

Santa Rosa Junior College

Program Resource Planning Process

College Skills 2021

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 foundational 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

- Maintaining a recently re-tooled 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 College Skills counselor visits all College Skills classrooms and is available at least twice a week in Analy 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, foundational 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 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's ongoing partnerships with Adult Education, HEP, and the Sonoma County jails are exemplary models of such connectivity and collegiality. Additionally, 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 361-364, Various math topic short courses (effective Summer 2019)
- CSKLS 371, General Arithmetic
- CSKLS 372, Pre-Algebra
- CSKLS 373, Foundations of Mathematics (effective Fall 2019)
- 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 three different configurations:

1. Independent study, computer assisted lab format (the ASK Lab) at the Petaluma campus and on a limited basis at the Santa Rosa campus.
2. As self-contained classes for the bilingual Spanish sections in all locations (Petaluma, Santa Rosa, and Southwest Santa Rosa Center).
3. As self-contained, English language sections at the Santa Rosa campus (pilot begun Spring 2019 - CSKLS 731 & 732 only).

The Department was instrumental in developing the jails (IGNITE) program. 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. At both the Santa Rosa and Petaluma campuses, there are locations outside the Tutorial Centers where CSKLS 770 support is provided for a variety of below-transfer and transfer level students - e.g., Anatomy, College Skills math courses, etc.

College Skills credit, noncredit, and tutorial programs serve a range of 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
- discover that there are gaps in foundational 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 College 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.-5:00 p.m.

Academic Skills Lab

- Open Mon.-Thurs. 11:30 a.m.-2:30 p.m.
- Staff coverage is an instructor.

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

- Open Mon.-Thurs. 9:30 a.m-4:30 p.m.
- Staff Coverage: Class instructor and instructional assistant.

College Skills Drop-in Math Lab

- Open Mon.-Thurs. 9:00 a.m.-4:00 p.m., Fri. 9:00 a.m.-2:00 p.m.; Sat. 10:00 a.m-1:00 pm
- 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.

Noncredit CDCP Classes (English language based)

- Monday-Thursday, 9:00 am-1:00 pm and Tuesday/Thursday, 4:30-7:00 pm
- Staff Coverage: Class instructor and instructional assistant.

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 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

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

Petaluma Campus

- Tues. & Thurs., 8:30 a.m. - 4:30 p.m.

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. Recent such factors are: (1) effects stemming from AB 705, which will be fully implemented at SRJC in Fall 2019, (2) the combining of the Basic Skills Initiative (BSI), Student Equity (SE), and Student Success & Support Program (SSSP) funds under the single umbrella of the Student Equity & Achievement (SEA) Authorization, and (3) the Vision for Success.

College Skills Students in the era of AB 705

The department is working within its own curriculum structure and with the college to support students who choose to take foundational math and English classes before enrolling in transfer-level courses. Efforts include:

- Designing a “Pre-Stats” curriculum (CSKLS 373) to serve as a one semester prep course for students on the Statistics and Liberal Arts Math (SLAM) pathway
- Facilitating training for Instructional Assistants and faculty in best practices for tutoring Statistics
- To the extent possible we have tried to collaborate with the Math and English departments to share our expertise in working with students who need extra support in math and English.

SEA Authorization

Many SEA recommendations align with current practices in College Skills. These include:

- having a counselor who makes 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 foundational skills
- providing tutoring to support College 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 by facilitating the adoption of an online tutoring program and transition to NetTutor.

Conclusion

College Skills/Tutorial is the foundational 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 instructional practices for all students, as well as providing tutorial assistance.

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 budget covers basic supplies (such as copies) and services (such as student workers). Every semester, we conduct and attend several outreach events/efforts to promote and for people to be aware of our services. We make copies, work with the Graphics

office to create flyers and posters. The influx of students at our tutorial centers also means an increase in supply needs (papers, markers, etc.). The CSKLS courses under the IGNITE program requires texts/consumables and so with our GED program. The creation of a new Math course in response to AB 705 full implementation requires us to incorporate the use of graphing calculators in the classroom in order to fully prepare students in their transfer level Math courses. In order for our programs and services to be current and address the needs of our students, staff trainings, attendance to conferences, curriculum development, department projects are necessary. It is and will always be one of our goals to provide and allow professional development opportunities to all members of the department.

Funds from Student Equity, Basic Skills, and the Adult Education Block Grant have covered textbooks, software, and staff training in the past.

