Santa Rosa Junior College
Program Resource Planning Process

College Skills 2014

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;

5.   Awaken respect and enthusiasm for learning;

6.   Enable students to apply and extend their technological skills to the educational arena in support of their academic goals.

Tutorial Centers' Mission Statement

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

1.   Provide open access to a diverse student population, including Basic Skills and English as a Second Language (ESL) students;

2.   Respond to individual student learning styles and basic skills needs;

3.   Encourage students to reach their full potential;

4.   Share the joy of learning and enthusiasm for the subject;

5.   Respect the instructor's approach to the subject matter;

6. Implement tutoring techniques that reflect the best current practices;

7. Assist students in gaining confidence in their ability to achieve academic success.

1.1b Mission Alignment

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

- *We focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills.*
- *We provide a comprehensive range of student development programs and services that support student success and enrich student lives.*
- *We promote personal and professional growth and cultivate joy at work and in lifelong learning.*
- *We regularly assess, self-reflect, adapt, and continuously improve*

In supporting the college Mission, College Skills provides basic, developmental 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 earn their GED in their native language to better qualify for employment even 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 several of the new SRJC Strategic Plan Goals and Objectives.

(I) **Re-engineering.** The department cooperated to the best of its ability with the District requirements to re-engineer several Santa Rosa Tutorial Center Instructional Assistant positions into Petaluma Tutorial Center. This became a painful, complicated task on the part of all involved. A broader initial discussion that included the full-time member who coordinates the Petaluma TC might have made this a smoother process.

The department also collaborated with the ESL department to transition ESL's instructional assistants, ESL support software, and approach to student support to the Santa Rosa Tutorial Center. This move has proven to be positive in several ways, thanks to the adaptive nature of the ESL IA's and the Tutorial Center instructors work with the ESL faculty. ESL students are now more integrated with the college community, the ESL tutors have shared their knowledge and resources with TC and English Writing Center staff, and the college now has ESL students logging in to CSKLS 770 when they seek support.

At this point, IA staffing, while somewhat reduced on both campuses, seems to be stabilized and working constructively.

II) **Multi-Campus Coordination.** The College Skills/Tutorial department chair had made a greater effort to maintain communication with the faculty and staff on the Petaluma campus, dedicating one morning every week to visiting that campus and meeting with the full-time faculty member in the Petaluma Tutorial Center. This practice was initiated by the DC in recognition of a historically neglected area and proved to bespecially important this year as the TC staffing arrangements were developed and implemented and as a new faculty was hired to replaced the retiring CSKLS anchor faculty/Tutorial Center coordinator. The DC will continue to maintain stronger ties with the Petaluma Campus, especially with the new faculty member and other CSKLS faculty and staff in Petaluma.

The presence of a single departmental administrative assistant with hours at both campuses has done much to increase operational consistency at SRJC's two campuses.

Noncredit instructors on the SR and Petaluma campuses plus instructors who are primarily teaching at the Santa Rosa Southwest Center continue to communicate about the criteria and procedures involved in the implementation of Noncredit Progress Indicators

An area for improvement is communication with the Coordinator of Noncredit Matriculation, who has focused only on the ESL program at the Southwest Center, and not the College Skills

noncredit program. This has continued despite the department's requests to be included in all communications, and it's become obvious that CSKLS will have to take the initiative again to strengthen this connection.

(V) **Student Learning Outcomes and Assessment.** This goal focuses on the integration of student learmning outcomes and ongoing assessment at all levels of the educational process. Because it is essential that the College Skills department makes sure its students are prepared for the next level of courses (i.e., the Department's purpose is "to improve the academic skills of under-prepared students") , regular assessment of objectives and outcomes has always been part of College Skills classes.

Further evidence of the department's alignment with this initiative is the number of SLO Assessments launched or ongoing, supported by common assessment practices across sections. All College Skills full-time faculty and many of the part-time faculty have been involved in SLO assessment and are familiar with the concepts of SLO's and effective methods of assessment. This will be evident in Part 4 of this document.

(VI) **Basic Skills/Immigrant Education.** College Skills/Tutorial addresses these components of the this initiative:

Provide integrated and comprehensive instructional and support programs and services that meet the needs of basic skills students. College Skills courses represent integrated and comprehensive services in a number of ways. First, almost all of CSKLS math, reading, and writing classes integrate the content course with a lab component, where students have additional opportunities to confer with instructors, work in study groups, and get tutoring. Second, all of the sections of English Pathway courses (CSKLS 318 and 313) are team-taught, with several instructors participating in College Learning Community activities, essentially creating a learning community within the department. Finally, one of the regular college counselors holds office hours on day a week in College Skills, allowing some Basic Skills students immediate access to counseling. Unfortunately, this counselor's involvement in the department has been severly reduced due to cuts in the Counseling Department, so CSKLS faculty have been inviting the counselor to speak to classes at least once a semester.

The Department's noncredit Career Development/College Prep (CDCP) series of courses that leads to a noncredit Completion of Academic Skills certificate involves reading, writing, math, and content area skills to help students review their academics and/or prepare for the GED Test. The courses on the Petaluma and Santa Rosa campuses are in close proximity to

regular classes and students work in the same labs as credit class students, so even these noncredit basic skills students immediately become part of the college community.

Increase basic skills student persistence and success through certificate or degree completion or transfer readiness. This is a given part of the College Skills/Tutorial philosophy. Instructors regularly discuss and apply techniques for supporting student success and persistence in class, lab, and tutorial sessions. The department is working with the college to better track basic skills students' progress in certificate programs, particularly those Skills Certificates that are local and may not appear in the state reports about Basic Skills student progress. An example of department efforts is scheduling adequate sections, including online, of CSKLS 100, Math for Medication Administration, to meet the needs of the Pharm Tech program.

Provide professional development activities to ensure staff ability to serve Basic Skills students effectively. WIthin the department, workshops are held periodically to provde instructors with information and time for discussion on strategies for supporting success. The math component of CSKLS has had several workshops discussing a new textbook for 371 and 368A and B. The noncredit instructors are working together to implement the Noncredit Progress Indicators Pilot, which includes more precise tracking of individual students' work. In 2011-2012, the department held several workshops to discuss the recommendations of the Student Success Task Force and how CSKLS courses and programs might be restructured to address them.

Design programs and services to improve access and academic success for ELL students. The College Skills Department continues to strengthen its collaboration with the ESL department to support the success of ELL students. This was particularly evident in the successful transition of the ESL department's student support program to the Santa Rosa TC.

As noted above, the CSKLS department will continue to work to improve communication with the Noncredit Matriculation coordinator so that the faculty and students in the bilingual Spanish GED Prep classes at the Southwest Center receive the same services and communications as ESL students and staff.

Secure data to allow longitudinal tracking of the success of entering BSI student cohorts through transfer readiness and degree or certificate completion. The department continues to work with the Office of Institutional Research and with the Assessment Office to obtain the data it needs to support assessment. Of note is the fact that the Assessment Office has provided a solution for providing data about pass/fail rates of CSKLS noncredit students who take the GED, which is an important benchmark for the Noncredit Progress Indicators.

(VII) Enrollment Management & Retention.

Expand Online Degree Programs, Certificates and courses by encouraging appropriate Improve and solidify SRJC's Distance Education program by focused online course develoment, etc.

The College Skills Department is involved in two Online College Projects. One is to update CSKLS 334, "Taking and Online Class" to integrate the Moodle platform. Three faculty are working on that. The other is to develop, through Moodle, a hybrid version of CSKLS 372, Pre-Algebra. While the research indicates that purely online courses are not the most effective means of instruction for developmental level students, a hybrid version would provide additional support for students who, due to work and/or family circumstances, cannot attend class on a regular schedule.

Also, besides CSKLS 334, the department has managed to retain two popular online courses, CSKLS 367.1 and 367.2, Basic Math Review 1 and 2, which allow many new students to prepare for the Math Placement Test or upcoming math courses by providing review and practice. Also, CSKLS continues to offer CSKLS 100, Math for Medication Administration, online to give Pharm Tech and other students going into the Health Sciences an alternative way to strengthen their skills in applying math concepts in that field.

1.1c Description

The College Skills/Tutorial Department has three main components.

The credit program of College Skills offers the first two levels of the Math and English Pathways. Specifically, these are: CSKLS 371 and (through Spring 2014) 368A/B , General Arithemtic; CSKLS 372, Pre-Algebra; CSKLS 318, Introduction to Reading and Writing; CSKLS 312, Grammar and Writing Review; and 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. The only other credit courses the department now offers are CSKLS 100, Mathematics for Medical Administraion; CSKLS 334, How to Take an Online Class; CSKLS 367.1 & 2, Basic Math Review (online short courses); and 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 preparation through a CDCP sequence of courses (CSKLS 731, 732, and 733). These are offered in an independent study, computer assisted lab format (the ASK Lab) on the Petaluma and Santa Rosa campuses and as self-contained classes for the bilingual Spanish sections in all locations (Petaluma, Santa Rosa, and Southwest Santa Rosa Center).

The 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.

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

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

1.1d Hours of Office Operation and Service by Location

Santa Rosa Campus
Credit Classes
Monday-Thursday 8:00 a.m.-9:00 p.m., Friday 8-10:00 a.m.

Academic Skills Lab
- Open Mon.-Thurs. 9-2:30 and 5-8:00
- For Falll and Spring, the ASK Lab will also be open Fri. 9:00 a.m-12:00 p.m.
- Staff coverage at minimum is an instructor and instructional assistant. Sometimes a second instructor is scheduled at the same time to conduct classes on math, writing, or reading skills.

College Skills Scheduled Math Lab--This is the lab that follows the lecture of each CSKLS Math class.
- Open Mon.-Thurs. 8:00 a.m-9:00 p.m.; Fri. 8:00 a.m-9:00 a.m. (only one credit class offered on Fridays)
- Staff Coverage: Class instructor and instructional assistant or student worker.

College Skills Drop-in Math Lab (as of Fall 2014)
- Open Mon.-Thurs. 9:00 a.m.-6:00 p.m., Fri. 9:00 a.m.-2:00 p.m.; Sat. 9:00 a.m-12 noon

- Staff coverage is an instructor and instructional assistant or student worker.

Noncredit Classes (Bilingual Spanish)
- Monday-Thursday, 6-9:00 p.m., Fri. 9:00 a.m.-12:00 noon, Saturday 9:00 a.m.-12 noon

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 instructional assistant

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 classes are scheduled Wed. 5-8:00 p.m., Thurs. 7-10:00 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.

Off-Campus noncredit classes: Tues.and Wed. 6:00-8:30 at Point Arena site.

College Skills Administrative Office
Mon-Thurs. 8:30 a.m.-4:00 p.m. as staff are available.
Staff coverage: Part-time administrative assistant (65%) works Mon. & Wed. at the Petaluma Campus Tutorial Center and Tues. & Thurs. on the Santa Rosa Campus. Instructional assistants cover some of the hours when the AA is not there. AA staffing is inadequate for this department.

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 37-hour/week administrative assistant.

Petaluma Campus
- Mon.-Thurs. 9:00 a.m.-7:00 p.m.; Fri. 9:00 a.m.-12:00 noon

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- Staff Coverage: Instructor, Instructional Assistants, student tutors, and part-time administrative assistant 8:00 a.m.-1:00 p.m. Mon. & Wed.

