Santa Rosa Junior College

Program Resource Planning Process

College Skills 2024

1.1a Mission

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

College Skills/Adult Education Mission Statement:
College Skills/Adult Education department's 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/Adult Ed 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 <u>by improving students' foundational skills.</u>*
- *We provide a comprehensive range of student development programs and <u>services that support student success</u> 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 and Adult Ed Spanish academic courses and GED Preparation courses so that they can learn skills and/or 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. The short-term vocational/workforce programs through the Adult Education courses are for students to obtain Career Education (CE) certificates including industry-recognized certification for better employment and/or career advancement opportunities.

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. <u>Some </u>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 Career Development and College Preparation (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 students have access to SRJC student support services and learning support services.
- Increasing intra-department communications among faculty members, classified professionals, and student workers to increase cultural competency among staff and improve productivity and efficiency.

B. Foster Learning and Academic Excellence
- Faculty have attended workshops on a variety of topics related to learning support services, 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.

- Classified professionals at the Tutorial Centers are encouraged to participate in SRJC events and attend trainings/conferences related to learning support services. A few of them used the SRJC ReleaseTime program to attend classes to enhance their tutoring skills. The department's tutorial center team presented at the 2021 Association of Colleges for Tutoring and Learning Assistance (ACTLA).
- 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 and short-term vocational/workforce programs (Career Education).
- CSKLS maintains relationships with the broader community through participation in the Adult Education Block Grant (AEBG) and Sonoma County Adult Education Consortium.
- College Skills courses include noncredit CDCP based classes as well as the first levels of the Math and English Pathways, providing access and support to anyone who want to learn.
- CSKLS through the Santa Rosa and Petaluma Tutorial Centers provide free tutoring for SRJC students needing assistance with coursework in many subject areas, at all academic levels.

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 HEP,the Sonoma County jails, Sonoma County Adult Education, Counseling department, DRD, Lanzamiento are exemplary models of such connectivity and collegiality.
- Additionally, the department established an administrative assistant position that serves on both campuses. The department has full time faculty members assigned at the Petaluma Tutorial Center and Santa Rosa Tutorial Center.
- 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. This brought the college into compliance with attendance regulations and also increased the amount of apportionment allotted for the math classes.
- Tutorial Centers will extend tutoring hours on the weekends.Online tutoring sessions through the SRJC Tutorial Centers will also be available. These efforts will generate additional positive attendance hours that are eligible for apportionment as well as increase in retention and completion. Additional activities are considered (i.e. academic workshops, emporium model math instruction, etc.).
- The noncredit CDCP courses are now coded as optional open-entry, open-exit which allows us the flexibility to set the start and end dates of classes. This change will have a significant impact on retention and completion.
- The partnership with the Sonoma County Adult Education created additional noncredit short-term vocationa/workforce programs (Career Education). It also opened the door to additional resources and ideas to support noncredit programs districtwide.

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
- CSKLS 371, General Arithmetic
- CSKLS 372, Pre-Algebra
- CSKLS 373, Foundations of Mathematics
- CSKLS 312, Writing Skills Development

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 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
- CSKLS 361 - 364, short course versions of Arithmetic and Pre-Algebra
- CSKLS 401/402/402, short noncredit math review courses
- CSKLS 700/701, short noncredit English review courses

The noncredit Academic Skills program offers basic skills review and GED/HiSET preparation through a CDCP sequence of courses (CSKLS 731/732, 741/742 and 733). These are offered in two different configurations:
1. As self-contained classes with computer assisted format for the Spanish sections in all locations (Petaluma, Santa Rosa, SRJC Roseland, and off-site locations).
2. As self-contained classes with computer assisted format, English language sections at the Santa Rosa campus, Petaluma Campus, and SRJC Roseland.

The noncredit Career Education program offers short-term vocational/workforce preparation through a CDCP sequence of courses leading to certificates. (Effective Fall 2022, these programs are under the CSKLS/Tutorial department.)
- Starting a Small Business Certificate
- Small Business Management Certificate
- Financial Literacy Certificate
- Basic Computer Operations Certificate
- Basic Computer Operations for the Workplace Certificate
- Web-based Tools and Applications Certificate
- Introduction to Landscaping I: Plants and Environmental Conditions Certificate
- Introduction to Landscaping II: Irrigation and Non Plant Features Certificate
- Introduction to Building and Construction Trades Certificate
- Child Care Provider Certificate
- Others

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 all students enrolled in credit and non-credit classes at SRJC. Students who attend log in to CSKLS 770, Supervised Tutoring. At the Santa Rosa campus, there are locations outside the Tutorial Centers where CSKLS 770 support is provided - e.g., Anatomy,MESA, etc.

College Skills credit, noncredit, and tutorial programs are offered in online and in-person modalities to serve a range of students, including those who:
- are preparing to take their GED/HiSET, which is necessary for those without high school dipolomas to pass in order to be eligible for financial aid
- are interested in short-term vocational/workforce Career Education (CE) certificates including industry-recognized certification for better employment and/or career advancement opportunities
- 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.-7:30 p.m.