Where Additional Funds Are Potentially Needed

We need additional funds for the following:

- Production of flyers and other materials for outreach (Tutorial Centers, GED/CDCP program, IGNITE program, credit courses) - Our current budget for graphics production and other supplies need are insufficient to meet our outreach needs for our different programs.
- Purchasing materials and consumables for the Tutorial Centers, IGNITE program, and the CDCP program - Each of our programs has different needs in terms of supplies and consumables.
- Purchasing materials for credit classes - The creation of our new math course in response to AB 705 requires graphing calculators to fully prepare our students. A one time purchase of a classroom is adequate.
- District or grant help in renewing or purchasing software licenses specifically to offer virtual tutoring in addition to in-person sessions.
- Renew/Purchase software for our GED/CDCP program - We used grant funds to this in the past since it isn't within our budget.
- Funds to allow faculty to participate in department projects (such as software evaluation and training), curriculum development, and attendance at conferences, which have greatly enhanced faculty and staff innovation. This is especially important since Jan. 2018, when AB 705 became law, necessitating a whole-sale overhaul of our math and English pathway courses. Our Tutorial Centers are also impacted by the AB 705 full implementation. More and more students stay longer for tutoring sessions. Our tutors need the support in terms of pedagogy and effective tutoring practices.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Santa Rosa	02	01	\$1,000.00	Increase in graphics budget to cover materials for SRTutorial Center
0002	Santa Rosa	02	01	\$4,500.00	Funds for instructor set of graphing calculators for classroom use
0003	ALL	02	01	\$6,000.00	Support faculty travel and internal workshops to promote development of CDCP Launch (GED) program, math acceleration, and effective tutorial practices.
0004	Petaluma	02	01	\$500.00	Increase in graphics budget to cover materials for Petaluma Tutorial Center
0005	Santa Rosa	02	01	\$2,500.00	Increase in graphics budget to cover materials for CSKLS/Tutorial department outreach (GED,IGNITE, and credit classes)
0006	Other	02	01	\$3,000.00	Funds for texts and consumables for jail (IGNITE program) classes.
0007	ALL	02	01	\$2,500.00	Additional High School Equivalency textbooks/materials in Spanish and English.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
IA Tutorial & CSKLS PET	22.80	11.00	Lead IA. Duties include tutoring students in science, math, and Spanish; assisting instructors and tutoring students in CSKLS Math Lab.
IA Tutorial PET	35.00	11.00	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.
IA CSKLS SR	15.00	11.00	Lead IA. Job duties include assisting instructors and tutoring 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.
IAs Tutorial PET	57.50	10.00	3 instructional assistants (IA). Duties include assisting instructors and tutoring students in Math, Life Sciences, Computer Science & English/Writing (both w/ an emphasis on Basic Skills), and as needed, working with students in adjacent CSKLS Math Lab. IA 1 works 12.5 hrs/wk; IA 2 works 20 hrs/wk; IA 3 works 25 hrs/wk
IA CSKLS SR	19.00	12.00	Position is 19 hr/wk District funded. Job duties include assisting instructors and tutoring 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.
AA II CSKLS SR + PET	40.00	10.00	Supports faculty, IAs, and students. Works w/ the FT faculty and dept. chair to handle dept. purchasing and budgeting needs; maintains timesheets and other personnel records.
IA CSKLS SR	6.00	11.00	Position is 6 hr/wk District funded. Duties include tutoring students and assisting instructors in all CSKLS labs.
IAs Tutorial SR	112.50	10.00	5 Instructional Assistants (IA). Average number of hrs/wk is 22.5, but ranges from 11-34 hrs/wk. They all work during Fall and Spring semesters only. Main duty is tutoring students individually or in groups in writing, math, sciences, statistics, and some specialized areas, such as business and foreign languages.
IAs Tutorial SR	90.25	11.00	3 Instructional Assistants (IA). Average number of hrs/wk is 30, but ranges from 24.7-35.55 hrs/wk. They all work during Fall, Spring, and Summer. Main duty is tutoring students individually or in groups in writing, chemistry, physics.
IA Tutorial SR	30.50	11.00	The primary duty of this position is to handle and organize the application, hiring, orientation, and scheduling of student tutors. In a regular semester, we hire an average of 45 student tutors. This includes timesheets, budgeting needs, scheduling of tutoring appointments for individual and/or group sessions. Our regular AA retired and the position wasn't replaced.
IA Tutorial SR	19.00	10.00	Lead IA for Statistics tutoring. (Resigned)

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
Student Workers CSKLS SR	30.00	9.00	Usually 2-3 student workers. Average hrs/wk varies from 6-10. Duties include assisting students at the Tutorial Center front desk.
Student Workers Tutorial SR	90.00	9.00	Up to 40 individuals with hours ranging from 2-10. 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.
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.