1.2 Program/Unit Context and Environmental Scan

Many external factors have or will have an impact upon the program and planning in the College Skills Department. These include the recommendations of and potential funding from the Student Success and Support Program and Student Success and Equity Committee; compliance issues with credit labs and the availability of funding to provide adequate facilities for the program.; changes in funding from the Basic Skills Committee; the Chancellor's Office Scorecard, which increases the College's accountability for the success of students on the Math and English Pathways; the change to a dramatically new GED; and the effects of AB86 coordination of county-wide Adult Education programs.

Student Success and Support Plan and Student Success and Equity Plan
Many SSSP and SSEC recommendations align with current practices in College Skills. These include:
- having a Basic Skills counselor in Analy Village and making regular visits to all College Skills classes
- teaching study skills within the content, a prevalent practice in all classes
- learning communities (team-taught reading/writing courses)
- using technology to extend learning (labs and online components)
- offering short, focused online courses in basic skills
- offering an accelerated math program (AMP) to help qualified students move more quickly through the Math Pathway
- providing tutoring to support Basic Skills students in labs and the Tutorial Centers

Over the past year, the department has made several changes to further address the recommendations:
- established free,weekly 2-hour "Math Jam" workshops to help students or potential students prepare for the Math Placement Test.
- through extensive departmental research and dialogue, dropped the CSKLS 368A/B configuation of General Arithmetic (two sequential 8.5-week classes)in favor of the semester length CSKLS 371 with a scheduled (not DHR) lab. The 368A/B format was very difficult to schedule, and student success, retention, and persistence had not improved over two years (see section below for details).
- Through a CTE grant, a CSKLS faculty has worked with programmers to create an updated web version of the CSKLS math software, focusing on contextualized math skills. This has taken a tremendous amount of work from the faculty member, and despite the fact that funding has run out, the program is now web-based and operational from any site.
- The department changed the entry course for the English Pathway to CSKLS 312, a 3.5-unit course instead of the 7-unit 318. This was an attempt to find a more "efficient" way to move appropriate students into CSKLS 313 since few CSKLS 318 students continued on. However, since there is only one section and the adjunct instructor of that course had to have substitutes most of the spring semester due to a family medical emergency, the effects from this change are not yet clear.

Compliance for Credit Labs

College Skills was informed that it must come into compliance by making all credit labs scheduled and not DHR. The department had relied on DHR for its credit labs since it had never had the lab space to schedule the labs for day classes on the Santa Rosa Campus, though this was the standard format for all evening and Petaluma math classes. Meeting the newly identified (for CSKLS) regulations required major actions on the department, and then the College's part:

- CSKLS changed the curriculum for all CSKLS math courses to include a scheduled lab component (as opposed to DHR). Department assessment results showed that students with scheduled lab have higher retention and success rates, providing more time for students to be directly involved in learning activities.
- Requested and added a drop-in Math Lab (CSKLS 770) in a vacated builing in Analy Village so that students have more opportunities to work on math software, take quizzes, and receive help with classwork and homework.
- Willl continue to work with the College to make sure the drop-in math lab is completed according to plans, allowing for expanded student support options (more tutoring and access to online math programs). AT THIS POINT THE COLLEGE IS NOT FOLLOWING THROUGH WITH THE ORIGINAL PLAN.

Basic Skills Initiative Funding

Basic Skills funding has helped support staffing in the Tutorial Centers over the past several years, appropriately so since many students seeking tutoring are, at some level, basic skills students (usually in math). The department hopes that Timekeeper improvements will more accurately record the numbers of Basic Skills students using the services and how they have benefited (e.g., whether they passed the classes for which they received tutoring).

The department has also depended on BSI funding for the SkillsTutor software and the new GED Academy online program used in the Academic Skills labs. Currently, staff are seeking alternatives such as Khan Academy that are free. However, the hidden cost behind "free" programs is the staff time it takes to train instructors and IAs, organize the manner of presentation to students, and keep student progress records. One way or another, the department will need to request further funding for instructor training and the next year for GED software licensing.

District and State Expectations Regarding Basic Skills Students

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

- As mentioned above, moving to the semester length version of CSKLS 371 (General Arithemetic)and adding scheduled labs to the curriculum. These changes, based on department data, should bring a higher degree of success.
- Tracking student success in CSKLS 312 and 313, the English Pathway classes, to see if the changes in curriculum have a positive effect.
- Participating in the committee on Timekeeper, in hopes that more specific data about students who enroll in tutoring might be gathered.
- Trying to find ways to track students who seek to obtain a local certificate, which would not be recorded as "completion" by the state.
- Conducting departmental level SLO assessments to get information that might not appear in Datamart.
- Maintaining strong ties with the SSSP, SSEC, and Basic Skills Committee to gain appropriate funding to support best practices.

CDCP Program: Transitioning to the New GED

College Skills' noncredit Career Development/College Preparatory (CDCP) program offers GED preparation along with its general academic skills development. The GED changed to a computer-based test (CBT) in January 2014, and, with its strong link to Common Core expectations and emphasis on higher levels of critical thinking, has become significantly more demanding. The department worked with the SRJC Assessment Office to help students adjust to the change in testing logistics, but is still trying to implement new computer programs, curricular materials, and instructional strategies to provide the appropriate level of instruction. This has been difficult due to the fact that only adjunct faculty teach in this program and there are both English and bilingual Spanish classes plus labs.

In the Future: AB86 Coordination of County Adult Basic Education Programs
The department is currently involved in the Consortium that is planning coordination and resource allocation of ABE programs in this region. This will have a significant effect on the role of College Skills' CDCP noncredit Academic Skills Program, requiring more professional development, coordination of services, and defining of its role in relation to GED preparation, bridging noncredit to credit, and connecting to CTE programs.

College Skills/Tutorial is the Basic Skills department of the College and takes a leadership role in implementing best practices for instruction of these students.

2.1a Budget Needs

Budget Statistics

College Skills/Tutorial's budget facts for 2013/2014 are not yet accessible. The figures below are from the Fiscal Year 2012-2013 information provided by the District.

- Total expenditures were $2,739,631, which was 2.5% of the District total (down 0.76% from 2011/2012)

- Faculty payroll was $1,535,615, which was 4.08% of the District total (down 2.59% in 2011/2012.) **Note**: In 2013/2014, CSKLS operated with one less full-time faculty member, so expenditures in that year were even less.

- Classified payroll was $569,170 which was 3.18% of the District total, slightly higher (up 3.6%) from2011/2012.

- Management payroll was $46,116, which was .51% of the District total (down from 2011-2012 due to cut in Department Chair's percentage)

- Total salary/benefit costs were $2,714,780, which was 3.26% of the District total and 1.07% down, possibly because of STNCs covering for regular IAs.

- Non-personnel costs were $24, 851, which was 0.18% of the District total and up by 52.84%. This was mainly due to expenditures for software for the Academic Skills Lab.

Cost savings measures that have been implemented in 2013//2014 that have saved the District money include:

1. New AA has found many ways to spend less on supplies in general.

2. Continued to encourage instructors to place materials online or to include materials in readers rather than make copies.

3. Obtained 3-year license for SkillsTutor basic skills program at a significantly reduced rate.

4. Moved most of the Academic Skills orientation materials and student information forms online, saving copying costs.

5. The department did not order any of the computers it had requested the year before.

6. Purchase of online GED Academy program was shared with HEP.

This department operates on a lean budget considering the many services it offers and further cuts in supplies or services without hurting the programs are impossible. While the department has been thrifty in the past, it will need the District to invest considerably more to support the new drop-in math lab.

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

Instructional Environment, Software, and Staffing

1. The new drop-in math lab requires completion of the building according to the original plan, new carpet, and furniture for computer work and study tables. Some of this exists or has been obtained from the warehouse, but chairs and certain types of tables and desks still need to be ordered.

2. Until regular staffing is stabilized, the department needs several STNC instructional assistants to work in the two math labs. Since student workers can no longer concurrently be STNCs, it has been impossible to find enough qualified student workers to cover the hours where there are gaps in classified support. Also, the best students move on quickly to a four-year institution.

3. To address District needs regarding tutorial support for Distance Education students, the department needs to purchase an online tutoring program and train tutorial center instructors and staff to use it. Various options have been considered, but the most efficient and comprehensive is a commercial program by Peason called "SmartThinking." This program handles all training, networking, logistics, and support, which would be impossible to coordinate with SRJC or "free" resources.

4. The department will need to renew its online license for the GED Academy or equivalent GED prep program that reflects the skills of the new 2014 GED Test. The department is seeking a good online GED prep program in Spanish as well since the GED Academy has not come through with its promise to provide a Spanish version.

5. Funds for staff training in the GED online programs and for developing curriculum for the 2014 GED are needed. It is impossible to bring all the part-time instructors together for such activities without compensating them for the time. The Academic Skills/GED Prep program is entirely staffed by adjunct faculty, and they will need pay not only for training but for their time to develop materials and lessons.

6. Additional funds for graphics (copying) are needed since the CDCP program needs to supplement new GED books and online materials with handouts that target specific areas in math and writing. Also, the drop-in labs require duplicate sets of hard-copy quizzes, tests, and answer keys.

7. The CDCP program needs sets of textbooks related to the new GED in both English and Spanish.

8. Funds are needed for materials to promote the GED program in Petaluma.

Instructional Technology (some to be listed elsewhere)

1. The department needs portable document cameras since a number of classrooms have computers and projectors but no document camera.

2. Eight new PC computers will be requested for the ASK Lab, which needs to be able to work as a scheduled lab during some hours and thus must accommodated a class of 28. There are currently only 20 computers in that lab.

3. At least 4 more computers are needed for the drop-in lab. These were in the original proposal but in the current layout, there are not enough ports to support them.

4. The department needs to replace 3 laptop computers, all versions of Macs that are more than 10 years old. The department is requesting only 2. These computers are checked out by faculty who teach online sections, teach in rooms with no computers, or work in an adjunct faculty office that has only one desktop computer.

5. The Santa Rosa Tutorial Center needs 4 reconditioned PCs (in addition to the existing computers used by ESL students) so that students who come for help with their math homework can access their online homework.

6. The department has 3 more laptops that are 8 years old and need to be replaced immediately. The department is requesting only 2. These are used by Instructional Assistants can continue to work on department tasks, including recording assessment results, from various office or lab locations.

7. Additional electronic notebooks would extend the Petaluma Tutorial Centers' pilot project using these notebooks to easily access textbooks, solution manuals, instructors' websites, online homework, and other resources.