College Skills/Academic Skills Scheduled Lab--This is the lab that follows the lecture of each CSKLS class.
- Mon.-Thurs. 9:30 a.m-4:30 p.m.
- Staff Coverage: Class instructor

Noncredit CDCP Classes (Spanish)
- Monday-Thursday, 9:00 a.m. -9:00 p.m., Saturday 9:00 a.m.-12:00 p.m.
- Staff Coverage: Class instructor

Noncredit CDCP Classes (English language based)
- Monday-Thursday, 10:00 a.m.-8:30 p.m., Friday/Saturday 10:00 a.m. - 12:00 p.m.
- Staff Coverage: Class instructor

Petaluma Campus

College Skills/Academic Skills Scheduled Lab-
- Mon.-Thurs. 9:00 a.m-12:00 noon; Tues. and Thurs. 6-9:00 p.m.
- Staff Coverage: Instructor

Noncredit CDCP Classes (Spanish)
- Saturday 9:00 a.m.-1:00 p.m.
- Staff Coverage: Class instructor

Noncredit CDCP Classes (English language based)

- Monday-Thursday, 10:00 a.m.-8:30 p.m.
- Staff Coverage: Class instructor

SRJC Roseland Noncredit CDCP Classes

- Mon. - Thurs. 6:00 p.m. - 9:00 p.m., Fri. 8:30 a.m. -12:00 p.m., 6:00 p.m. - 9:00 p.m. and Sat. 9:00 a.m.-8:00 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.-7:00 p.m.; Fri. 8:00 a.m.-3:00 p.m.; Saturday-Sunday 11:00 a.m. - 5:00 p.m.
- Staff Coverage: Instructor, Instructional Assistants as available, student tutors, and administrative assistant.

Petaluma Campus
- Mon.-Wed. 9:00 a.m.-7:00 p.m.; Thu. 9:00 a.m. - 6:00 p.m.; Fri. 10:00 a.m.-4:00 p.m.
- Staff Coverage: Instructor, Instructional Assistants, student tutors, and part-time administrative assistant 8:00 a.m.-4:00 Tues/Thurs.

Offsite Noncredit CDCP Classes
- days and times vary every semester

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/Tutorial Department. Recent such factors are: (1) effects stemming from AB 705 (2) the Adult Education courses (Career Education Certifcates) merging with the department (3)Student Equity & Achievement (SEA) Authorization, Vision for Success and (4) the Guided Pathway

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 curricula for noncredit College Preparation Certificates for Math and English to support and prepare students in the transfer level Math and English pathways.
- Facilitating training for Instructional Assistants, faculty, student tutors in best practices for tutoring

- Working collaboratively with Counseling Department, DRD,Outreach Specialists, and other stakeholders to help dessiminate the availability of these courses/resources.

Career Education Certificates - Adult Education Courses
The additional noncredit CDCP program/certificates through the Adult Education courses in partnership with the Sonoma County Adult Education is an expansion of services to provide additional opportunities and options to all students. The programs are designed to increase students' access to education and better employment opportunities.

SEA Authorization
Many SEA and Vision for Success 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 SEA, the department has offered additional student support by facilitating the adoption of an online tutoring program and transition to NetTutor. With the online transition of our SRJC tutoring services due to the pandemic since Spring 2020, there's a need to continue this modality in addition to offering in-person tutoring sessions.

Conclusion
College Skills/Tutorial is the foundational skills department of the College, the center for High School Equivalency test prep and Career Education Certificates in the county, and the heart of learning/tutoring support of the College . The department takes a leadership role in implementing best instructional practices for all students.

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. In order for our programs and services to be current and address the needs of our students, staff trainings, attendance at conferences, curriculum development, and department projects are necessary. It is and will always will be one of our goals to provide and allow professional development opportunities to all members of the department.

Funds from the Adult Education CAEP Grant have covered textbooks, professional development, and faculty collaboration in the past, however eventually those costs will need to be absorbed by the District.Additionally, those resources are only available to faculty who teach a GED or Adult Education class and not for faculty who work in the Tutorial Centers or STEM Success Center.

Where Additional Funds Are Needed

We need additional funds for the following:
- Purchasing the Pisces platform to allow the Tutorial Center to continue to offer online tutoring and collect apportionment. At the moment this cost is being covered by the Chancellor's Office.
- 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. 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. CAEP funds are not available for Tutorial Center professional development.
- Funds for additional student mentors to compensate for the loss of classified staff hours.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	01	01	$10,000.00	Online tutoring platform
0001	Petaluma	01	01	$25,000.00	Lumber, fasteners, sheet metal, other consumables for Carpentry program
0001	Petaluma	01	01	$5,000.00	Servicing sawdust extraction unit and other equipment servicing
0002	Santa Rosa	02	01	$1,000.00	Increase in graphics budget to cover materials for SR Tutorial Center
0003	Petaluma	02	01	$500.00	Increase in graphics budget to cover materials for Petaluma Tutorial Center
0004	ALL	02	01	$6,000.00	Support faculty travel and internal workshops to promote professional development in pedagogy and effective tutorial practices.
0005	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 CSKLS SR (Lindsey)	15.00	11.00	Job duties include assisting instructors and tutoring credit and noncredit students with reading, writing, and math and/or content areas plus assisting with computer work for both credit and noncredit programs.
IA CSKLS SR (Rachel)	19.00	12.00	Position is 19 hr/wk District funded. Job duties include assisting instructors and tutoring credit and noncredit students in with reading, writing, and business and/or content areas plus assisting with computer work 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 (Maya)	20.00	10.00	Job duties include assisting instructors and tutoring credit and noncredit students in math
IA CSKLS SR (Therese)	29.00	11.00	Job duties include assisting instructors and tutoring credit and noncredit reading, writing, and Spanish
IA CSKLS SR (Jack)	35.50	11.00	Job duties include assisting instructors and tutoring math, chemistry, and physics; Hours reduce in the summer to 24-28 hrs/week
IA CSKLS SR (Inge)	25.80	10.00	Job duties include assisting instructors and tutoring credit and noncredit reading and writing
IA CSKLS SR (Nan)	22.00	10.00	Job duties include assisting instructors and tutoring math, chemistry and physics
IA CSKLS PET (Graham)	25.00	10.00	Job duties include assisting instructors and tutoring math, computer science, and writing
IA CSKLS PET (Danielle)	12.50	10.00	Job duties include assisting instructors and tutoring math and biological science
IA CSKLS PET (Stephen)	20.00	10.00	Job duties include assisting instructors and tutoring all levels of math; summer hours funded by SEA grant
IA CSKLS PET (Rocio)	22.80	11.00	Job duties include assisitng instructors and tutoring math, chemistry, noncredit GED and Adult Education classes, Spanish

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Department Chair	27.65	10.00	Department chair with 79% 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
STNC CSKLS SR	25.00	9.00	Average hrs/wk varies. 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	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.