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 (Instructional Assistants) 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. The department rely on a substantial number of classified staff and student workers to serve as tutors and lab assistants on both campuses.

Our combined FTES for FY 2019-2020 is 127.56, a drastic change from our previous FTES. This could be attributed to the decline in enrolment district wide, AB 705 full implementation, and the

pandemic. The number of credit English and Math course offerings in this department significantly decreased as anticipated with the AB 705 full implementation . In addition, our current FTE-F: FTE-SS of 0.57 is a significant shift from what the department used to have (around 1:1). This dramatic change is due to the loss and lack of replacement of both faculty and classified staff.

It is important to note that our non-credit courses that include CSKLS 770 - Supervised Tutoring are positive attendance based. The tutorial centers rely on instructional assistants and student workers. In spite of the institution's student headcount decrease in Fall 2019; the semester AB705 was fully implemented, the Santa Rosa Tutorial Center alone recorded a 4% increase in terms of headcounts; 7% increase in the number of visits; 5% increase in the total amount of time spent with our tutors. These data were obtained from the timekeeper report which we use to track positive attendance hours and compared to Fall 2018 report. Given this information, the need for support staff - especially in our tutorial centers - is evident to provide more academic support.

Santa Rosa Tutorial Center				
		# of Students Served	# of Visits	Time Spent (Hours)
2015	Spring	2,141	16,222	25,147.735
	Summer	336	1,125	1,472.829
	Fall	2,019	14,911	24,002.241
2016	Spring	1,963	15,741	26,556.535
	Summer	318	1,664	2,458.495
	Fall	1,979	15,498	24,129.525
2017	Spring	1,811	15,061	24,590.859
	Summer	265	1,135	1,575.111
	Fall	1,622	11,884	19,004.687
2018	Spring	1,657	12,712	20,761.703
	Summer	294	1,414	2,020.967
	Fall	1,560	12,229	19,990.922
2019	Spring	1,497	13,294	21,935.007
	Summer	247	1,077	1,573.325
	Fall	1,616	13,112	20,916.973

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

As already stated above, in light of the ERI and AB 705 the department does not have adequate classified support in its Tutorial Centers (i.e., at both the Santa Rosa and Petaluma campuses). Furthermore, with the changing demographics of students we serve especially at our tutorial centers, bilingual tutors in both STEM and Reading/Language Arts (RLA) must be considered.

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. 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 only current unfilled position in the College Skills/Tutorial Department is for an Instructional Asst., Sr., 47.50% STEM tutor position at the Santa Rosa Tutorial Center due to resignation. However, with the loss of our full-time Administrative Assistant in the Santa Rosa Tutorial Center we have had to delegate many tasks to other classified Instructional Assistants and Student Workers. This has resulted in fewer "on the floor" tutoring hours at a time when AB 705 is sending students to the Tutorial Center in droves. Additionally, the requests for one-on-one appointments has drained our Student Worker budget and we have had to limit the number of appointments

available for students. In order to meet the needs of all students during this time of transition under AB 705, it is essential that we receive administrative support and additional Student Worker funds.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	02	01	Instructional Asst., Sr.--19 hr/wk, 10 mo., STEM	(resignation - replace)	Classified
0002	ALL	01	01	Student Tutors, SR and Petaluma Tutorial Ctr	(continue)	Student
0003	Santa Rosa	02	01	Instructional Asst., Sr. - 20 hr/wk, 12 mo.	Bilingual RLA Tutor	Classified
0004	Santa Rosa	02	01	Instructional Asst., Sr. - 20 hr/wk, 12 mo.	Bilingual STEM Tutor	Classified
0005	Santa Rosa	02	01	Administrative Asst., SR Tutorial Ctr - 40 hr/wk	(retirement - replace)	Classified
0006	ALL	02	01	Instructional Asst., Sr. GED Labs - 20 hr/wk	Bilingual GED Lab IAs	Classified