2.1b Budget Requests

Rank	RS	ACTV	Object	Location	SP	M	Amount	Brief Rationale
0001	71	4939	4510	Santa Rosa	02	01	$100,000.00	Complete drop-in math lab as originally

								proposed (generates FTES).
0002	71	4939	4510	Santa Rosa	02	01	$8,000.00	25 hours per week STNC instructional assistants needed to supplement regular staffing in math lab (1 year)
0003	71	4939	4510	ALL	02	01	$17,500.00	1-year contract for online tutoring program (625 student hours per year) to meet District need for DE learning support
0004	71	4939	4510	ALL	02	01	$8,000.00	Annual renewal of or purchase of new software directly related to 2014 GED (to be ordered Feb. 2015)
0005	71	4939	1430	ALL	04	04	$2,000.00	Funds are needed to pay adjunct faculty to develop appropriate curriculum for CDCP program in response to new GED.
0006	71	4939	4510	Santa Rosa	02	01	$1,000.00	Increase in graphics budget: The noncredit program relies on hard copies to provide individualized study materials for the 2014 GED test. Many noncredit students do not have enough cash to buy GED prep textbooks.
0007	71	4939	4510	ALL	02	01	$1,500.00	2 class sets of 2014 GED textbooks in Spanish and English
0008	64	4939	1430	Petaluma	02	01	$500.00	Funds for materials and adjunct faculty and staff time to promote Academic Skills/GED program.
0009	71	4939	4510	Santa Rosa	02	01	$1,000.00	3 portable document cameras

2.2a Current Classifed Positions

Position	Hr/Wk	Mo/Yr	Job Duties
AA II CSKLS SR & PET	27	10	Provides department clerical support and communication to support chair and PET Tutorial coordinator; mainitains departmental records related to budget, scheduling, program planning, curriculum, and personnel; manages timesheets, purchasing, PAFs, etc.
AA II Tutorial SR	40	11	Manages scheduling of tutors; supervises student tutors; supports faculty, IAs, and students. Works with the FT faculty member who supervises the Tutorial Center to handle purchasing and budgeting. assists with recruiting, hiring, evaluations; maintains timesheets and other personnel records.
IAs Tutorial SR	245	10	12 individuals. Average number of hrs/wk is 20, but ranges from 7-38 hrs/wk. Range of months per year averages 10 but ranges from 9-12.) Main duty is tutoring students individually or in groups in writing, math, sciences, statistics, and some specialized areas, such as business and foreign languages.
IA Tutorial & CSKLS PET	22.8	12	Lead IA. Duties include tutoring students in science, math, and Spanish; assisting instructors and tutoring students in CSKLS Math Lab.
IAsTutorial Petaluma	20	10	Lead IA. Duties include assisting instructors and tutoring students in math and sciences and/or other specialized areas; promoting Tutorial Center program; supervising student tutors; developing training sessions for new tutors and student tutors.
IAs CSKLS SR	115	12	6 individuals. Most have 19 hr/wk with one at 21. Range of months per year for all except one is 12 mo/yr. Job duties include assisting instructors and tutoring Basic Skills credit and noncredit students in Math and ASK Labs with reading, writing, and math and/or content areas plus assisting with student assessment, computer work, and testing for both credit and noncredit programs.
IAs Petaluma	25.6	10	2 positions at 12.8 hrs/wk each. Duties include assisting instructors and tutoring students in sciences and math and, as needed, working with students in adjacent CSKLS Math Lab.
IA Tutorial Petaluma	12.8	12	Duties include assisting instructors and tutoring students in math and sciences; supervising student tutors; developing training sessions for new tutors and student tutors..

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Department Chair	23	10	Department chair with 58% reassigned time follows contract regarding department chair duties, providing supervision in curriculum, instruction, assessment, evaluation, hiring, budgeting, scheduling, distance education, and multi-site operations.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
IA STNCs SR Tutorial	53	9	4 individuals. Duties include assisting instructors and tutoring basic skills students in reading, writing, math and/or related areas. Funded by BSI.
Student Workers CSKLS SR	30	9	Usually 3-4 student workers. Average hrs/wk varies from 6-10. Duties include assisting in labs, GED classes, or office.
Student Workers Tutorial SR	90	9	Up to 35 individuals with hours ranging from 2-6. Main duty is tutoring students.
Student Workers, Tutorial PET	20	10.5	Tutorial, PET. Number of students varies each semester, averaging 4-10 hrs/wk. Range of months is 9-11. Main duty is tutoring students.
IA STNC, PET	45	10	BSI funded. Five individuals, each working approximately 9 hr/wk. Duties include assisting instructors and tutoring basic skills students in reading, writing, math and/or related areas.
IA, STNC PET	6	9	District funded for 6 hr/wk. Assists instructors with student orientation, assessment, and tracking of students, provides tutoring in Tutorial Center and Math Lab; and manages materials in Academic Skills Lab and tutorial Center.
Volunteers, SR Tutorial	20	9	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	9	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 classifed staff to support students in the labs and Tutorial Centers and to provide administrative support for the Tutorial Centers on both campuses and the College Skills office on the Santa Rosa Campus. There are a few areas where more staffing, or more stable staffing, are needed.

FTE-F: FTE-SS--.94 compared to District 1.0. The department's ratio for faculty to support staff is just below that of the district, but the numbers do not reflect the instability among classified employees for the department or the number of roles these individuals play across 4 sites. A series of illnesses, retirements, resignations, and even deaths has left the department with a patchwork of STNCs covering regular positions. While requested positions have been approved, finally, for both campuses, they have only recently been filled at the Petaluma Campus and

arestill in process at the Santa Rosa Campus. The glacial progress in getting these positions filled has undermined the efficiency of services and taken up a great deal of the faculty supervisors' time.

Specifically, the Santa Rosa Tutorial Center has a 34-hour/week IA position and a 19-hour/week position that was requested at the end of Spring 2014 and is still awaiting Board approval so it can be internally advertised.

FTE-ST: FTE-C--0.16 compared to District 0.13 (STNCs to regular classified) . This ratio is not accurate since it doesn't reflect the SR Tutorial positions currently covered by STNCs.

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

In some areas, the department has adequate staffing, but in most, due to the fact that nearly all employees are part-time, there are areas of need. These are described below.

Administrative Assistant, Santa Rosa and Petaluma. At the beginning of 2013/2014 academic year, a new position was launched: the department administrative assistant was officially hired as a 67.5% regular employee, with 10 hours/week in Petaluma and 17 hours/week on the Santa Rosa Campus. The AA works on each campus 2 days a week. While the individual filling this role is highly efficient, the department is still struggling to cover all its responsibilites to the College because it desperately needs a full-time AA. Important tasks once handled by a full-time AA and now have fallen to the department chair or fullt-time faculty or are neglected altogether.

These are the areas a part-time AA is not able to cover:
- Inserting costs and other data into PRPP.
- Editing PRPP.
- Keeping minutes of department meetings.
- Initiating and tracking purchasing.
- Entering curriculum revisions and completing forms.
- Tracking SLO data and entering SLO assessment reports.
- Handling department business in the summer (the office has to be closed since the current position is only 10 month, and usually the department chair handles it all)
- Datamining for the PRPP and other reports.

Despite the amazing level of competency of the current AA, both the chair and the Petaluma Tutorial Center faculty have spent many extra hours covering duties that are clerical in nature. If College Skills/Tutorial is to make significant improvements according to SSSP goals, a full-time administrative assistant is essential.

That said, the presence of one individual working at both campuses has greatly improved the department's efforts towards multi-campus coordination. A full-time AA across both campuses would be the preferred arrangement.

Santa Rosa Campus Instructional Assistants (Labs and Tutorial Center) : Overall, in terms of number of hours of regular instructional assistants on the Santa Rosa Campus, the department were fairly well covered. However, with the launch of the new Drop-in Math Lab, it has become apparent that between the two math labs, the department does need extra instructional assistance of at least 30 hours a week. Since a regular classified staff position is probably not feasible, STNCs would be adequate.

Petaluma Campus Instructional Assistants (Tutorial Center and Labs) : The instructional assistant positions in the Tutorial Center and ASK/Math Labs has stabilized with recent hires. However, there are some needs:

- The 6-hour/week District-funded STNC position has been very difficult to fill. The department is requesting that these hours be folded into a regular position so that the evening ASK Lab can rely on dependable staffing.
- The two existing 32% positions, one at 10-month and one at 12-month, would be far more effective as 47.5% positions since that would provided more continuity and ultimately quality in tutoring services.
- Two 4-hr/wk STNC tutors would help fill in gaps both in the tutoring schedule and the breadth of subjects covered.
- Additional student workers would also provide flexibility in scheduling.

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

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

The College Skills/Tutorial Department has two Tutorial Center vacancies but expects these will be filled by Spring 2015. However, given the age of many of the staff, the department needs to be prepared for more retirements and is hoping that the approval and hiring process will somehow improve in the near future.

Other than that, until something new gets approved, there are no current, official vacancies in the department.

2.2e Classified, STNC, Management Staffing Requests

Rank	RS	ACTV	Location	SP	M	Current Title	Proposed Title	Hrly	Type	Salary Increase	Benefits Increase	Total Increase
0001	71	4939	ALL	02	01	AA II CSKLS Office (67.5% District)	AA II CSKLS Office (100% District-funded)	$19.35	Classified	$40,248.00	$8,717.72	$48,965.72
0002	71	4939	Santa Rosa	02	01	none	STNC IAs for math labs 44hr/wk total	$12.06	STNC	$19,103.00	$0.00	$19,103.00
0003	64	6114	Petaluma	01	01	IA Petaluma (32%)	IA Petaluma (47.5%) 10-month	$19.35	Classified	$2,167.20	$443.84	$2,611.04
0004	64	6114	Petaluma	01	01	IA Tutorial Petaluma (32%)	IA Tutorial Petaluma (47.5%) 12-month	$19.35	Classified	$2,662.56	$545.29	$3,207.85
0005	64	4939	Petaluma	01	01	IA Tutorial & CSKLS Petaluma (57%)	IA Tutorial & CSKLS Petaluma (65%)	$19.35	Classified	$2,662.56	$545.29	$3,207.85
0006	64	4939	Petaluma	01	01	IA (12 hrs/wk) PET CSKLS (BSI funded)	IA Senior, 12 hrs/wk ASK/Math Lab (Dist. Funded)	$19.35	Classified	$8,127.00	$1,760.31	$9,887.31
0007	64	6114	Petaluma	01	01	IA STNC, PET (BSI funded)	IA 8 hr/wk combined w/reg IA hrs or District STNC	$12.06	STNC	$3,376.80	$506.52	$3,883.32
0008	71	6114	Santa Rosa	02	01	Student Workers for Math Labs	Student Tutors--add'l 16 hr/wk	$9.00	Student	$2,268.00	$0.00	$2,268.00
0009	71	6114	Santa Rosa	01	01	Student Tutors, SR Tutorial Ctr	Student Tutors - add'l 7.5 hrs/wk	$9.00	Student	$2,268.00	$0.00	$2,268.00
0010	64	4939	Petaluma	01	01	IA STNC 6 hr/wk Dist funded	Combine with exiting regular IA position	$19.35	Classified	$3,386.00	$733.00	$4,119.00
0011	64	6114	Petaluma	01	01	Student Tutors, Petaluma	Student Tutors, Petaluma--5 more hr/wk	$9.00	Student	$1,620.00	$0.00	$1,620.00

2.3a Current Contract Faculty Positions

Position	Description
Department Chair/Reassigned Accred. Chair	58% reassigned time as Dept. Chair; coordinates noncredit CDCP Academic Skills program; lead instructor for CSKLS English Pathway courses. For 2014 also has avg. 40% reassigned time as Accreditation Self Evaluation chair.
Petaluma Anchor Faculty//Math Instructor	Only full-time faculty position exclusively in Petaluma. Lead instructor for CSKLS math classes. Coordinates and schedules Math/ASK lab and PET Tutorial Center. Tenure track.
Instructor, CSKLS Math SR	CSKLS Math Instructor, Santa Rosa. Also coordinates and presents weekly Math Jam sessions. Tenure track year 2.
SR Instructor/Tutorial Center	Instructor, English Pathway. Anchor faculty in SR Tutorial Center. Duties include scheduling, hiring, training, and evaluating IAs and student tutors.
Instructor, CSKLS Math SR	Lead instructor for CSKLS math, including CSKLS 100; coordinates math curriculum, SLO assessments, faculty workshops, and math lab program. Liaison with Pharm Tech and ESL.
Instructor, CSKLS Math SR	Math instructor Santa Rosa; supervises CSKLS Math Lab; manages Math Lab computer program; develops curriculum; supervises student workers; teaches Accelerated Math Program.
Instructor, CSKLS Math SR	CSKLS Math Instructor, Santa Rosa. Tenure track year 1.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
College Skills/Tutorial	4.6000	28.0000	11.9100	72.0000	CSKLS Dept. is primarily Math and English Pathway courses and should reflect ratio closer to Math and English Depts. 3 faculty are tenure track and cannot fully cover all dept. duties outside of instruction. Department has had to request external evaluators for adjunct faculty evaluations for 2 semesters. Two of the FT faculty will be working only part-time in 2015/2016 so the ratio will be far worse.