2.2d Adequacy and Effectiveness of Staffing

How do your program staffing ratios compare to the district-wide range?
College Skills/Tutorial/Adult Ed relies on its classifed 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 relies 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 2023-2024 is 245 (Fall 2023 = 119; Spring 2024 = 126).

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. The need for support staff - especially in our tutorial centers - is evident to provide more academic support.

Santa Rosa and Petaluma Tutorial Centers

		# of Students Served	Time Spent (Hours)
2023	Spring	1320	1,610.25
2023	Fall	1628	1,553.85

Offering online tutoring sessions with our in house SRJC tutors will be a part of the new normal. This would mean the need for additional tutorial center support in order to offer tutoring sessions both in-person and online. Note that beginning Fall 2022, the college will not be able to offer pre-collegiate Math and English courses. The tutorial centers are vital in providing the much needed support for students not ready or who lack the foundational skills to take transfer level courses.

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, SRJC Roseland): These sections, which are located on the Santa Rosa and Petaluma campuses and SRJC Roseland, 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?
As classified staff have resigned or retired we have not received authorization to rehire. Additionally, with the loss of our full-time Administrative Assistant in the Santa Rosa Tutorial Center through the ERI, we have had to delegate many tasks to other classified Instructional Assistants and Student Workers. Our short-term solution has been to base our Santa Rosa/Petaluma AA strictly in Santa Rosa leaving the Petaluma Tutorial Center with no on-site admin support. 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 and the pandemic, it is essential that we receive administrative support and additional Student Worker funds. It is important to replace these postions to maintain our tutoring modalities and hours of operations including the weekend hours we implemented the previous semesters.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Petaluma	02	01	Administrative Asst., PET Tutorial Ctr - 20 hr/wk	(retirement - replace)	Classified
0001	Santa Rosa	02	01	Instructional Asst., Sr. - 11 hr/wk	Instructional Assistant (replace) Writing	Classified
0001	Santa Rosa	02	01	Instructional Asst., Sr. - 22 hr/wk	Instructional Assistant (replace) Chem, Physics	Classified
0001	Santa Rosa	02	01	Instructional Asst., Sr. - 34 hr/wk	Instructional Assistant (replace)-bilingual	Classified
0001	Petaluma	02	01	Instructional Asst., Sr. - 35 hr/wk	Instructional Assistant (replace)-STEM Tutor	Classified
0001	Petaluma	01	01	Lab Coordinator for Construction Training Center	Lab Coordinator for Construction Training Center	Classified
0002	ALL	01	01	Student Tutors, SR and Petaluma Tutorial Ctr	(continue)	Student
0002	Santa Rosa	02	01	Instructional Asst., Sr.--19 hr/wk, 10 mo., STEM	(resignation - replace)	Classified
0002	Santa Rosa	02	01	Instructional Asst., Sr. - 20 hr/wk, 12 mo.	Instructional Asst., Sr. Bilingual RLA Tutor (new)	Classified
0002	Santa Rosa	02	01	Instructional Asst., Sr. - 20 hr/wk, 12 mo.	Instructional Asst., Sr Bilingual STEM Tutor (new)	Classified

2.3a Current Contract Faculty Positions

Position	Description
Department Chair/Instructor SR	Current chair and CSKLS Math instructor
Anchor Faculty/Math Instructor, Petaluma	CSKLS Math instructor, Petaluma Tutorial Center lead faculty, Educator Development lead faculty
Instructor, CSKLS Math SR	CSKLS Math instructor and Santa Rosa Tutorial Center lead faculty.
Instructor, English Pathway and CDCP	Lead instructor for CSKLS English Pathway; reading/writing curriculum,
Instructor, CSKLS Math SR	CSKLS Math instructor; liaison with Math Department.
Instructor, CSKLS Math SR	CSKLS Math instructor, lead faculty for Educator Development program

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
College Skills/Adult Education	6.0000	30.0000	14.0900	70.0000	Due to recent upheavals within our department, there has been a corresponding loss of associate faculty serving within our dept. Additionally, with the incorporation of Adult Education into the department and the vaired disciplines of that program, the need for associate faculty with specialized expertise has dramatically increased. The ful-time faculty have very few courses in the department that fit within their discipline expertise. For many disciplines the associate faculty make up 100% of the qualified faculty.

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.