2.3a Current Contract Faculty Positions

Position	Description
Department Chair/Instructor SR	Current chair and oversees the SR Tutorial Center
Anchor Faculty/Math Instructor, Petaluma	Teaches CSKLS Math and supervises Petaluma Tutorial Center; Coordinates the Launch (GED) program
Instructor, CSKLS Math SR	CSKLS Math instructor, Santa Rosa. Also lead faculty for STEM tutoring and IGNITE program
Instructor, English Pathway and CDCP	Lead instructor for CSKLS English Pathway; coordinates CSKLS Learning Communities, reading/writing curriculum,
Instructor, CSKLS Math SR	CSKLS Math instructor; liaison with Math Department.
Instructor, CSKLS Math SR	CSKLS Math instructor; SLO assessments.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
College Skills/Tutorial, Petaluma	1.0000	24.0000	3.2800	76.0000	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.
College Skills/Tutorial, Santa Rosa	5.0000	29.0000	9.2000	70.0000	District figures are corrected and used Fall 2019 data due to a faculty on sabbatical leave in Fall 2020. Due to recent trends in student enrollment within our department, there has been a corresponding loss of adjunct faculty serving within our dept. - leading to a normalization of ratios to the current 29%:70% (Which is approaching what should be 50%:50%).

2.3c Faculty Within Retirement Range

At this point, 50% of the full-time faculty members are at the 55+ age.

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

CURRENTLY THE CSKLS DEPT. IS NOT REQUESTING ANY ADDITIONAL FACULTY.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
------	----------	----	---	------------	--------------------------

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

Instructional Equipment (All Locations)

All of the requests involve the College Skills Tutorial Centers. All of these relate directly to Student Equity and Achievement (SEA) Authorization criteria and goals, as well as the Strategic Plan in terms of both Academic Excellence and Student Success.

1. Santa Rosa Tutorial Center: Interactive Flat Panels for study rooms. Given that our Tutorial Centers are experiencing an increase in numbers of students using our services as a result of AB 705 as well as the variety of disciplines we tutor, we are utilizing our study rooms more and more for small group sessions. These interactive flat panels will allow tutors and students to access technology that will make tutoring sessions more interactive and effective. An example is a tutor leading an Anatomy and Physiology group session where materials are shown from an Interactive Flat Panel rather than using extra time to draw on the whiteboard for visuals.

2. Basic Headphones with Microphones. One thing that we learned from this pandemic is the opportunity to offer virtual tutoring in addition to our in-person tutoring services. These headphones with microphones will be used for this purpose. Furthermore, students are also welcome to use them.

3. Reference books in Tutorial Centers. Given that textbooks are constantly changing as well as different textbooks used by instructors, and many students do not have a textbook, both the Petaluma and Santa Rosa Tutorial Centers have an on-going need to replenish their reference materials/books. Our tutors (faculty, instructional assistants, and students) also need these textbooks to stay current with the materials used in the classrooms and be more efficient when providing instructional support.

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

1. Virtual Tutoring Platform. The pandemic made us realize that virtual tutoring is not bad at all. The goal is to offer and provide options to students in terms of our tutoring services. In addition to in-person tutoring, the Tutorial Centers would like to offer our services virtually. This platform will be helpful in connecting our students and tutors at the same time will ensure that hours will be tracked for apportionment purposes.

The College Skills Launch Program (noncredit CDCP Academic Skills/GED Prep) must annually renew HSE (High School Equivalency) Test Prep software, as listed below:

- 2. GED/HiSET Academy Software.** The department has been using the GED/HiSET Academy for 5 years now and found that its interactive program has been very effective in leading students to success.
- 3. 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 in Spanish.

Non-Instructional

Move College Skills/Tutorial Program to a more central location on the Santa Rosa Campus. The current location in Analy Village isolates College Skills students from activities and services provided in Bertolini, Doyle, and Plover. If moved, the College Skills program requires 2 computer labs, 2 dedicated classrooms, and office space for the administrative assistant, instructional assistants, adjunct faculty, and 6 full-time faculty.

- 1. Faculty desktop computer.** This will be for the Santa Rosa Tutorial Supervisor's office.
- 2. Computer monitors.** These computer monitors will be for the Santa Rosa Tutorial Center supervisor and the front desk person. These are valuable specifically when working with scheduling (department course offerings, tutor schedules, tutoring appointments, etc.).