2.3c Faculty Within Retirement Range

Three out of the four(75%)tenured regular faculty are in the age range of 55. One will be on the Pre-Retirement Reduction in Workload Program in 2015/2016 (at 60% for 2 semesters)and will retire after that. Another faculty member will also retire at the end of 2015/2016. A third may retire then or be on sabbatical. In addition, at least 70% of adjunct faculty are in this age range. Some have already retired but are still teaching the maximum loads for adjunct faculty due to their length of service.

The department will need to hire three full-time faculty over the next two years. It is imperative that the hiring of replacements begin in the Spring of 2015.

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

The College Skills/Tutorial Department is directly related to SRJC's Strategic Plan Goals and Objectives regarding Academic Excellence and Student Success. The CSKLS credit program primarily serves students at the first two levels of the English and Math Pathways, offiering core courses as well as supplemental online skills development classes in writing and math. The noncredit labs, classes, and tutorial centers provide additional support for credit students and also the first step back to college for those students in the CDCP program. All of this involves a huge amount of coordination and staffing, currently covered almost exclusively by part-time classified and adjunct faculty. The department is facing serious problems without more full-time faculty:
- not enough faculty to conduct adjunct evaluations
- no time for leadership in SLO assessment and curriculum
- increasing demands in terms of scheduling, evaluating, and tracking classified employees
- limited time for coordination with math and English departments
- no time for innovation and training of adjunct faculty
- no time to develop software Distance Education options

Right now the department has 7 full-time faculty. Three are tenure track, and one is working only in Petaluma. While these full-time faculty give 150% to students and the department, another full-time faculty member is needed to strengthen and stabilize the department as it strives to meet the demands for success among Basic Skills students.

A. Full-time Positions Requested
#1: Santa Rosa Campus Anchor Faculty for English Pathway and CDCP Programs:
The CSKLS English Pathway courses, supplemental online writing courses, and noncredit CDCP labs and classes require the time and leadership of a full-time faculty member. These areas were formerly covered by the individual who is currently chair (and will remain so for the next 1.5 years), and it has become clear that the chair position cannot provide the leadership required to coordinate and develop those programs. Given that in 2015/2016 neither of the English Pathway full-time instructors will be taking on a full load, and that the next department chair will be a math instructor, it is essential for the department to hire a new full-time faculty member to take on the responsibilities of this position. These include:
- Coordinating the noncredit CDCP Academic Skills/GED Prep program, which means scheduling adjunct faculty and labs, acting as liaison with AB86 and the High School Equivalency Program (HEP), and providing professional development related to the GED;
- Developing, strengthening and updating the curriculum, pedagogy, and articulation of the CSKLS English Pathway courses;
- Maintaining participation in Learning Communities;

- Articulating CSKLS English Pathway courses with English, ESL, and CTE courses;
- Working with the department chair to coordinate, hire, and evaluate adjunct faculty and instructional assistants for labs, CDCP courses, English Pathway courses, and online writing courses.
- Serving on College committees to represent noncredit and Basic Skills English Pathway programs.

This full-time instructor will not be teaching noncredit classes but will coordinate the program through department service. In 2015/2016, the instructors will teach credit English Pathway classes and work with the department chair to observe the CDCP program. In the second year, the new faculty member will take on coordination of the program through the allowable amount of department service.

All other full-time faculty in the department are math instructors and essential to the viability of the CSKLS math program. While they are all highly competent instructors, shifting to the "English side" of College Skills would be far too demanding of their time and would de-stabilize the math program.

#2: Santa Rosa Campus Contract Faculty for CSKLS Math. As described above, the current ratio of full-time to part-time faculty in this department is untenable. In this highly transitional time, the department needs a second full-time faculty to be hired by Fall 2015 so that he/she is well-established before the retirement of another full-time math instructor. While the changes to scheduled labs is beneficial to students, the complexity of the program makes full-time faculty involvement especially important.

Furthermore, as the department responds to Student Success and Equity Plan recommendations, leadership is required, especially regarding developmental level course curriculum; online, hybrid, and blended courses; computer assisted instruction; math "refresher" courses and modules; and accelerated formats. This requires a full-time faculty with distance education expertise, knowledge and experience in new approaches to Basic Skills education, and forward-thinking leadership. Specifically, this individual would initiate, develop, and/or coordinate:
- New and existing online versions of College Skills Math courses.
- CSKLS Math Lab software upgrades or replacements.
- Accelerated General Arithmetic + Pre-Algebra classes, or cross-department linked classes (example: "Statway," which is Pre-Algebra tracked to Statistics)
- Short, moduralized online basic skills brush-up classes before students enter the Math Pathway.
- Learning communities with CTE courses or counseling.
- Supplemental instruction, with embedded student tutors.

B. District Need for College Skills/Tutorial Full-time Faculty

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

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

- English has 45%:55% full-time to adjunct ratio, with over 20 FT instructors
- Math has 58%:42% with over 20 FT instructors
- <u>College Skills now has 28% FT :72% adjunct, and this will be even worse in 2015/2016 with two of the full-time faculty working only part-time. Only 3 of the 7 FT instructors to manage a very complex Basic Skills program and department service..</u>

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

<u>The College needs to hire at least two full-time faculty members in College Skills to approach parity across all Pathway departments.</u>

2. Relation to 2013/2014 Initiatives: VI, Basic Skills/Immigrant Education and VII, Student Access, Success, and Completion. Both requested positions directly support the goals for these two initiatives. A detailed description of how full-time faculty address the goals is in section D below.

<u>**C. Department Need for Contract Faculty**</u>
Below are factors, as requested by the Faculty Staffing Committee, that justify hiring the retirement replacement. The answers to the prompt questions for this section will make the department's critical need for this position evident.

1. Does the discipline have adequate contract and adjunct faculty to support its needs?
No. The past two recruiting efforts to find part-time qualified developmental math instructors resulted in only 2 hires who could only teach at night. Existing full-time faculty cannot take any further overload, and all current adjunct faculty who teach math are at their maximum load.

Furthermore, as described above, the remaining full-time faculty are struggling to cover all the responsibilities within the department: curriculum development, SLO assessment, faculty and staff evaluations, lab coordination, scheduling, and communications. While classroom instructional needs will always be covered, almost all other departmental work regarding program maintenance and development may not be fulfilled. This is frightening.

2. How difficult is it to recruit in the disciplines in the program unit?

Very difficult. During the last four years, the recruitment and application process has reflected that of the Math Department: few qualified individuals apply for adjunct positions, while many seek the full-time positions. The most recent adjunct hiring for credit classes was in Spring 2013 had over 35 applicants, but only two were qualified to join the pool and are currently teaching. The last three full-time recruitments drew over 45 candidates, with 16 selected for interviews, and final candidates submitted to the Vice President were all very well qualified.

3. How many times in the past three years has the department interviewed for the adjunct pool?

Five. In Spring 2014, the department conducted interviews for the CDCP program and was unsuccessful in finding qualified instructors. Further interviews for adjunct faculty for all areas of the CSKLS program were held Fall 2014.

4. Other factors impacting the need for full-time faculty:
In the 2015/2016 academic year, one full-time faculty will be on the Pre-retirement Workload program. A second will either be on sabbatical or will also be on that program. Both are English Pathway instructors, and the viability of that part of the CSKLS program, as well as the CDCP program, is in jeaopardy.

5. What PRPP information in section 5 supports the request to replace a full-time faculty position that was lost?

Without repeating all the details in that section, the headcounts, rates of efficiency, class size, and productivity had generally been increasing, and now seem to be stabilized. Instructional efficiency indicates that the department is working at a sustainable level; anecdotally, most classes start with enrollment over their wait lists and labs are full most hours of each weekday.

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

Furthermore, 45% of College Skills students are Latino/a. College Skills will play an important part in the College's actions as a Hispanic Serving Institution since the department launches these students into the Math and English Pathways. Full-time instructors are instrumental in creating department goals and practices that will directly address the Latino population.

6. What is the rationale for this position?
As stated in the first section, the College Skills/Tutorial Department is an essential component of the College's Student Success and Support Plan, Student Success and Equity Plan, and Basic Skills Initiatives. College Skills is SRJC's model Basic Skills program, and maintaining the current number of full-time faculty demonstrates the College's commitment to its mission and Strategic Plan goals and objectives.

7. How does this position relate to the principles of the Faculty Staffing Committee?

a. Basic Skills need: Both requested positions directly address all definitions of Basic Skills students, as described above. The College Skills/Tutorial department has the primary basic skills program for English and math, and faculty requests are for both of those areas positions. About 40% of all students who take the Math Placement Test are placed in either General Arithmetic or Pre-Algebra, the two levels of the Math Pathway that are taught in College Skills. While the percentage of English Pathway students is lower than the math, these are essential Pathway courses. Also, the number of noncredit students is growing, and the anchor English/CDCP instructor supports that program. The success of College Skills' coordinated, cohesive program is dependent on the leadership and action of the full-time faculty.

b. Strategic Plan, Basic Skills, Student Success and Equity, and Hispanic Serving Institution: This request directly addresses the section of the College mission that states, "We focus on student learning by... improving students' foundational skills." The department's relation to Basic Skills and Student Success has been described earlier. Over a third of CSKLS credit students are Latino/a.

c. Demographics: College Skills Math and English Pathway classes are composed entirely of Basic Skills students. The number of students requiring math instruction at this level has been increasing, and as the college promotes the Student Success recommendations regarding students completion of math requirements at the start of their enrollment, it will need to depend on a strong and flexible teaching staff and schedule. Furthermore, the CSKLS department has served an increasing number of Latino/a students--for 2013/2014, the percentage was 45%, up from 28% four years ago.

d. Anchor faculty: Both of the requested positions act as specific anchor faculty positions. Both will teach a regular load of credit courses, but as part of department service, one will act as the CSKLS English Pathway and CDCP coordinator, and the other will take leadership in the department's growing technology and distance education component.

e. Ratio of adjunct faculty to full-time faculty. FTE-AF: FTE-CF-- 2.57 compared to District 1.0235 (adjunct faculty to contract faculty ratio). The figure of 2.57 does not reflect the current number of individuals involved: 65 adjunct faculty and 7 full-time, which is quite unwieldy when it comes to managing the cohesive, structured quality programs so important for Basic Skills students.

f. Shortage of qualified applicants. As stated above, the two qualified individuals hired for the adjunct pool in early Spring 2013 are available only for evening classes. While adjunct hiring is set up for Fall 2014, these individuals cannot take on the needed leadership positions.

g. Class closures/wait list: Even with class enrollment limits raised to 33 with a wait list of 5 (high numbers for Basic Skills classes), more students attempt to enroll in CSKLS math classes than can be admitted. Almost all instructors report turning away students, even when they accept beyond the wait list (which is not recommended by department policy). All English Pathway classes (CSKLS 312 and 313, plus online 312.1 and 312.2) were fully enrolled by the beginning of the semester.

h. FON: The full-time faculty positions requested would teach only credit classes as the contract load, so this would not have an adverse effect upon the FON. If hired for 2015/2016, the exisitng full-time instructors who are anchor faculty would handle the department service component of program coordination, and the new tenure track faculty could adopt those responsibilities as department service in their second year.

i. Adequate faculty for existing facilities: While the department manages to cover courses, labs, and tutorial centers with adequate faculty, the scheduling of so many adjunct over so many locations and times is nightmarish. Also, recent increases in adjunct faculty absences means that full-time faculty regularly end up covering labs or classes since subbing is difficult to obtain on short notice.

j. Status of SLO's and assessment: All of College Skills credit and noncredit courses that have been offered in the past three years have undergone at least one round of formal, reported SLO assessment. While part-time instructors have contributed data and ideas, these assessments have all been initiated, coordinated, and completed by the full-time instructors.