Our full-time Carpentry recruitment has been extended to August 2024.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Petaluma	01	05	Carpentry	

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

Instructional Equipment (All Locations)

1. Santa Rosa Tutorial Center: The Tutorial Centers are a dynamic space where students work inidvidually, with a 1-on-1 tutor, and in small groups. Our furniture does not allow for easy mobility. Additionally, we need to equip our space with appropriate equipment for current technological capabilities. We anticipate students coming in with everything on the computer instead of them carrying books, etc. We need the following to be effecient at providing instructional support.
- Rolling chairs
- Rolling tables with plugs and ports
- Circular tables to replace large, heavy rectangular tables

2. Petaluma Tutorial Center. The Tutorial Centers are a dynamic space where students work individually, with a 1-on-1 tutor, and in small groups. We need to equip our space with appropriate equipment for current technological capabilities. We anticipate students coming in with everything on the computer instead of them carrying books, etc. We need the following to be efficient at providing instructional support.
- Rolling tables with plugs and ports

3. Construction Training Center: To successfully run a carpentry and construction program we need equipment and supplies.

Non-Instructional
1. Printer for Santa Rosa Tutorial Center: Our printer is old and needs to be replaced. The Tutorial Center has become the hub of the department and the printer is used for instructional and administrative tasks.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	01	01	Rolling Chairs	20	$500.00	$10,000.00	A. Flores	4251	Amy Flores
0001	Petaluma	01	02	Forklift or Telehandler	1	$60,000.00	$60,000.00	R. Guerra	CTC	Regina Guerra
0002	Santa Rosa	01	01	Biology and Chemistry models for STEM Success Center:	0	$0.00	$10,000.00	R. Guerra	151	Regina Guerra
0003	Santa Rosa	02	01	Circular tables	5	$500.00	$2,500.00	A. Flores	4251	Amy Flores
0003	ALL	02	01	Rolling tables with plugs and ports	15	$7,000.00	$105,000.00	A. Flores	4251 & PC721	Amy Flores
0004	Santa Rosa	02	02	Study pods, 3 single + 2 double	5	$8,000.00	$40,000.00	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	02	01	Printer	1	$2,000.00	$2,000.00	R. Guerra	Tutorial Center	Regina Guerra

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); currently using Pisces	1	$10,000.00	$10,000.00	A. Flores	4251	Amy Flores

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	02	01	1 Year	Maggini Bldg		$2,000.00	Updated official signage for CSKLS in Maggini

2.5b Analysis of Existing Facilities

Petaluma Tutorial Center has been part of a long-term goal of the Petaluma Campus to create a Learning Commons and relocate Tutorial to a more centrally located facility. We hope that the renovation of the new space can begin soon as we have been in the Mahoney Library Reading Room for several semesters and the space is not adequate for the needs of students.

3.1 Academic Quality

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/Adult Education 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, instructional materials, curriculum development, and professional development have been covered by the Student Equity and Achievement Program funds and the California Adult Education Program (CAEP) 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. The Adult Education courses under the Career Education Programs will follow the same enrollment format.This should increase retention, student persistence into credit classes, and, in the long run, attract more students to the program. It also maximizes apportionment funding.

3. Peer Assisted Learning Specialists Program (PALS) : The department provides oversight with the Lanzamiento and SEA funded PALS program. PALS who work directly with faculty members and students in the classrooms play an important role in connecting students to various student support and learning support services, one of which is tutoring. This not only maximizes apportionment funding, but increases retention and completion.

4. Career Education Certificates (Adult Education courses - noncredit short-term vocational/workforce programs): The partnership with Sonoma County Adult Education created additional noncredit short-term vocationa/workforce programs (Career Education). It also opened the door to consolidation of resources and opportunities to support effective

implementation (i.e. student support, faculty trainings, funding for conferences, outreach efforts, etc.) of noncredit programs districtwide.

5. Tutorial Centers: The department will offer tutoring hours on the weekends.Online and in-person tutoring sessions through the SRJC Tutorial Centers will also be available. These efforts will maximize apportionment funding as well as increase retention and completion. Additional activities are considered (i.e. academic workshops, emporium model math instruction, etc.) for future semesters. The tutorial center has benefitted from the free resources (tutoring platform, NetTutor hours) through the California Virtual Campus-Online Education Initiative (CVC-OEI) since Spring 2020. This opportunity allowed us to venture on the possibilities around online tutoring in relation to maximizing apportionment funding and most especially in response to closing equity gaps.

3.2 Student Success and Support

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 Spanish GED and Adult Education courses and its collaboration with the High School Equivalency Program (HEP) to serve members of the Latino/a community 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 Tutorial Centers include bilingual Spanish instructors for specific hours.

Effective Fall 2019, Career Education certificates through a series of Adult Education courses will be part of the department. This merge will strengthen the noncredit CDCP based programs offered by the department.

The instructors are active in the Latino/a community and have developed a strong following in their 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.The Career Education certificates through the noncredit short-term vocational/workforce preparation courses are intended to address the career needs of the community. 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, SEA, and Adult Education Block Grant (AEBG) funds, the department is able to extend its outreach activities and strengthen its connections with other community services and CTE programs.

3.3 Responsiveness to Our Community

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, diversity, instructional best practices, and self-care/mindfulness.

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 classifed roles as well. Department workshops allow them to gain information directly related to their positions.

Faculty
Associate and full-time faculty have been supported in taking trainings in Canvas, attending workshops, participating in Community of Practice, and traveling to conferences related to their subject area (such as writing or math). When possible, the administrative assistant will rearrange staffing to accommodate an adjunct instructor's request to attend a workshop or conference. The chair has also sought funds to compensate associate faculty for program development, curriculum revision, and conversion to online materials.

Collegiality Is of Value to the Department
College Skills/Tutorial/Adult Ed 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 full-tume faculty and the chair.

3.4 Campus Climate and Culture

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. Staff from Environmental Health and Safety are invited to Tutorial Center meetings.

The Area Safety Coordinators (ASCs) for the Petaluma and Santa Rosa Tutorial Centers participated in several trainings. They are in communication with the Building Safety Coordinators and Environmental Health and Safety staff.