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	02	01	Interactive flat panels for TC study rooms	3	\$7,000.00	\$21,000.00	A. Flores	4254, 4255, 4256	Amy Flores
0002	ALL	02	01	Basic headphones with microphones	30	\$40.00	\$1,200.00	A. Flores	4251	Amy Flores
0003	ALL	02	01	Reference books for Tutorial Center Student use	10	\$150.00	\$1,500.00	A. Flores	4251	Amy Flores

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	04	07	"ITG" Faculty Desktop Computer	1	\$1,500.00	\$1,500.00	A. Flores	4251	A. Flores
0002	Santa Rosa	04	07	"ITG" Computer Monitor	2	\$200.00	\$200.00	A. Flores	4251	A. Flores

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	02	01	Virtual Tutoring Platform (annual)	1	\$7,725.00	\$7,725.00	A. Flores	4251	Amy Flores
0002	ALL	02	01	GED Academy software (annual)	1	\$7,000.00	\$7,000.00	A. Flores	601	Amy Flores
0003	ALL	02	01	GED Online Software (annual)	0	\$650.00	\$650.00	A. Flores	601	Amy Flores

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	02	01	Urgent	TBD	TBD	\$0.00	Move College Skills offices, labs, and classrooms closer to Campus Center (e.g., to Doyle or other area).
0002	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

College Skills/Tutorial has a long-term goal of moving to a more centrally located facility.

All research on student success emphasizes the importance of a centralized location for programs such as College Skills, Tutorial and GED. As a long term goal, plans need to be made and executed for a permanent, centrally located facility to house College Skills labs, classrooms, Tutorial Centers, and faculty and staff workspace on the Santa Rosa and Petaluma Campus. Such a move will provide advantageous adjacencies with ESL, English, Math, Disability Resources, and Student Services. With the upgrades and changes being made through bond funds, now is a perfect time to implement this project.

Specifically, in a new site on the Santa Rosa campus, College Skills/Tutorial needs the following:

- 2 Smart classrooms
- 1 computer classroom
- 2 Smart Computer Labs: one 1.5x classroom size; one 2x classroom size with Ω size interior classroom
- 6 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 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 Initiative funds, Adult Education Block Grant (AEBG) 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 launched a pilot during Spring 2019 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. 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.

Two out of three of our most recent full-time faculty hires for the department are bilingual (i.e., English and Spanish), and will be working with both the CDCP program and teaching credit writing/reading and math classes.

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

The department provides instruction in foundational math, reading, writing, and technology in order to fill in academic education gaps of community members who wish to move forward with 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. In addition, faculty and staff accept and support all students, whether they are just trying out college, currently or formerly incarcerated, or are returning to change careers. Through NCSSSP, SSSP, and Adult Education Block Grant (AEBG) funds, the department will extend its outreach and also strengthen its connections with other community services and 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 instructional 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 Canvas, 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 regularly scheduled department meetings and updates from lab coordinators and the chair.

3.4 Safety and Emergency Preparedness

Safety Trainings

The Building Safety Coordinator has participated in required training and communicated pertinent information to the chair and other department members. 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.

Building and Area Safety Coordinators

In the College Skills buildings in Analy Village, the responsibilities as Building Safety Coordinator has shifted to the new full-time administrative assistant.

BUILDING AND AREA SAFETY COORDINATORS						
Bldg #/Name	BSC Area	ASC Area	Administrative Support	Department	Name	Respo Area
Analy Village Bldgs E, F, G, H, I	?	?	Robert Holcomb	College Skills Dept.	Mindy Graham	Analy Vil Bldgs E, I
Doyle Library, Tutorial Ctr.	?	?	Alicia Virtue	Santa Rosa Tutorial Ctr.	Friedl Mahl	Room 42
Doyle Hall, PET	?	?	Catherine Williams	CSKLS/Tutorial Dept.	Lynn Erikson-Rhode	Doyle Ha 247 and

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 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 Analy Village Building G have "automatic" lights that do not turn off by themselves, and thus stay on long after everyone has gone home. The facilities office has been notified but has not followed up.
- The practice of using Timesheets for the 35+ faculty assigned to Drop-in 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.

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 Spring 2017 Results meet expectations.	2021	Next assessment will determine effectiveness of new scheduled lab, textbook, and new final exam
CSKLS 372	Spring 2012 Spring 2017 Results meet expectations.	2021	Same as above, plus the new final exam.
CSKLS 100	Spring 2009 Spring 2015 Results meet expectations.	None unless course is reinstated	
CSKLS 312	Spring 2012 Spring 2018	2024	Course revised Fall 2012, added to Pathway.