2.3e Faculty Staffing Requests

Rank	RS	ACTV	Location	SP	M	Discipline	SLO Assessment Rationale
0001	71	4939	Santa Rosa	02	01	CSKLS English Pathway & CDCP	CSKLS English Pathway SLO assessments demonstrate need for ongoing dialogue and curriculum change to incorporate scheduled lab, track persistence to English courses, and align 312/313 coursework. English Pathway instructor is essential to lead these efforts.
0002	71	4939	Santa Rosa	02	01	College Skills Math	CSKLS Math assessments demonstrated that students in classes with scheduled lab (PET and evenings) had higher persistence and success rates as well as outcome achievement. As new curriculum is implemented, the need for ongoing FT leadership and stability is essential in improving the success across all courses.

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

Instructional
The most expensive requests involve the ASK Lab and our new Drop-in Math Lab. THese requests address student needs for credit English and Math Pathway classes, GED Prep students, students preparing for Placement and Math Competency tests, and students who need to brush up on basic skills before entering credit classes. All of these uses fit Basic Skills criteria, and BSI funds have been used in the past few years to purchase software and renew licenses.

1. Furniture for new Drop-in Math Lab. The College approved the department's request to convert the vacated Building E of Analy VIllage into a drop-in math lab. This would allow the other lab to be used as a scheduled credit lab for math classes, thereby bringing the curriculum into compliance and implementing another component of best practices in the CSKLS Math program. The new lab needs computer chairs and some new tables and desks so the computer and study areas can both fully function.

2. Additional computers for students in the Drop-in Math Lab. The original proposal requested 16 computers. Currently there are 12 installed due to the limited number of ports. However, when the lab is expanded according to plans, it will need to have four more (including a DRD accessible computer) installed.

3. GED Preparation Online Programs. The CSKLS ASK Lab needs to renew and expand the commecial software license that reflects the 2014 GED Test because it will reflect the format of the test and allow students to becomce familiar with the word-processing component for the essay, the computerized approach to the math questions, and the specific types of questions for the reading and content areas.

4. Additional computers for the Santa Rosa ASK Lab. Because the ASK Lab is used for the Accelerated Math Program and another section of math, it needs to have a full set of up-to-date computers with internet access. Currently there are 20, and it needs at least 10 more.

5. Computers for students in the Santa Rosa Tutorial Center. The Santa Rosa Tutorial Center is requesting four refurbished computers. These would be used for students in Math classes who need help with their online homework. The exisiting computers in the Tutorial Center are in constant use, mainly by students working on their writing assignments or ESL students using specific language software.

6. Laptop, LCD projector, and roll-around cart for Petaluma Tutorial Center. In the past, the Petaluma Tutorial Center has borrowed a roll-around laptop and LCD projector unit from Media Services on an irregular basis for providing Study Skills Seminars to students. With the advent of semesterly kick-off presentations (this past year), as well as future plans to rejuvenate the Study Skills Seminars and launch a new series of math-related presentations (e.g., Math Jams, Statistics Technology presentations, etc.) that will take place on a regular basis, the need to have a more permanent technology presentation solution housed within the Petaluma Tutorial Center is becoming evident.

7. Document readers. A low-cost, very portable document reader is available for approximately $90 from www.ipevo.com. The PV2 document reader would facilitate sharing information at workshops and meetings and would allow instructors to easily share handwritten or non-digital documents with their classrooms. It doesn't work as well as a digital copy stand, but the advantages are it can be purchased for approximately 1/10 of the price and it's very portable. At both the Santa Rosa (three requested) & Petaluma campuses (two requested), these would

allow instructors to borrow and use them in any classroom. <u>If new classrooms had only a projector, an instructor with a laptop and document camera would essentially have a smart classroom for a fraction of the cost.</u>

8. Replacement laptops. The department's laptops are 9-10 years old and cannot handle updated software, particularly browsers that are required for online access. The department is seeking at least 4 new laptops for the following: adjunct instructors who teach online; and credit and noncredit GED instructors who do not teach in smart classrooms who need access to their rosters and registration sites for students; credit and noncredit instructors who want to use a portable document camera in a room that has a projector only.

9. Whiteboards for Math Lab. Since the Scheduled Math Lab will avail itself to more direct instruction because of the new configuration, whiteboards are needed.

10. Additional Smart Classroom. The Department has made good use of the smart classroom (room 656) that was granted a few years ago--it is scheduled for nearly every hour of the instructional template Monday-Friday. Because our Math and ASK Labs are an integral part of nearly all of our classes, it would be ideal to convert another part of the Analy Village into a smart classroom. The Department requested is requesting at least two classroom or lab spaces, to be converted to smart classrooms, in Analy Village when DRD moves out.

<u>Non-Instructional</u>
11. Laptops for Instructional Assistants. As mentioned above, the laptops are 9-10 years old.The instructional assistants, who have limited office space, use laptops to complete a variety of department tasks in different locations. Three laptops for use across the 7 IAs would be adequate for now.

12. Sandwich Boards for Petaluma Tutorial Center. The current sandwich board used by the Petaluma Tutorial Center is particularly unwieldy and heavy - since it was homemade out of wood and whiteboard material. In addition, with the need for signage near more than one entrance/door of the tutorial center, it seems that now would be a good time to upgrade our current dilapidated sandwich board and add an additional one to accommodate placement near both entrances/doors.

13. Sandwich Boards for Santa Rosa Lab and Counselor Office Signage. The current sign is battered, and new signs are needed to help direct students to the Academic Skills/GED lab and to the Basic Skills counselor. The signs on the buildings are too small to help new and less experienced students find these important locations.

2.4c Instructional Equipment Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	71	4939	Santa Rosa	02	01	Chairs for students in new lab	32	$290.00	$9,280.00	W. Burzycki	Bldg E	W. Burzycki
0002	71	4939	Santa Rosa	02	01	Computer desks for new lab	8	$293.00	$2,344.00	W. Burzycki	Bldg E	W. Burzycki
0003	71	4939	Santa Rosa	02	01	Front desk for new lab	1	$769.00	$769.00	W. Burzycki	Bldg E	W. Burzycki
0004	71	4939	Santa Rosa	02	01	Computers for SR ASK Lab	8	$1,000.00	$8,000.00	W.Burzycki	601	W. Burzycki
0005	71	4939	Santa Rosa	02	01	Remaining computers for drop-in math lab	6	$1,000.00	$6,000.00	W. Burzycki	Bldg E	W. Burzycki
0006	71	4939	Santa Rosa	02	01	Computers for SR Tutorial Center	4	$1,000.00	$4,000.00	C. Hanson	4251	C. Hanson
0007	71	4939	ALL	02	01	GED Software	1	$6,000.00	$6,000.00	W. Burzycki	601	W. Burzycki
0008	64	6114	Petaluma	02	01	Laptop for PET Tutorial Center	1	$500.00	$500.00	C. Valencia	PC 247	C. Valencia
0009	71	4939	Santa Rosa	02	01	Whiteboards for Math Lab	2	$50.00	$100.00	W. Burzycki	Bldg. F	W. Burzycki
0010	64	6114	Petaluma	02	01	LCD Projector for PET Tutorial Center	1	$500.00	$500.00	C. Valencia	PC 247	C. Valencia
0011	64	6114	Petaluma	02	01	Roll-around cart for laptop & LCD projector	1	$200.00	$200.00	C. Valencia	PC 247	C. Valencia
0012	71	4939	Santa Rosa	02	01	PV2 Portable Document Readers	3	$90.00	$270.00	W. Burzycki	Bldg. G	W. Burzycki
0013	64	4939	Petaluma	02	01	PV2 Portable Document Readers	2	$90.00	$180.00	C. Valencia	VARIES	C. Valencia
0014	71	4939	Petaluma	02	01	Sandwich Board for Tutorial Ctr	3	$85.00	$255.00	W. Burzycki	Bldg. H	W. Burzycki
0015	71	4939	Santa Rosa	02	01	Sandwich Board for lab & counselor	3	$85.00	$255.00	W. Burzycki	Bldg. H	W. Burzycki

2.4d Non-Instructional Equipment and Technology Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	71	4939	Santa Rosa	02	01	Laptops for IAs	2	$1,000.00	$2,000.00	W. Burzycki	601/615	W. Burzycki
0002	71	6114	Petaluma	02	01	Sandwich Boards for Pet. Tutorial Ctr Signage	2	$100.00	$200.00	C. Valencia	PC 247	C. Valencia
0003	71	6114	Santa Rosa	02	01	Log-in Station (ADA requirement)	1	$250.00	$250.00	C. Hanson	4251	F. Mahl

2.4e Safety, Utility, and ADA Impacts

An ADA required log-in station (DRD will supply)   is needed for the Tutorial Center in Santa Rosa.

2.5a Minor Facilities Requests

Rank	RS	ACTV	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	71	4939	Santa Rosa	02	01	Urgent	Analy Village	Bldg. E	$100,000.00	Complete conversion of Bldg. E to new lab and office space.
0002	71	4939	Santa Rosa	02	01	Urgent	Analy Village	615	$8,000.00	Make the existing math lab a smart classroom.
0003	64	6114	Petaluma	02	01	Urgent	Doyle Hall	PC 247	$500.00	Under cabinet lighting to illuminate tutor/student work area (3rd request)
0004	71	4939	Santa Rosa	02	01	Urgent	Bldg. F & H	601, 615	$8,000.00	Carpet for 2 College Skills labs.
0005	71	4939	Santa Rosa	02	01	2-3 Yr	TBD	TBD	$0.00	Move College Skills offices, labs, and classrooms closer to Campus Center (e.g., to Emeritus, Barnett, or other area).

2.5b Analysis of Existing Facilities

The College Skills/Tutorial Department has documented its need for space in every rendition of the PRPP for the past 15 years, and particularly focused on the acquisition of rooms if DRD moved out of Analy Village. That move occurred at the beginning of Fall 2013, and College Skills was dismayed to see that the District moved Community Education and some temporary management and classified offices into the vacant areas. However, the department submitted a proposal based on earlier PRPP rationales and received approval for a new drop-in math lab. Two factors contributed to the District's decision in College Skills' favor:

- A new lab would allow College Skills credit classes to be scheduled credit labs rather than DHR labs, thereby bringing the college into compliance.
- The FTES for scheduled, semester-length labs, plus the additional FTES for students logging in to the new noncredit CSKLS 770 lab would generate more apportionment.

College Skills maintains that the best reason for the new lab is the imporoved support and structure that Basic Skills students experience with both their scheduled lab time and the drop-in lab.

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

A. Completing the New Lab (Now) : College Skills is thrilled that the new drop-in lab project was approved, but currently, it is only half finished. Looking to the future, completion of the lab is a priority. The expense and compexity of the remodel is more than expected, and only a section of the buidling is operational. Already it is quite crowded, so the department needs to have the project finished. At the very end of this section is a reiteration of the original rationale, though probably the most important fact is that if the new lab is bigger, it will generate more funding.