Building and Area Safety Coordinators

BUILDING AND AREA SAFETY COORDINATORS						
Bldg #/Name	BSC Area	ASC Area	Administrative Support	Department	Name	Respo... Ar...
Maggini CSKLS Offices (2nd floor)	?		Roam Romagnoli	College Skills Dept.	Mindy Graham	Maggini-... floor
Doyle Library, Tutorial Ctr.	?	?	Mary Catherine Oxford	Santa Rosa Tutorial Ctr.	Patricia Jones Jack Sather	Room 15...
Mahoney Library	?	?	Vanessa Luna Shannon	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.
- According to SRJC policy, students are limited in what they can print out from lab computers.
- Except for extraordinary circumstances, 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.
- Moving forward, Tutorial Centers will continue to use all digital forms developed during the pandemic in their operations. Examples are requests for one-on-one and/or tutoring sessions, scheduling, student tutor application process, etc. All forms are accessible through Tutorial Center's MS Teams.
- The department has been consistent in the use of digital copies in terms of scheduling (Proof 1 and Proof 2 updates, sign-up process), department meetings, etc.

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. <u>This is not only very uncomfortable for the faculty in that office, it wastes a lot of energy.</u> The library facilities staff has been notified multiple times over the past 6 years, but <u>nothing has been done to correct the problem.</u>
- 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.
- <u>The practice of using Timesheets for the 35+ faculty assigned Tutorial hours and 40+ student tutors uses a tremendous amount of paperwork.</u> The department (and Payroll) both strongly feel that an electronic tracking system should be implemented as soon as possible. The pandemic shifted the process to the creation and use of a template submitted electronically. This is highly supported by the department moving forward.

4.1a Course Student Learning Outcomes Assessment

Assessment Plan and Process: At the beginning of each semester (August & January), 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 since most final exams cover all outcomes. Full-time instructors are assigned to take the lead for each assessment in their content area, and Associate Faculty are invited, but not obligated, to participate. Our department has a variety of disciplines so most SLOs will need to be assessed by Associate Faculty who are discipline experts.

College Skills/Adult Education Department SLO Assessment Plan 2023-2027

Link to Teams spreadsheet:
https://srjc.sharepoint.com/:x:/s/CSKLSADLTEDDepartment/Ebi8Q8GfPpNCp5LDsbeJ4 3wBsWqW4dW80zTD_fR0H3kKdw?e=8Nkk1e

4.1b Program Student Learning Outcomes Assessment

Noncredit CDCP Certificates: The department offers many different certificates in both College Skills and Adult Education. The goal of students enrolling in these courses may or may not be to achieve a certificate. For example, many students enroll in our GED program and earn their GED but do not apply for the Basic Skills Certificate. For the Adult Education classes, some students enroll in just a course or two to gain workplace skills. In both of these situations we see the student as successfully achieving their goals. It's challenging to assess program learning outcomes for certificates that do not have broad applicability. There have been many discussions on how we can automate the process of students receiving the certificate once they complete the courses. We are also taking a critical eye to our certificates and modifying or combining them to enhance their value to employers.

At our May 2024 GED graduation we celebrated 31 students who had received their GED.

We have two new certificates that we created with the express purpose of recognition from organizations outside of SRJC.

Educator Development - a certificate that prepares students to enter a teacher credential program, to work in a school as an aide or teaching assistant, and to gain professional development skills.

Carpentry Fundamentals - a certificate that certifies students' ability to do basic carpentry like framing, operate tools safely, understand workplace safety and know how to work on a construction crew.

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 770 Tutoring	X	X	X	X	X		X	X	X	X	X	X	X	X		X

4.2b Narrative (Optional)

In addition to Education classes for future teachers and Adult Education classes for workforce development, the College Skills/Adult Education department also houses the Tutorial Centers. Tutorial Centers are located on the Santa Rosa and Petaluma Campuses in the libraries. Tutorial also runs workshops in the STEM Success Center in the Lindley Building. Tutoring is offered as drop-in and by appointment in every discipline that is taught at the college. Students can meet with a tutor in-person or online.

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) 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, AB 705 Fall 2019 full implementation, and the pandemic.

Noncredit CDCP based courses are primarily offered at "Other Locations" with several sections at the Santa Rosa Campus and a few sections at the Petaluma Campus. All "Other Locations"

course offerings were online Summer 2020-Fall 2020. A combination of in-person and mostly online offerings for our noncredit courses began Spring 2021.

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

Santa Rosa Campus

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	1475	3300	2858	1409	2723	1877	447	1332	156

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	153	650	695	129	688	498	35	167	9

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

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	41	159	264	82	198	195	0	0	2

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

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	1669	4109	3817	1620	3609	2570	482	1499	168

The numbers above are combined credit and noncredit, which does not give a good reflection of either program. In addition, the pandemic hit mid-Spring 2020 which affected enrollment accross the board.

Balance of Class Schedule
In light of student enrollment drops experienced since Summer 2018 (see details above in "Overview"), and additional enrollment drops now occurring due to implementation of AB 705 and the pandemic, we reduced our credit math and English course offerings as of Fall 2019. It is our hope that the CSKLS math and English programs offered as credit or noncredit may regain some traction within the next year.

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. The AB 705 mandate of not being able to offer credit bearing math and English classes might negatively impact the thriving IGNITE program.

Tutoring services on the weekends started Fall 2021 to address students needs. These hours are in addition to the 24/7 online tutoring hours provided by NetTutor - a third party service.