	Results meet expectations.		
CSKLS 312.1	Spring 2014 Results meet expectations.	2020	Online courses. High results. CSKLS 312.3, 3 rd 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 Spring and Fall 2017 Results meet expectations.	2023	Data used for Basic Skills discussions
CSKLS 731, 732, 733	Spring and Fall 2011 Spring and Fall 2017 Results meet expectations.	2021	Assessment for Fall 2021 and Spring 2022 will determine if new managed enrollment format (as of Spring 2019) 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, since 2014 the 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 implemented a managed enrollment structure in Spring 2019 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 and the rewriting/restructuring of the final exam anecdotally seems to be effective.

CSKLS 312, Grammar and Writing Review, currently two sections, one taught by an adjunct instructor and the other taught by a full-time instructor, was 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 that 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. Conclusion: this class is challenging to teach because of the range of levels.

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. 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. Since the previous assessment in Spring 2014, The college has shifted entirely to Canvas, which will require aspects of this course to be changed again - and therefore 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 revamping of the GED which occurred in 2014 (and, made it considerably more difficult), led our department to reconfigure our CSKLS 731/732/733 program from an "open lab" model to a managed enrollment model starting Spring 2019. We are hoping this will lead to an increase in achievement of outcomes.

Math Pathway classes: Most sections of CSKLS 371 & 372 classes were surveyed in Spring 2017 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.

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 College Skills 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's clear that department enrollment has plummeted – primarily due to the change in Math Placement Assessment that went into effect Fall 2016. CSKLS holds 3 sections of noncredit CDCP bilingual-Spanish Academic Skills/GED Prep courses at the Southwest Santa Rosa Center, which is included in "Other Locations"; internal records show enrollment has been fairly steady.

5.1 Student Headcounts The number of students enrolled in each Discipline at first census (duplicated headcount).

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
College Skills (CSKLS)	1511	4494	4417	1481	4287	3848	1385	3633	3308	781	3611	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
College Skills (CSKLS)	287	991	1790	165	990	818	150	751	761	54	650	

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
College Skills (CSKLS)	21	99	165	67	179	247	88	275	221	56	115	

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
College Skills (CSKLS)	1819	5584	6372	1713	5456	4913	1623	4659	4290	891	4376	

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

Balance of Class Schedule

In light of student enrollment drops experienced since Fall 2016 (see details above in "Overview"), and additional enrollment drops now occurring due to implementation of AB 705 at the SRJC campus, we eliminated all evening sections of our math courses as of Spring 2019. It is our hope that the CSKLS math program may regain some traction within the next year, and therefore allow the possibility of bringing back some evening math courses.

On a positive note, we have experienced growth in our CSKLS 731 & 732 courses due to moving the program to a managed enrollment model. Additionally, we have "re-booted" our jail program (now known as IGNITE), which is experiencing growth.

Geographic Distribution

Enrollment figures show that the distribution of courses between 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.

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 in light of AB 705 the department has doubled the number of math online course sections above what would traditionally be offered. We anticipate that these classes will serve as a "safety net" for many students that find themselves ill-prepared for the transfer-level courses they will now be placed in under AB 705.

Additionally, in light of AB 705 the department has re-activated several math short courses that will provide support for students needing foundational math skills development.

In the past two years, due to the popularity of the online tutoring program SmartThinking (launched in Summer 2015), the department has maintained an online tutoring presence with adoption of the state's version of online tutoring (i.e., NetTutor) in Fall 2017.

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.

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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2017
College Skills (CSKLS)	54.3%	89.5%	77.6%	58.8%	92.9%	76.4%	67.8%	82.0%	79.0%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2017
College Skills (CSKLS)	0.0%	101.3%	89.0%	0.0%	107.1%	99.2%	0.0%	78.6%	80.8%

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2017
College Skills (CSKLS)	0.0%	43.3%	42.9%	57.7%	77.6%	68.3%	68.0%	56.3%	17.3%

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2017
College Skills (CSKLS)	54.3%	90.4%	78.4%	58.5%	94.0%	78.3%	67.8%	75.6%	73.9%

Generally, College Skills has a fairly high level of efficiency for our classes--averaging around 82% during the academic year. 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 24 students across locations. This number is appropriate for College Skills courses (the recommendation is 25.) Noncredit classes usually fill later because of their open-entry/open-exit enrollment.

5.2b Average Class Size The average class size in each Discipline at first census (excludes cancelled classes).

