0003	ALL	02	01	Increase number of sections and methods of instruction for College Skills Math and English classes.	Substantially add instructors to adjunct faculty pool.	2016/2017	Due to Academic Senate questioning of CSKLS Minimum Qualifications, adjunct hiring begun in Fall 2016 was delayed. Will take place in Summer 2017. One emergency hire took place.
0004	Santa Rosa	02	01	Improve instruction and learning by integrating technology in the lab	Complete smart room features in CSKLS Math Lab.	Fall 2016	The Provide computer provided by IT seems adequate for lab needs. No need to create a smart classroom.
0005	ALL	02	01	Meet the needs of students seeking preparation for GED and Launch career readiness and college prep components.	Purchase new or continuing software and materials directly related to new GED and provide ongoing training to all noncredit CDCP instructors and IAs as program moves to managed enrollment model.	2016/2017	Existing software renewed till March 2018. Will need to be renewed again. Two years of new ABE software purchased; staff have been trained as well.
0006	Santa Rosa	01	01	Improve support for Math Lab and Tutorial Center instructors and increase individualized instruction for students.	Stabilize regular and STNC staffing in Santa Rosa through conversion and other funds.	2016/2017	Santa Rosa IA Sr. became a 40 hr/wk CSKLS position through STNC conversion of BSI funds (18 hr/wk BSI funded).
0007	ALL	01	02	Improve student access to learning support services at all sites.	Manage new CSKLS and Tutorial Center websites.	2016/2017	AA was on medical leave for most of the academic year, so website improvement has been limited.
0008	ALL	01	02	Provide greater assistance for "the whole student" for CDCP students and for students in first levels of English and Math Pathways.	Maintain strong communication and advocacy role with the Student Success Committee, Basic Skills Committee, Adult Ed, and Noncredit Student Success Committee. for basic skills students.	2016/2017	Efforts to strengthen communications have been difficult due to lack of full-time faculty time and lack of direction and contact from Adult Ed. However, some progress has been made in communication.
0009	Santa Rosa	02	01	Improve student access to learning support services at all sites.	Monitor effectiveness of online tutoring program.	2016/2017	Accomplished. Even with transition to NetTutor, many students are using online tutoring.
0010	ALL	02	01	Support CSKLS faculty in developing and integrating basic skills best practices, online homework, and technological support.	Provide department workshops for discussion, sharing, demonstration, and training in effective teaching practices and integration of technology.	2016/2017	Adult Ed and NCSSSP have helped fund workshops and conferences for Launch faculty and staff. BSI funds were used for curriculum development workshops for CSKLS math adjunct.
0011	ALL	02	01	Improve student success and persistence in Math Pathway.	Work with Math Department on innovative programs (e.g., Statway) so role of CSKLS is clear.	2016/2017	Discussions are ongoing. No real change in Math Pathway at this point.