B Smart Classroom in the Scheduled (Old)   Lab (Soon) : The request for smart classroom capabilities in the Scheduled Lab is in keeping with the Student Success goals of integrating technology into instruction. It is also part of the College's plan to be a state-of-the art teaching institution. Basic skills students, like all other students, should be provided with the highest level of instruction, including access to internet and software. Providing "smart" capabilities to the old lab would allow faculty to extend and enhance their instruction in the Lab.

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

D. Original Rationale for Extended Lab Space (Last Spring)

The existing Math Lab in room 615 supports a wide range activities, all of which are listed as best practices for developmental learners in California's *Basic Skills Handbook* and in the Student Success and Support Plan. A second lab offering support for the computer component of the math classes as well as one-on-one help with homework would allow the department to extend these practices even further.

- **Computer-assisted instruction.** Students practice skills and concepts taught in class through department-developed software that directly relates to math curriculum.

- **Ongoing assessment with immediate feedback.** After each computer lesson, students take brief quizzes to assess their ability to apply the concepts. These quizzes, distributed and corrected at the front desk, allow students to quickly identify areas they have not yet mastered, get help and additional practice, and then try a second time.

- **Instructional support.** Both instructors and instructional assistants are available in the lab to help students with the computer lessons and the follow-up for quizzes. Often the student's instructor may be in the lab at the same time, which allows questions from class to be addressed and for the student-instructor connection to be strengthened. At the same time, working with different staff members provides students with a variety of approaches for mastering their math skills.

- **Peer support.** Students become more familiar with classmates when they attend the lab at the same times, and study buddies and study groups naturally grow out of this connection.

- **Multi-modal learning.** Besides the computer lessons and traditional paper-and-pencil exercises and quizzes, the Math Lab now includes a new series of hands-on activities to help all students, but especially kinesthetic learners, work on mathematical concepts.

- **Bridge to independent learning.** Students can try out their skills through the online software and the quizzes, but work at their own pace. The lab allows them time to concentrate and find the best ways to accomplish their tasks.

The success of this varied, interactive, and highly structured program is demonstrated by the increasing number of students who not only complete their computer lessons and quizzes, but choose to work in the lab because of the supportive learning environment. The College Skills Department would use new space in the Analy Village area for computer work, tutoring, and study, where students could take quizzes, get one-on-one help from staff, and work in pairs and groups (that is, all of the activities listed above) .

3.1 Diversify Funding - Grants/Contracts

College Skills/Tutorial has not sought any grants on its own within the past few years, but it is closely related to four existing or recent grants.

1. The Health Occupations Preparation and Education (HOPE) Grant. This grant ended in 2014, but through most of its existence, the College Skills Tutorial Center was instrumental in coordinating its tutorial services.

2. Gateway to College. College Skills provided the instructor, CDCP section, and Petaluma ASK Lab space so students received supplemental computer instruction and direct instructor assistance during their Friday lab time. the CSKLS instructor also participated in Gateway trainings and helped lead student activities.

3. High School Equivalency Program (HEP) . This program provides GED preparation classes for specific students who have been involved in Migrant Education or ahd family members involved in agriculture and related industries, as prescribed by the grant. College Skills has worked with the HEP director and staff to establish sections, assign faculty(all College Skills CDCP instructors) , coordinate shared trainings, and find materials relating to the new GED. This has been a strong relationship benefiting both programs. CSKLS is currently working with HEP to expand their instructor pool.

4. Hispanic Serving Institution (HSI) . At this point, no one, including College Skills, has a clear idea of how the College will apply the funds. However, since about 45% of CSKLS students are Latino/a, and the department offers bilingual GED preparation courses, no doubt CSKLS will play a significant role in developing and implementing strategies to address these students' success.

3.2 Cultural Competency

The College Skills Department uses several appraches to hire staff and faculty who are sensitive to the diversity of the students in College Skills.

- Minimum qualifications for full-time and adjunct faculty positions require a statement reflecting the applicants' experience working with diverse populations. This statement has a high priority in the ranking of candidates and selection of semi-finalists for full-time positions.

- Preferred qualifications for faculty include fluency in Spanish. So far, at least two recent faculty hires, one STNC, and several student workers demonstrate this fluency.

- When the department is hiring faculty and staff, it sends out a message to all existing College Skills/Tutorial employees to encourage them in the recruitment effort. The department has at least 12 employees with connections to the Latino/a community, and word-of-mouth has helped to direct Spanish-speaking individuals to apply for positions.

- College Skills has created an environment that promotes future teachers. Four recent student employees representing our diverse department have gone into SRJC's Teaching Fellowship program or have transferred to a 4-year institution with the intention to teach. All credit the CSKLS/Tutorial program as their inspiration.
  - two are bilingual Spanish men
  - one is a physically disabled man
  - one is a woman pursuing science

College Skills routinely promotes sensitivity to diversity among faculty and staff.

- Department flex workshops, meetings, and in-services throughout the year include sessions covering sensitivity to student diversity, including specific teaching strategies and techniques

for teaching students with learning disabilities, second language learners, and the "1.5" generation of Latinos/as.

- Many of the bilingual Spanish Academic Skills/GED Prep instructors also work in the CSKLS labs or Tutorial Centers, where they interact with a variety of students and staff. This has promoted more communication among faculty and staff from different areas of our program and also offered more opportunities for Spanish-speaking students to find support in our labs and tutorial centers.

- To support students, the Department posts a schedule of when Spanish-speaking instructors and instructional assistants are working in the labs or Tutorial Centers.

- The department collaborated with the High School Equivalency Program (HEP)   to provide program guidance related to the GED, materials in Spanish and English, and recommendations for facultly and staff hiring (five CSKLS instructors and two IAs have since been hired) . The connection between the two programs strengthens the bridge between noncredit and credit classes for these students.

- Instructors of CSKLS 313, Foundations of College Reading and Writing, routinely seek literature that relates to a wide range of ethinicities. Recent selections reflect the experience of Islamic communities; Native Americans; African Americans; Latino families in the US; and the Jewish experience during World War II.

3.3 Professional Development

College Skills creates an envrionment that supports the learning of its staff and faculty, as well as students.

Staff

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

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

Many 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. For instance, many instructional assistants who work in the ASK Lab were able to attend the workshops on the new GED software and teaching strategies, and others attended a workshop on the new math software.

Faculty

Adjunct faculty have been supported in taking trainings in Moodle, attending GED workshops, and traveling to conferences related to their subject area (such as writing or math) . When possible, lab coordinators will rearrange staffing to accommodate an adjunct instructor's request to attend a workshop or conference. The chair has also sought funds to compensate adjunct faculty for trainings on student learning outcomes assessment.

Professional Development Activities of Value to the Department

The type of professional development activities that are of the most value depends on the location and role that individual has in the department. Recent areas of interest are:

- **Academic Skills Labs and GED Prep:** Teaching strategies for the new GED; exploration and evaluation of GED software and books; analysis of GED tests

- **Math Credit Classes:** The benefits and considerations of online homework and distance ed instruction.

- **English Pathway Reading/Writing Classes:** Reading strategies for low-skilled students; involvement in "SRJC Reads" program

- **Tutorial Centers:** Integrating technology into tutoring; online tutoring options

3.4 Safety and Emergency Preparedness

Injury and Illness Prevention Program

In the past year, the department addressed safety issues at department meetings, including who to call for emergencies (answer: always Campus Police) . Also, the

department held two workshops focusing on the "Surviving an Active Shooter" video. Many faculty and staff attended and discussed the video and related safety issues. Folow up in the department newsletter included a summary of safety measures and recommendations that those who had not been able to attend the workshops to view the video through Staff Development flex opportunities.

The Petaluma Tutorial Center, under the direction of the full-time faculty member, has participated in several sessions on safety at the very beginning of the Spring 2013 semester.

For Fall 2014, the first department meeting of the semester will have the Injury and Illness Prevention Program as a main topic. Those who cannot attend will receive information on where to get the information.

Building and Area Safety Coordinators

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

3.5 Sustainable Practices

College Skills/Tutorial supports the College's sustainable mission in the following ways:
- Many instructors provide materials, exercises, and communications means through their websites and email.
- 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.
- 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.

As a whole, the department does not consume a lot of resources. Suggestions for reducing energy use that are out of the department's control are:
- The Tutorial Center Faculty Office is stays at a temperature of about 65 degrees, no matter what the temperature is like in the rest of the Tutorial Center or outside. This is not only very uncomfortable for the faculty in that office, it wastes a lot of energy. The library facilities staff has been notified multiple times over the past 6 years, but nothing has been done to correct the problem.
- A number of the offices in 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 faciities office has been notified but has not followed up.
- The recent practice of using Timesheets for the 35+ faculty assigned to TBA Lab and Tutorial hours uses a tremendous amount of paperwork. The department (and Payroll) both strongly feel that an electronic tracking system should be implemented.
- The department attempted to purchase an electric hot water kettle for the staff room in the Petaluma Tutorial Center. This would efficiently heat water for multiple cups of tea instead of requiring individuals to use the aged, inefficient microwave for 4 minutes each. It would also keep people from using paper cups by purchasing tea elsewhere on campus. Although the cost of $43.95 was approved by the Vice President of the Petaluma Campus, Purchasing denied this as not related to college business. Practices related to sustainability are college businss, and Purchasing should be informed about this.

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 2014-2020

Course	Previous Assessment(s)	Next Assessment (may be sooner)	Comments
CSKLS 367.1	Spring/Summer 2014 Results meet expectations.	Spring 2020	Online course. Good retention.
CSKLS 367.1	Spring/Summer 2014 Results meet expectations.	Spring 2020	Same as above.
CSKLS 368A	Spring 2010 Spring 2012 Results meet expectations.	None unless course is reinstated.	SLO achievement similar to 371 but persistence much lower. Short courses not effective and difficult to schedule. Course will be inactivated.
CSKLS 368B	Spring 2010 Spring 2012 Results meet expectations.	None unless course is reinstated.	Same as above
CSKLS 371	Spring 2007 Spring 2012 Results meet expectations.	2015	Next assessment will determine effectiveness of new scheduled lab
CSKLS 372	Spring 2012 Results meet expectations.	2015	Same as above.
CSKLS 100	Spring 2009 Results meet expectations.	2015	2009 SLO assessment used to develop credit-by-exam.
CSKLS 312	Spring 2012 Results meet expectations.	2018	Course revised Fall 2012, added to Pathway.
CSKLS 312.1	Spring 2014 Results meet expectations.	2020	Online courses. High results. CSKLS 312.3, 3rd in series, not offered since 2008.
CSKLS 312.2	Spring 2014	2020	Same as above.

	Results meet expectations.		
CSKLS 318	Spring 2011 Results meet expectations.	None unless course is reinstated.	Course withdrawn from Pathway due to budget and efficiency considerations.
CSKLS 313	Spring 2008 Spring 2014 Results meet expectations.	2019	Increased focus on reading analysis and summary writing.
CSKLS 334	Spring 2014 Results meet expectations.	2020	Online course.
CSKLS 770	Spring and Fall 2011 Results meet expectations.	2017	Data used for Basic Skills discussions
CSKLS 731, 732, 733	Spring and Fall 2011 Results meet expectations.	2017	Assessment ongoing through Noncredit Progress Indicators.

Summaries of Recent Assessment Results and Department Responses

CSKLS 368A and 368B, General Arithmetic Parts 1 and 2
Results summary: CSKLS 368A students reflect a slightly different population than CSKLS 371, and their performance by the end of the class is somewhat below 371 students taking the same tests. However, by the end of 368B, the same students score above the 371 students, indicating that the extra time, focus on study skills, and structure as a 2-part course may allow for an increase in study strategies and absorption of course skills and concepts.