Geographic Distribution
Enrollment figures between Summer 2018 and Spring 2020 show that the distribution of courses between Santa Rosa and Petaluma is fairly appropriate for the size of facilities. Note that classes and services were transitioned remotely beginning Summer 2020 as reflected from the "Other Locations" data.

With the partnership with Sonoma County Adult Education and Adult Education courses under our department, we are able to expand our offsite locations beginning Fall 2022 with Bellevue District.

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. Beginning Fall 2022, we are not able to offer these courses due to AB 705 mandate.

All CSKLS courses have Regular Distance Education Addenda for flexilibity of offering them online (fully online or hybrid).

The department has maintained an online tutoring presence with adoption of the state's version of online tutoring (i.e., NetTutor) in Fall 2017. Our in-house tutoring services offered online sessions since mid-Spring 2020 with limited in-person hours in Spring 2022.

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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	76.2%	82.0%	76.4%	75.8%	61.2%	44.0%	83.4%	57.7%	51.4

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	0.0%	80.4%	67.3%	0.0%	32.1%	17.6%	0.0%	39.3%	50.0

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

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	0.0%	0.0%	58.9%	70.0%	55.0%	25.0%	0.0%	0.0%	36.7

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

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	76.2%	81.8%	71.4%	74.4%	59.2%	39.9%	83.4%	56.6%	49.6

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. The data is inclusive too with the AB 705 full implementation and the impact of the pandemic.

5.2b Average Class Size

Class size for College Skills classes, as shown in the chart below, has had some variations across locations. AB 705 full implementation and the pandemic are two of the main reasons in the decrease in class size. The math and English courses serve as safety nets for students who aren't ready to be in the transfer level math and English classes.In addition, it is pedagogically strategic to lower the class limit for these courses in order to address the various needs of all students. Oftentimes, these classes have at least 6 students in a section in need of accommodations.

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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	22.9	23.8	22.4	23.0	18.8	12.9	20.9	17.2	14

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	0.0	22.5	17.5	0.0	9.0	4.5	0.0	11.0	12

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

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	0.0	0.0	17.7	21.0	16.5	7.5	0.0	0.0	11

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

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	22.9	23.6	20.9	22.5	18.0	11.6	20.9	16.8	13

5.3 Instructional Productivity

According to the chart below, the instructional productivity for the College Skills/Tutorial Department for the past four academic years is 10.1. This represents a significant drop in productivity from past PRPPs, which could be the result of many different factors. However, it is worth pointing out that three key factors that we believe help explain the drop are: (1)The

advent of AB705 - and the message it has sent to students, RE: The value of foundational courses, (2) AB 705 full implementation in Fall 2019, (3) Pandemic.

The department's instructional productivity is consistently lower than the District goal of a 17.5 ratio. However, for a foundational credit class, 20-25 students with 1 instructor is an appropriate ratio. In keeping with 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 engagment 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)		X2018	F2018	S2019	X2019	F2019	S2020	X2020
	FTES	11.88	90.98	48.58	11.45	31.10	20.41	11.57
	FTEF	1.16	7.14	4.06	0.86	2.99	3.13	0.96
	Ratio	**10.25**	**12.74**	**11.98**	**13.28**	**10.39**	**6.53**	**12.09**

Petaluma Campus (Includes Rohnert Park and Sonoma)

College Skills (CSKLS)		X2018	F2018	S2019	X2019	F2019	S2020	X2020
	FTES	0.00	15.60	6.07	0.00	1.56	1.08	0.00
	FTEF	0.00	1.18	0.59	0.00	0.30	0.37	0.00
	Ratio	**0.00**	**13.24**	**10.29**	**0.00**	**5.15**	**2.94**	**0.00**

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

College Skills (CSKLS)		X2018	F2018	S2019	X2019	F2019	S2020	X2020
	FTES	0.00	0.00	15.78	2.08	1.63	0.74	0.00
	FTEF	0.00	0.00	0.73	0.18	0.20	0.17	0.00
	Ratio	**0.00**	**0.00**	**21.66**	**11.79**	**8.25**	**4.35**	**0.00**

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

College Skills (CSKLS)		X2018	F2018	S2019	X2019	F2019	S2020	X2020
	FTES	11.88	106.58	70.43	13.53	34.30	22.24	11.57
	FTEF	1.16	8.32	5.37	1.04	3.49	3.67	0.96
	Ratio	**10.25**	**12.81**	**13.11**	**13.03**	**9.82**	**6.06**	**12.09**

5.4 Curriculum Currency

As of Spring 2022, all CSKLS/Tutorial course outlines are current. The department will create new noncredit certificates with a series of math and English courses in response to the AB 705 mandate of not being able to offer pre-collegiate Math and English credit classes. All courses have regular distance education addendum to be offered online - fully online or hybrid.

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. Overall, Spring 2021 figures are higher than previous years, which is encouraging. Furthermore, Spring 2021 retention and success rates are higher than District retention and success rates of 76.8% and 74% respectively. The GPA at the discipline level in Spring 2021 was 0.36 point less than the District average GPA of 2.85.