## 6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	Data analysis: CSKLS needs help getting data on student success from institutional mechanisms. It is very difficult to access useful data such as students who take CSKLS math and then get a certificate, or students who move from noncredit to credit.
ALL	Data analysis: Data provided by District indicates significant drop in student retention and success. Department has determined that over 60% of students in CSKLS reading/writing classes (312/313) have identified and significant learning or other disabilities. Support from DRD has been limited and retention of this population is low. Department continues to hire its STNC instructional facilitator to provide additional support for those students.
Santa Rosa	Data analysis: 90% of CSKLS math instructors regularly use technology in the classroom and would like to use the same technology (computer with projector and screen) in the CSKLS Math Lab. The Math Lab is in the process of being converted to a smart room.
Santa Rosa	Data analysis: A high percentage of students surveyed after Math Jam sessions indicate that the 2-hour session made a difference in their confidence and/or their retake score. Math Jams are fulfilling their function and are now funded and tracked by Student Success, although an experienced CSKLS instructor still runs the workshops.
ALL	Data analysis: Based on information from sources from Adult Ed, Student Equity, and Noncredit Student Success and Support Program, data regarding passage of the GED, students moving from noncredit to credit, noncredit to certificate programs, and persistence in Math and English pathways is essentially non-existent, so it is hard to determine the effectiveness of the program. Department needs direction and support from college to access and provide useful data in these areas.
ALL	
Santa Rosa	Data analysis: The CSKLS English Pathway courses (CSKLS 312 and 313) have determined that a dedicated lab, rather than DHR hours, increases student success. Since instructors have been successful in scheduling labs to follow lecture, curriculum will be changed to make labs scheduled.
Petaluma	Data Analysis: PET Tutorial Center has received Student Equity funds for tutors to meet the needs of more math students. Spanish GED classes have very wide range of skill levels among students, so two levels of GED are now being offered and enrollment has increased.
Santa Rosa	
Santa Rosa	Data analysis: 80% of CSKLS faculty use technology. Not all are able to be accommodated with smart classrooms. CSKLS needs another dedicated smart classroom.
ALL	
ALL	Data analysis: Rate of passing the GED has increased due to revisions in the CSKLS CDCP program based on training for instructors and more direct instruction for students. Students are even more successful on the HiSET, so department will shift focus to that test in Fall 2017.
ALL	Data analysis: The department has 7 full-time faculty, which includes the chair, 2 on reduced load, and 4 that are tenure track. It has 64 adjunct faculty, all of whom are currently working. The District percentage of 37% FT : 63 % ADJ does not correctly reflect how skewed the ratio is and difficult the lack of dependable, full-time involvement makes all department operations: SLO assessment, scheduling, evaluations, curriculum development, etc. Added to this are the 25 classified employees that need evaluations and the 16 STNCs that need PAFs, scheduling, and orientation. THIS DEPARTMENT CONTINUES TO NEED MORE FULL-TIME FACULTY to adequately serve basic skills and tutorial students.

## 6.2b PRPP Editor Feedback - Optional

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## 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	01	Improve leadership, innovation, stability, and quality instruction in department.	Improve full-time to adjunct faculty ratio to come closer to ratios of Math and English Departments.	2017/2018	Faculty and staff time for committess to hire FT faculty for Petaluma for Spring 2017 and 2 FT math instructors for SR.
0002	ALL	02	01	Increase number of sections and methods of instruction for College Skills Math and English classes.	Substantially add instructors to adjunct faculty pool.	Summer and Fall 2017	Time required by department chair, CSKLS faculty, and LAAF dean to hire new adjunct faculty for credit and noncredit positions. Particularly seeking bilingual instructors.
0003	ALL	02	01	Increase enrollment and retention in all sections, credit and noncredit.	Use outreach resources available through Adult Ed to promote CSKLS programs.	2017/2018	
0004	Santa Rosa	02	01	Improve instruction and learning by integrating technology in the lab	Ensure that ProVise computer is installed in SR Academic Skills Lab.	Fall 2017	IT updates and communication.
0005	ALL	02	01	Meet the needs of students seeking preparation for GED and Launch career readiness and college prep components.	Ensure funding for existing GED preparation software.	Spring 2018	New and continuing software will need to be purchased (yearly license) and installed; part-time faculty and staff will need to be paid for planning sessions and curriculum development.
0006	Santa Rosa	01	01	Improve support for Math Lab and Tutorial Center instructors and increase individualized instruction for students.	Stabilize regular and STNC staffing in Santa Rosa and Petaluma through conversion and other funds.	2017/2018	Funds from District, Student Success, and/or Basic Skills Initiative to pay for additional staff, as proposed.
0007	ALL	01	02	Improve student access to learning support services at all sites.	Manage new CSKLS and Tutorial Center websites.	2017/2018	Training for AA and IAs.
0008	ALL	01	02	Provide greater assistance for "the whole student" for CDCP students and for students in first levels of English and Math Pathways.	Maintain strong communication and advocacy role with the Student Success Committee, Basic Skills Committee, Adult Ed, and Noncredit Student Success Committee. for basic skills students.	2017/2018	Faculty time (need for more full-time faculty).
0009	ALL	02	01	Support CSKLS faculty in developing and integrating basic skills best practices, online homework, and technological support.	Provide department workshops for discussion, sharing, demonstration, and training in effective teaching practices and integration of technology.	2017/2018	Funds to pay adjunct faculty participation in department workshops and projects.
0010	ALL	02	01	Improve student success and persistence in Math Pathway.	Work with Math Department on innovative programs (e.g., Statway) so role of CSKLS is clear as innovation takes place.	2017/2018	Time for CSKLS FT math faculty to meet with Math Dept. faculty. Funding for conferences.