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2017
College Skills (CSKLS)	17.2	25.9	22.5	18.1	27.0	22.0	20.2	23.7	22.0

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2017
College Skills (CSKLS)	0.0	101.3	89.0	0.0	107.1	99.2	0.0	78.6	80.8

	FTE S	0.00	39.35	28.08	0.00	31.20	22.36	0.00	19.07	14.56	0.00	15.60	
	FTE F	0.00	2.31	2.02	0.00	1.73	1.47	0.00	1.47	1.18	0.00	1.18	
	Ratio	0.00	17.02	13.89	0.00	18.00	15.18	0.00	12.94	12.35	0.00	13.24	

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

College Skills (CSKLS)		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
	FTE S	0.00	1.34	1.28	4.55	3.53	3.84	1.81	2.36	0.29	0.00	0.00	
	FTE F	0.00	0.18	0.18	0.42	0.24	0.28	0.23	0.56	0.13	0.00	0.00	
	Ratio	0.00	7.56	7.20	10.89	14.70	13.50	7.93	4.23	2.24	0.00	0.00	

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

College Skills (CSKLS)		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
	FTES	16.00	205.81	165.34	19.64	200.13	143.91	15.41	133.53	89.13	17.38	106.58	
	FTEF	2.02	13.46	12.79	2.18	12.51	11.38	1.79	10.53	7.17	1.46	8.32	
	Ratio	7.90	15.29	12.92	9.01	15.99	12.65	8.61	12.68	12.43	11.93	12.81	

5.4 Curriculum Currency

As of Spring 2019, all CSKLS/Tutorial course outlines are current. In Fall 2016 CSKLS 313, Introduction to College Reading and Writing, underwent 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.

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 731 & 732 would be awarded a certificate.

5.6 Student Success

District Data

Below are the tables regarding College Skills student retention, course completion, and GPA. Spring and Fall 2018 figures are higher than previous years, 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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
College Skills (CSKLS)	57.1%	60.3%	59.0%	59.5%	58.9%	63.2%	60.4%	59.7%	56.7%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
College Skills (CSKLS)	71.4%	59.9%	61.3%	0.0%	62.6%	62.3%	37.9%	59.3%	55.2%

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
College Skills (CSKLS)	20.0%	50.0%	44.9%	68.4%	58.3%	74.7%	84.8%	51.3%	62.3%

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
College Skills (CSKLS)	57.7%	59.7%	59.0%	59.6%	59.6%	64.5%	61.5%	58.1%	57.1%

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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
College Skills (CSKLS)	56.7%	56.8%	54.2%	59.2%	53.5%	60.2%	60.0%	57.0%	54.8%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
College Skills (CSKLS)	71.4%	51.4%	58.8%	0.0%	57.9%	59.0%	37.9%	56.0%	51.5%

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
College Skills (CSKLS)	20.0%	50.0%	44.9%	63.2%	57.3%	72.5%	83.3%	51.3%	62.3%

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
College Skills (CSKLS)	57.4%	55.5%	54.8%	59.1%	54.6%	61.5%	60.9%	55.8%	55.1%

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

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
College Skills (CSKLS)	2.11	2.04	1.98	1.92	1.80	2.06	1.91	2.27	2.00

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
College Skills (CSKLS)	0.00	2.11	2.51	0.00	2.02	2.13	0.00	2.02	1.90

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
College Skills (CSKLS)	0.00	2.50	2.00	1.78	1.56	1.99	3.59	0.00	0.00

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
College Skills (CSKLS)	2.11	2.06	2.06	1.90	1.83	2.07	2.18	2.23	2.00

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 its students.

- The department employs several instructors and instructional assistants who are bilingual Spanish/English. They also serve 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 students requiring foundational skills support, particularly key skills such as 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.

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 skills students need.

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	2015-16	Percent	2016-17	Percent	2017-18	Percent	2018-19	Percent
)			t		t		t		t

	White	4638	34.6%	3482	29.9%	2968	28.8%	1812	27.7%
	Asian	546	4.1%	470	4.0%	432	4.2%	277	4.2%
	Black	517	3.9%	403	3.5%	307	3.0%	220	3.4%
	Hispanic	6744	50.3%	6214	53.3%	5585	54.2%	3650	55.8%
	Native American	104	0.8%	86	0.7%	69	0.7%	32	0.5%
	Pacific Islander	53	0.4%	46	0.4%	31	0.3%	16	0.2%
	Filipino	109	0.8%	119	1.0%	75	0.7%	49	0.7%
	Other Non-White	534	4.0%	431	3.7%	383	3.7%	194	3.0%
	Decline to state	151	1.1%	401	3.4%	445	4.3%	286	4.4%
	ALL Ethnicities	13396	100.0%	11652	100.0%	10295	100.0%	6536	100.0%

CSKLS serves fewer white students (28% compared to 39% average in English and Math) CSKLS has 56% Latino/a students (compared to 41% in Math and English averaged), and this figure continues to increase.