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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	67.4%	65.6%	65.1%	58.1%	66.8%	63.4%	72.8%	70.0%	83.5

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	54.2%	55.8%	52.3%	36.0%	64.8%	65.2%	60.0%	37.4%	56.3

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

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202

| College Skills (CSKLS) | 33.3% | 69.0% | 75.4% | 85.0% | 72.4% | 58.0% | 0.0% | 0.0% | 58.3 |

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

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	66.7%	64.5%	66.0%	59.5%	67.6%	63.0%	71.8%	65.4%	81.8

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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	66.5%	61.6%	63.2%	58.1%	66.0%	62.8%	71.9%	68.3%	82.3

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	54.2%	50.4%	51.2%	36.0%	64.8%	65.2%	60.0%	37.4%	53.1

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

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	33.3%	69.0%	74.9%	85.0%	72.4%	58.0%	0.0%	0.0%	58.3

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

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	65.8%	60.6%	64.4%	59.4%	66.9%	62.5%	71.0%	64.0%	80.6

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

Santa Rosa Campus

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	2.03	1.76	2.08	1.69	1.77	2.28	1.92	2.17	2.4

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	0.00	1.56	1.66	0.00	2.22	3.06	0.00	3.45	3.4

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

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	0.00	0.00	1.92	2.61	3.90	0.00	0.00	0.00	3.7

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

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S202
College Skills (CSKLS)	2.03	1.73	2.02	1.88	1.92	2.29	1.92	2.28	2.7

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 bllingual
  Spanish/English. They offer extra support for students who are also enrolled in ESL classes.

- All instructors and 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 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 predicator of student success.
- Instructors in their limited capacity conduct and help in outreach activities to drive students in taking classes.This includes creation of flyers,participation in radio interviews/marketing, presence in outreach events, etc.

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	2018-19	Percent	2019-20	Percent	2020-21
	White	2512	26.7%	1805	23.5%	668
	Asian	412	4.4%	356	4.6%	73
	Black	323	3.4%	231	3.0%	74
	Hispanic	5187	55.2%	4307	56.0%	2387
	Native American	42	0.4%	42	0.5%	24
	Pacific Islander	19	0.2%	20	0.3%	13
	Filipino	68	0.7%	42	0.5%	13
	Other Non-White	289	3.1%	249	3.2%	96
	Decline to state	542	5.8%	640	8.3%	193
	ALL Ethnicities	**9394**	**100.0%**	**7692**	**100.0%**	**3541**

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

College Skills (CSKLS)	Gender	2018-19	Percent	2019-20	Percent	2020-21
	Male	3706	39.5%	3011	39.1%	865
	Female	5510	58.7%	4471	58.1%	2507
	Unknown	178	1.9%	210	2.7%	169
	ALL Genders	**9394**	**100.0%**	**7692**	**100.0%**	**3541**

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

College Skills (CSKLS)	Age Range	2018-19	Percent	2019-20	Percent	2020-21
	0 thru 18	1887	20.1%	1554	20.2%	255

	19 and 20	1752	18.7%	1410	18.3%	347
	21 thru 25	2078	22.1%	1643	21.4%	544
	26 thru 30	1046	11.1%	807	10.5%	446
	31 thru 35	735	7.8%	553	7.2%	459
	36 thru 40	622	6.6%	531	6.9%	504
	41 thru 45	473	5.0%	401	5.2%	331
	46 thru 50	363	3.9%	371	4.8%	262
	51 thru 60	338	3.6%	317	4.1%	345
	61 plus	100	1.1%	105	1.4%	48
	ALL Ages	**9394**	**100.0%**	**7692**	**100.0%**	**3541**

CSKLS serves fewer white students (21% compared to 30% average in English and Math)
CSKLS has 62%Latino/a students (compared to 41% in Math and English averaged), and this figure continues to increase.
CSKLS serves a higher percentage of women (65% compared to Math/English of 53%).
CSKLS has 85% of slightly older students (ages 26-61) (compared to 73% in Math and English averaged)

Clearly, the College Skills/Tutorial department is already serving populations that are perhaps under-represented in the college as a whole. The department has many strategies in place to support these students' success. The significant increase in enrollment over the last four years for Hispanic students (55% to 71),Native American students (0.4% to 1.1%), increase in female enrollment from 59% to 71%, double the enrollment for older adults aged 31-60 from 5.38% to 11.38% shows that the department's efforts in pedagogy and programs work especially well with these propulations.

Outreach and Retention
The department is working with the administration, Noncredit Student Success & Support, Adult Ed committees, Student Support Services, Learning Support Services, Southwest Center staff, Department offering Noncredit courses
 to offer Math and English Pathway classes offered either as credit or noncredit as well as noncredit CDCP classes 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 easilty.

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 deparrtment has also converted its "open lab" model of serving CDCP students at the Santa Rosa campus to a managed enrollment model.

The Tutorial Centers on both campuses make an effort to contact instructors in ALL 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 statsistics, physics, and calculus. Online tutoring has also expanded the number of students who can get academic support for their classes. There is a plan to create and offer free self-paced math and English software based Math and Writing refresher modules for students at the tutorial center with tutors available for support. Online tutoring through our in-house tutors will be available including our limited weekend hours. Further expansion in terms of hours and modalities will require additional funding, but will be worth it in the long run.

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 same types of courses are offered every semester and enrollment figures show that the number of sections is appropriate at this time.

The College Skills credit curriculum centers on English and Math Pathway courses and related supplemental courses, mostly hybrid or online will not be offered at least Fall 2022. Noncredit versions of these courses will be available Fall 2023.

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. With these courses not to be offered beginning Fall 2022 and with no options for students other than transfer level Math and English courses, noncredit Math and English courses will be available Fall 2023.

The department has maintained close connections with different committees and continues to offer curriculum that reflects Basic Skills best practices. Study skills are integrated into all CSKLS classes, and all CSKLS instructors routinely embed campus resources in their instructions. CSKLS 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 restructured the courses, 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. Instructors participate in conferences, trainings, and workshops that pertains to best practices.

For CSKLS 770, Supervised Tutoring, the general curriculum remains the same, but student support has increased. There is a plan to create and offer free self-paced math and English software based Math and Writing refresher modules for students at the tutorial center with tutors available for support. Online tutoring through our in-house tutors will be available including our limited weekend hours. Further expansion in terms of hours and modalities will require additional funding, but will be worth it in the long run.