Overall, the results for CSKLS 368B and 371 on word problems (SLO #3 in 2012) were very similar. However, given the difficulty in staffing and coordinating the short courses, the college extended its assessment to external factors. This included a survey of instructors about the preferred course and a review of institutional data. Instructors generally favored the semester length structure of CSKLS 371 but liked the 2-hour class format of 368A/B. Institutional data showed that the persistence rate for CSKLS 368B students compared to 371 was significantly lower.

Based on SLO assessment results, the survey, the persistence data, and in-depth departmental dialogue, the department decided to return to CSKLS 371 but to make the lab scheduled instead of DHR to provide more instructor directed time. This format will be applied to CSKLS 372 as well, and both courses will conduct SLO assessments in Spring 2015 to see if the SLO assessment results are higher.

CSKLS 731, 732, znd 733, Basic Academic Skills 1, 2, and 3, and Noncredit Certificate of Completions, Basic Academic Skills
SLO assessment has become a routine part of the grading process using noncredit progress indicators. The "grade"--P for Pass, SP for Satisfactory Progress, and NP for Not Passing show the degree to which students have achieved the SLOs for the course. A P is given only when students have achieved all SLOs for that level. SLOs and objectives are clearly printed on student orientation materials and posted in the lab.

However, the new GED has higher level objectives, and this may affect both the course SLOs and the noncredit certificate SLOs. The department will be holding two workshops in Fall 2014 to determine this.

The department had over 85 students pass the GED in the by the end of the Fall 2013 semester, which represents the achievement of SLOs of CSKLS 733 and the noncredit certificate. However, based on late Spring 2014 statistics, the results for the future will not be so high. The GED math test is particularly difficult and will be a barrier for many students.

CSKLS 372, Pre-Algebra

After revising the Student Learning Outcomes for the course in order to better reflect instructors' primary objectives, final exam results from multiple sections will be tabulated and analyzed to provide information about students' achievement of outcomes. Course outline updated Spring 2013.

CSKLS 318, Beginning Reading and Writing
Final exam results from the single section were tabulated and analyzed to provide baseline information about students' achievement of outcomes. About 50% of students pass the class, and that a number of students indicated such a degree of low skills and class participation by the midterm that passing the class was unlikely. Based on low scores on the final exam, the department decided that this 7-unit class, using 2 instructors, was not providing enough benefit for enough students. The shorter CSKLS 312 (3.5 units) for students with adequate skills to progress, plus an additional 313 are moving more students forward on the English Pathway more efficiently.CSKLS 318 has not been offered since Spring 2012. It is difficult to determine whether that is has had a negative impact since so few students progressed from 318 to 313.

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

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

CSKLS 313, Foundations of College Reading/Writing
Results summary: While students feel more confident in their writing (survey), they still struggle writing succinct summaries and focused responses (writing assessment). Results from the proofreading/editing part of the assessment indicate that students show some improvement but there are still gaps, probably due to lack of practice and application.

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

Note: A workshop was held for CSKLS reading/writing instructors to discuss assessment results, revise curriculum and change course outlines to reflect the decision to remove CSKLS 318 from the English Pathway and replace it with 312.

Ongoing Cycle of Assessment for Math and English Pathway Courses

As described above, the Pathway math courses **(CSKLS 368A, 368B, 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,discussons, conclusions, and improvements for these courses through department meeting minutes and lead instructor reports plus the submission of formal SLO Assessment reports in SharePoint as scheduled.

CSKLS 334, Taking an Online Class. The level of achievement for the course SLOs were very high, demonstrating that it is doing exactly what it should do: prepare students for taking online classes. The college is shifting entirely to Moodle, which will require aspects of this course to be changed again, which may require assessment sooner than the usual 6 years.

CSKLS 367.1 and 367.2, Basic Math Review Parts 1 and 2. These online courses use the ALEKS math program, so SLOs are indivdualized 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 Centerwas included in the Basic Skills report.

4.1b Program Student Learning Outcomes Assessment

Noncredit CDCP Certificate: Program outcomes are represented by students who receive a P (Pass) for CSKLS 733 or who pass the GED. A formal SharePoint SLO Assessment report was completed in Fall 2014 and indicated that about 55% of students enrolled at the 733 level achieve the outcomes, based on their GED scores. However, the new GED, which is considerably more difficult, may no longer be used as an indicator of meeting the SLOs since it may not be possible for the existing program to provide that much math instruction (quadratic equation, slope, etc.). The department is in the process of discussing the relationship of the GED with the program and whether curriculum changes need to be initiated, which would occur by Fall 2015.

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

Overall, College Skills students, the majority of which are enrolled in CSKLS math classes, show a pattern of rising retention and fairly stable GPA. Fall 2013 retention at about 70% is markedly higher than the state average for Basic Skills students, which is about 67%.

4.1c Student Learning Outcomes Reporting

Type	Name	SLO Identified	SLOs on Web	Assessment Methodology Identified	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	CSKLS 100	Spring 2007	Fall 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009
Course	CSKLS 312	Fall 2008	Fall 2008	N/A	Spring 2012	Summer 2012	Fall 2012
Course	CSKLS 313	Spring 2007	Spring 2007	Fall 2007	Spring 2008	Spring 2008	Fall 2008
Course	CSKLS 313	Spring 2007	Spring 2007	Fall 2007	Spring 2014	Summer 2014	Fall 2013
Course	CSKLS 318	Fall 2007	Fall 2007	Spring 2011	Fall 2011	Fall 2011	Fall 2012
Course	CSKLS 334	Spring 2011	Spring 2011	N/A	Spring 2014	Spring 2014	Fall 2015
Course	CSKLS 367.1	Fall 2009	Fall 2009	N/A	Spring 2014	Summer 2014	Fall 2014
Course	CSKLS 367.2	Fall 2009	Fall 2009	N/A	Spring 2014	Summer 2014	Fall 2014
Course	CSKLS 368A	Fall 2008	Fall 2008	Fall 2009	Fall 2009	Spring 2010	Fall 2010
Course	CSKLS 368B	Fall 2008	Fall 2008	Fall 2009	Fall 2009	Spring 2010	Fall 2010
Course	CSKLS 368B	Fall 2008	Fall 2008	Fall 2009	Spring 2012	Fall 2012	Summer 2014
Course	CSKLS 371	Fall 2006	Fall 2006	Fall 2006	Fall 2006	Spring 2007	Fall 2007
Course	CSKLS 371	Fall 2006	Fall 2006	Fall 2006	Spring 2012	Fall 2012	Summer 2014
Course	CSKLS 372	Spring 2008	Spring 2008	Spring 2011	Fall 2011	Spring 2012	Fall 2014
Course	CSKLS 731	Spring 2007	Spring 2007	Spring 2011	Spring 2011	Summer 2011	Fall 2012
Course	CSKLS 732	Spring 2007	Spring 2007	Spring 2011	Spring 2011	Summer 2011	Fall 2012
Course	CSKLS 733	Spring 2007	Spring 2007	Spring 2011	Spring 2011	Summer 2011	Fall 2012
Course	CSKLS 312.1	Spring 2008	Spring 2008	N/A	Spring 2014	Spring 2014	Fall 2014
Course	CSKLS 312.2	Spring 2008	Spring 2008	N/A	Spring 2014	Spring 2014	Fall 2014
Course	CSKLS 772 (inactive Fall 2014)	Fall 2010	Fall 2010	N/A	N/A	N/A	N/A
Course	CSKLS 310 (not offered)	Fall 2010	Fall 2010	N/A	N/A	N/A	N/A
Course	CSKLS 311.1 (not offered)	Fall 2010	Fall 2010	N/A	N/A	N/A	N/A
Course	CSKLS 312.3 (not offered)	Spring 2008	Spring 2008	N/A	N/A	N/A	N/A
Course	CSKLS 332 (not offered)	Spring 2011	Spring 2011	N/A	N/A	N/A	N/A
Certificate/Major	Basic Academic Skills NC Cer	Spring 2012	N/A	N/A	Fall 2013	Spring 2014	Fall 2014
Service/Program	CSKLS 770	Spring 2007	Spring 2007	Fall 2009	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 310 Essay Writing		X	X	X		X		X		X	X	X	X	X		
CSKLS 312 Basic Writing Skills		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 318 Reading & Writing		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
CSKLS 334 Online How		X	X	X					X	X						
CSKLS 368A & B Gen. Arithmetic	X	X	X	X	X		X	X		X	X					X
CSKLS 371 Gen. Arithmetic	X	X		X	X		X	X	X	X						X
CSKLS 372 Pre-Algebra	X	X		X	X		X	X	X	X	X					X
CSKLS 731-733 Academic Skills	X	X	X	X	X		X	X	X	X	X					X
CSKLS 770 Tutoring	X	X	X	X	X		X	X	X	X	X	X	X			X

4.2b Narrative (Optional)

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

College Skills courses consistently connect reading, writing, and math content and skills to real-life situations, which are reflected in the institutional learning outcomes. Furthermore, students learn how to be students, which relates to personal development and management. Even personal health issues are addressed through reading assignments and class discussions. Communication skills are taught in the English Pathway courses, and critical thinking skills are taught and applied in the English and Math Pathway courses and the supplemental writing and math courses. Also, because of the diversity of CSKLS students, course reading materials often include multi-cultural selections. Finally, a primary goal of the department is to help students become indedpendent 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

Two Department surveys reflect aspects of the College Skills/Tutorial department that are not reflected in the performance measures provided by the college.

Summary of Representative Survey Results of Santa Rosa Tutorial Center (excerpted from SLO Assessment Report)

The Tutorial Centers survey students every semester. The results summarized here are typical of the responses: very high satisfaction and the usual request for more stafing. For this report, three hundred surveys were distributed to tutees in the SRJC Tutorial Center during the last 4 weeks of the semester. Completed surveys were tallied and the results reported as percentages (see attached survey and results). Criteria for success as it relates to the SLO is determined if a majority of students report increased skill and knowledge in a subject or course and if they report that the assistance received in the Tutorial Center directly affected this increased skill and knowledge.

The majority of students were very satisfied or satisfied (97.8%) with their work in the Tutorial Center (question # 5).
- Students also reported in question # 6 that their ability to do well in their classes improved by the services the Tutorial Center provided (99.2%).
- Students reported that they would or probably would have dropped their class without the help they received in the Tutorial Center (53.4%).
- Students also reported that they thought they would get either an A or B for classes in which they received tutoring (79.5%) while many fewer students believed they would get and A or B without tutorial assistance (28.8%).

Information about the way students use the Tutorial Center was revealing as well.
- Only 52% of students began coming to the Tutorial Center at the beginning of the semester. We need to advertise early and widely so that students will begin coming sooner in the semester. Better signage both inside the building and outside (banner) might help.
- 49.2% of students learned about the Tutorial Center from their instructors. An open house for faculty early in the semester will be planned.
- Most students use the Tutorial Center 3 or 4 times/week (61.8%).
- Interestingly, over 80% of the students reported getting help with math, chemistry and/or physics, for which drop-in tutoring is available every day. This is not surprising.
- Only 12.4% of students indicated that the environment of the Tutorial Center encouraged study groups. This will be a topic of discussion/brainstorming at the first Tutorial Center staff meeting this coming fall.
- Finally, only 59.2% of the students felt that adequate staffing was regularly available. This is particularly true for chemistry and math students in the evening. {Note: In response, the college funded extended hours for math and chemistry tutors starting Spring 2013.)