CSKLS serves a higher percentage of women (60% compared to Math/English of 52%).

CSKLS has 40% of slightly older students (ages 21-35), close to the percentage of younger students (38% 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 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 College 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. The College Skills department has also converted its "open lab" model of serving CDCP students at the Santa Rosa campus to a managed enrollment model - effective Spring 2019. Early indications are that enrollment and retention have dramatically improved due to this change.

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 the lowest levels of math to transfer level courses 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 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 student needs.

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.

5.9a Curriculum Responsiveness

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

Credit

In light of AB 705, we've decreased the number of face-to-face foundational Math and English classes, and correspondingly increased the number of online or hybrid sections of the Basic Math Review (CSKLS 367.1 & 2) and the Grammar and Writing short skills refresher courses (CSKLS 312.1 and 2). These online courses give students alternative ways to prepare for higher-level math and English 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. Study skills are integrated into all CSKLS classes, and all CSKLS instructors routinely have the College 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.

Noncredit

In response to the sharp drop in numbers of students passing the new GED (a nationwide trend), College Skills is 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 Integrated Student Success and Equity Committee (ISSC) 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 ISSC to purchase the NetTutor 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 ISSC 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.

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, several 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. They use common rubrics and many common materials, so consistency in grading is routine. The 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.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	01	01	Improve support for Math Lab and Tutorial Center instructors and increase individualized instruction for students.	Stabilize IA and AA staffing in Santa Rosa and Petaluma. Provide ongoing training	2019/2020	Funds from District, Student Success, and/or SEA Grant to pay for additional staff, as proposed.
0001	ALL	02	01	Improve student success and persistence in Math and English Pathways.	Implement and continuously improve pre-transfer math and English courses. Work with Math and English Departments innovative approaches.	2019/2020	Time for CSKLS faculty to meet with Math and English Depts. Funding for conferences. Collaboration among math and English CSKLS faculty.
0001	ALL	02	01	Increase enrollment and retention in all sections, credit and noncredit.	Use outreach resources available through Adult Ed and the Southwest Center to promote CSKLS programs.	2019/2020	
0002	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.	2019/2020	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.
0002	ALL	02	01	Support CSKLS faculty in developing and integrating best practices, online homework, and technological support.	Provide department workshops for discussion, sharing, demonstration, and training in effective teaching practices and integration of technology.	2019/2020	Funds from CAEP grant to pay adjunct faculty for participation in department workshops and projects.
0003	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, the Welcom Center, the Outreach team, community partners, Adult Ed, and Noncredit Student Success Committee.	2019/2020	Faculty time
0003	ALL	01	02	Improve student access to learning support services at all sites.	Manage new CSKLS and Tutorial Center websites.	2019/2020	Training for AA and IAs.

6.2b PRPP Editor Feedback - Optional

—

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	01	01	Improve support for Math Lab and Tutorial Center instructors and increase individualized instruction for students.	Stabilize IA and AA staffing in Santa Rosa and Petaluma. Provide ongoing training	2019/2020	Funds from District, Student Success, and/or SEA Grant to pay for additional staff, as proposed.
0001	ALL	02	01	Improve student success and persistence in Math and English Pathways.	Implement and continuously improve pre-transfer math and English courses. Work with Math and English Departments innovative approaches.	2019/2020	Time for CSKLS faculty to meet with Math and English Depts. Funding for conferences. Collaboration among math and English CSKLS faculty.
0001	ALL	02	01	Increase enrollment and retention in all sections, credit and noncredit.	Use outreach resources available through Adult Ed and the Southwest Center to promote CSKLS programs.	2019/2020	
0002	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.	2019/2020	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.
0002	ALL	02	01	Support CSKLS faculty in developing and integrating best practices, online homework, and technological support.	Provide department workshops for discussion, sharing, demonstration, and training in effective teaching practices and integration of technology.	2019/2020	Funds from CAEP grant to pay adjunct faculty for participation in department workshops and projects.
0003	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, the Welcom Center, the Outreach team, community partners, Adult Ed, and Noncredit Student Success Committee.	2019/2020	Faculty time
0003	ALL	01	02	Improve student access to learning support services at all sites.	Manage new CSKLS and Tutorial Center websites.	2019/2020	Training for AA and IAs.