Research and conversation with Curriculum Office along with the Writing Center regarding asynchronous tutoring is ongoing. For now, the district doesn't have the mechanism to capture positive attendance hours for noncredit courses delivered asynchronously.

Furthermore, the department will continue to advocate the purchase of 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 OIR to find better methods for collecting data and evaluating the effectiveness of the program.

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 labs, classes, and Tutorial Centers directly support the Common Core and the GED test, which represents a high school education. Tutorial Centers serve students in the High Scholl Dual Enrollment Program.

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 credit Math and/or English Pathway 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.

Most 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. This should be replicated in the noncredit side of the department.

Recently,SLO assessment was included in a department meeting including its significance in improving classroom instructions. This conversation paved the way for full time and associate faculty members to participate and complete SLO assessments for some CSKLS courses - credit and noncredit.

CDCP
On the noncredit side, the shift to managed enrollment for the GED classes led to ongoing collaborations and opportunities to participate in workshops and trainings (i.e. CASAS training, Noncredit Instruction Community of Practice). Ongoing conversations include classroom expectations and goal setting. This is the first step in replicating the structure set in the credit math classes stated above. The new format of the program is designed to be more inclusive of students who need to pass the GED/HiSET and develop academic skills for the workforce. This will lend its hand to linking the bridge between noncredit and credit pathways.

Funding through the Adult Education Block Grant Program as well as the partnership with Sonoma County Adult Education will allow ongoing dialogue amongst noncredit faculty and stakeholders.

CSKLS 770/Supervised Tutoring

Faculty, instructional assistants, and students tutors conduct regular meetings and tutor trainings. Instructors in different disciplines are oftentimes contacted to ensure that the learning support and methods used conform with the expectations.

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 STEM Success Center and Tutorial Center instructors and increase individualized instruction for students.	Stabilize IA and AA staffing in Santa Rosa and Petaluma. Provide ongoing training	2023/2024	Utilized funds from District, Student Success, and SEA Grant to pay for additional staff hours and student mentors
0001	ALL	02	01	Increase enrollment and retention in all sections, credit and noncredit.	Consolidate noncredit program efforts and resources to better support all noncredit course offerings.	2023/2024	Utilized funds from CAEP grant to pay noncredit stakeholders (faculty, classified, specialists) to participate in ongoing conversations to streamline all efforts and resources
0002	ALL	02	01	Meet the needs of students seeking preparation for GED and career readiness and college prep components.	Ensure funding for instructional resources and professional development.	2023/2024	Utilized free software and incorporated free resources into Canvas course shells for GED classes
0002	ALL	02	01	Support faculty in developing and integrating best practices, online instruction, and technological support.	Provide department workshops for discussion, sharing, demonstration, and training in effective teaching practices and integration of technology.	2023/2024	Utilized funds from CAEP grant to pay faculty for participation in department workshops, trainings, and conferences.
0003	ALL	01	02	Provide greater assistance for "the whole student" for CDCP students and for students transitioning from noncredit to credit.	Maintain strong communication and advocacy role with the Student Success Committee, the Welcome Center, the Outreach team, community partners, Adult Ed, and Noncredit Student Success Commitee.	2023/2024	Invite groups to department meetings for information sessions: Adult Dual Enrollment, Academic Senate, master teachers
0003	ALL	01	02	Improve student access to learning support services at all sites.	Manage new department website that reflects the myriad of course and certificate options	2023/2024	Website work has been an ongoing project for a department full-time faculty member

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	01	01	Improve support for STEM Success Center and Tutorial Center instructors and increase individualized instruction for students.	Stabilize IA and AA staffing in Santa Rosa and Petaluma. Provide ongoing training	2024/2025	Funds from District, Student Success, and/or SEA Grant to pay for additional staff, as proposed.
0001	ALL	02	01	Increase enrollment and retention in all sections, credit and noncredit.	Consolidate noncredit program efforts and resources to better support all noncredit course offerings.	2024/2025	Funds from CAEP grant to pay noncredit stakeholders (faculty, classified, specialists) to participate in ongoing conversations to streamline all efforts and resources
0001	ALL	01	02	Launch our Educator Development courses and certificate	Create a pipeline to SSU credential program; collaborate with local offices of education; train the next generation of teachers on best practices	2024/2025	Faculty time
0001	ALL	01	02	Launch our Carpentry Fundamentals courses and certificate	Train students in basic carpentry framing, tool use, safety, and workplace skills	2024/2025	EDA, Strong Workforce, IELM, Foundation funds, faculty time
0002	ALL	02	01	Meet the needs of students seeking preparation for GED and career readiness and college prep components.	Ensure funding for instructional resources and professional development.	2024/2025	Utilize free software and incorporate free resources into Canvas course shells, faculty time
0002	ALL	02	01	Support faculty in developing and integrating best practices, online instruction, and technological support.	Provide department workshops for discussion, sharing, demonstration, and training in effective teaching practices and integration of technology.	2024/2025	Funds from CAEP grant to pay 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 transitioning from noncredit to credit.	Maintain strong communication and advocacy role with the Student Success Committee, the Welcome Center, the Outreach team, community partners, Adult Ed, and Noncredit Student Success Commitee.	2024/2025	Faculty time; invite groups to department meetings for information sessions
0003	ALL	01	02	Improve student access to learning support services at all sites.	Manage new department website that reflects the myriad of course and certificate offerings.	2024/2025	Training for AA and IAs.