Survey of College Skills Math Students' Educational Goals

As part of the assessment of the College Skills math program, the department surveyed students in CSKLS 368A/B, 371, 372, and 100 classes. Results included:

- 47.4% have the educational goal of a CTE certificate or degree program or are enrolled to improve job skills. This is significant because those who pursue a low-unit certificate or enough math for a work promotion will not appear as "completers" according to current state definitions.

- About 50% of students indicated that they had changed their educational goal after one or more semester of enrollment, and the trend appeared to be aiming higher--towards transfer or a degree. This is encouraging, except that if these students change their mind and go for the certificate instead, they will look as if they have not met their goal.

- 32.5% selected "at work" as an area where their math class has had a positive effect, and 69% said it affected their educational planning. This may mean that the experience in the math class--including the embedded study skills--gave them more confidence to pursue higher goals (see above).

- 31.1% are currently enrolled in a CTE certificate or degree program. Once again, if they are in a low-unit certificate, such as a culinary certificate, they will not be counted as "completers" even if they pass both General Arithmetic and Pre-Algebra.

- 47% are taking at least one degree applicable or transfer level class. This confirms that many "regular" classes actually have basic skills students enrolled in them.

- 87% expect to take the next level of math class. The department's persistence rate according to Data-mart is closer to 65%, but as mentioned above, there are some questions about the accuracy of that data.

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.

Viewing these numbers as a whole for the department, it appears that enrollment for the Santa Rosa Campus had been growing slowly over the past few years but leveled off in 2013. Petaluma has continued to grow. (Fall 2009=6211, Fall 2012=7016). This has occurred even though some sections were cut, which means that classes are larger. The enrollment for "Other Locations," dropped when several off-campus noncredit sections (Healdsburg, Windsor) were eliminated over the past year, but now the "Other" locations for noncredit Academic Skills/GED Prep courses-- the Southwest Santa Rosa Center and one class in Point Arena--have been steadily growing.

Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
College Skills (CSKLS)	1613	4988	5043	1685	5251	5040	1462	5917	460

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
College Skills (CSKLS)	154	1008	1024	145	1032	993	171	895	85

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
College Skills (CSKLS)	327	342	409	98	283	111	36	112	11

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
College Skills (CSKLS)	2094	6338	6476	1928	6566	6144	1669	6924	557

The numbers above are comibined credit and noncredit, which does not give a good reflection of either program. However, through datamining, when credit classes are separated from noncredit, the picture looks somewhat different. Santa Rosa and Petaluma credit classes combined show general growth. Noncredit enrollment, which includes both Academic Skills Labs, Spanish GED, and the Tutorial Centers, has also increased. It must be remembered that the numbers for noncredit students reflect how many students signed up; some may spend several hours weekly at these sites, whereas others might visit just once or twice over the semester.

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

The department has made an effort to offer CSKLS 100 (Math for Medication Adminisstration), a part of the Pharm Tech Certificate program, at times convenient to those students, including Friday evenings and Saturday. The Friday section proved to be most successful.

Geographic Distribution
Enrollment figures show that the distribution of courses between the Santa Rosa and Petaluma is fairly appropriate for the size of facilities. However, the fact that Santa Rosa has so many students in each math class shows that more classroom space is needed on campus. For noncredit, sections in Santa Rosa, Petaluma, and the Southwest Center are full. In resoponse to the high enrollment of students in the Petaluma bilingual Spanish GED classes, a third sections was added in Fall 2014.

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. These are being promoted to help students prepare for Placement Tests and possibly help those students shorten their Math or English

Pathways. CSKLS 334 "How to Take an Online Class" classes always fill and are offered several times each semster and in the summer.

The department offers a hybrid version of CSKLS 100, which continues to be fully enrolled though the attrition was rather high. The instructor has added more required face-to-face time to support students.

In Fall 2013, the department piloted a hybrid version of CSKLS 372, Pre-Algebra. While initial enrollment is high, retention has been poor. The department has decided not to offer this version of the course after Fall 2014 and will revisit the online components to see how more students might be retained.

Finally, department has established an accelerated math program (AMP), which allows students to complete General Arithmetic and Pre-Algebra in one semseter. This has proven to be a successful program with high retention. At this time, due to space issues, only one AMP is offered each semester.

Demand for Courses and Ways to Better Serving Students

The department seems to be meeting the demand for courses, though possibly another section of CSKLS 371 and 372 could be added in Fall 2015. Meanwhile, the department has shifted all of its CSKLS 371 and 372 classes to a lecture plus scheduled lab format, eliminating the DHR option for lab. This brings the courses into compliance with state regulations, but the change was initiated by department research showing that the scheduled lab leads to higher success and retention rates.

The demand for the short and online skills courses remains high. Because such short, supplementary courses fit in with the recommentations of the Student Success and Support Plan, the department will offer a few more of these courses in the Spring 2015.

5.2a Enrollment Efficiency

Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
College Skills (CSKLS)	93.8%	101.7%	108.8%	93.8%	106.3%	98.6%	88.3%	100.7%	94.9%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
College Skills (CSKLS)	0.0%	94.5%	92.3%	0.0%	106.7%	106.2%	0.0%	97.6%	101.0%

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
College Skills (CSKLS)	69.3%	84.4%	90.5%	85.7%	92.9%	0.0%	0.0%	0.0%	0.0%

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013

College Skills (CSKLS)	76.9%	98.2%	103.1%	90.3%	104.8%	99.5%	88.3%	100.3%	95.4%

Generally, College Skills has a high level of efficiency. The apparent drop in Fall 2013 may be due to the enrollment of noncredit classes, which sometimes start low but tend to gain students as the semester progresses, especially in the fall. It is not clear why "Other" has no efficiency percentages if it is supposed to include the Southwest Center.

Efficiency for 2014 may be higher because CSKLS 371 has replaced CSKLS 368A/B and all classes are currently over the limit. Also, the AMP is fully enrolled, which didn't happen in Fall 2013. For Spring 2015, the department will eliminate one section of CSKLS 313, since enrollment and efficiency were low, and will add a CSKLS 312, which is currently over-enrolled. It is expected that the efficiency percentages will improve in 2014/2015.

One limiting factor is that in Fall 2014, several classes were in rooms that could not take more than 28 students, so a number of students were turned away, and then the usual attrition occurred. Obviously, the department's efforts to take more students than the enrollment limit have be undermined by current facilities.

5.2b Average Class Size

Class size for College Skills classes, as shown in the chart below, has remained fairly stable at just over 26 students. which is appropriate for Basic Skills courses. (The recommendation is 25.)This shows that the Department has done fairly accurate planning as to the number of sections to offer. In reality, the class size of most math classes at first census is closer to 30, and some noncredit classes are lower.

Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
College Skills (CSKLS)	26.3	28.5	30.5	26.3	29.8	28.2	24.7	29.4	27.0	24.3	26.6	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
College Skills (CSKLS)	0.0	26.0	24.0	0.0	29.3	27.6	0.0	26.8	26.3	0.0	26.0	

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
College Skills (CSKLS)	19.3	23.6	27.4	24.0	28.6	0.0	0.0	0.0	0.0	0.0	0.0	

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

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
College Skills (CSKLS)	21.5	27.4	29.1	25.3	29.6	28.1	24.7	29.1	27.0	24.3	26.5	

5.3 Instructional Productivity

According to the chart below, instructional productivity for the College Skills/Tutorial Department for Fall 2013 is 14.29, slightly down from the previous year. This may be because the department added a few sections in hopes of growth. However, for a credit basic skills class, 25 students with 1 instructor is an appropriate ratio and one that makes more immediate sense. District expectations for ratio 37.4:1 do not seem applicable to Basic Skills courses. Also, if noncredit courses are included with credit courses in the calculations below, then the numbers are completely inaccurate.

Santa Rosa Campus

College Skills (CSKLS)		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTES	13.56	159.96	134.68	16.00	183.67	134.45	17.79	161.15	135.94
	FTEF	0.75	9.64	7.88	0.94	10.71	8.37	1.23	10.15	9.03
	Ratio	18.16	16.59	17.09	17.06	17.15	16.07	14.46	15.88	15.05

Petaluma Campus (Includes Rohnert Park and Sonoma)

College Skills (CSKLS)		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTES	0.00	24.01	18.70	0.00	27.19	21.70	0.00	23.99	18.20
	FTEF	0.00	1.56	1.27	0.00	1.56	1.27	0.00	1.56	1.16
	Ratio	0.00	15.39	14.72	0.00	17.43	17.07	0.00	15.38	15.75

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

College Skills (CSKLS)		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTES	5.65	6.07	6.45	2.50	3.83	0.00	0.00	0.00	0.00
	FTEF	0.90	0.90	0.85	0.31	0.52	0.00	0.00	0.00	0.00
	Ratio	6.29	6.75	7.57	8.04	7.33	0.00	0.00	0.00	0.00

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

College Skills (CSKLS)		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTES	19.21	190.04	159.84	18.50	214.69	156.15	17.79	185.14	154.14
	FTEF	1.64	12.10	10.00	1.25	12.80	9.64	1.23	11.71	10.19
	Ratio	11.68	15.70	15.98	14.81	16.78	16.20	14.46	15.82	15.13

In keeping with Basic Skills best instructional practices, College Skills credit instructors assign homework every night throughout the semester and give frequent quizzes and tests so that students get ongoing feedback and teachers can monitor their progress and provide guidance for students who are struggling. Classroom instruction involves not just lecture: students are engaged in discussion, guided practice, group activities, and application exercises during every class session. It is difficult for even the most expert instructor to maintain this level of engagment with learning in a class of over 30 students. Over-enrolled classes actually undermine what productivity really should be.

5.4 Curriculum Currency

As of Spring 2014, all CSKLS/Tutorial courses are current. Theser are several courses that the department has not offered for several years now, and faculty need to decide whether to inactivate these. No courses need to be reviewed in the next academic year, though CSKLS 312 and 313 may undergo some revision to improve alignment and move from positive attendance (due to DHR lab) to semester-length attendance with a scheduled lab.

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. Unfortunately, just as the department was gearing up to promote the certificate, the GED changed, and all attention went to dealing with that.

The department would like to see a more automated way that any student passing CSKLS 733 would be awarded a certificate. This will be addressed one more time in Spring 2015.

Meanwhile, any student enrolled in CSKLS 733 who passes the GED or all of the GED Practice tests as a result of documented time and practice in the CSKLS noncredit CDCP courses (CSKLS 731, 732, 733) should be eligible to receive the Certificate of Completion.

5.6 Student Success

Retention
The retention figures for CSKLS classes on the Santa Rosa Campus are low but require more analysis. If noncredit courses are included, the data is skewed, because many noncredit students drop (or are dropped from) the course because they stop coming. On the other hand, the high level of retention (70.4%) of retention at the Petaluma Campus reflects the credit class retention rate for CSKLS math classes in general since Petaluma only offers math credit classes.

Looking at Student Equity data for retention is a better reflection since the table tabulates data for credit classes. For Fall 2013, the overall retention rate was 67.62%. This is somewhat lower than previous years and the department is investigating what might have led to this drop. Still, even this rate is higher than average for Basic Skills students.

Succssful Course Completion
Once again, the data that more accurately reflects student success is from the Student Equity data since it applies to credit class only. Again, in Fall 2013, there is a slight dip in student success rates, and this too is being addressed by the department.

The department has made two changes to address student retention and success:
1. Reverted back to CSKLS 371 exclusively for the General Arithmetic course, since in the long run, a semester length course seems to provide more continuity and may improve retention.

2. Added a scheduled lab to CSKLS 371, 372, and 100 so that students have more support and structure and will perhaps reflect the higher rates of success generated by classes on the Petaluma Campus.

Grade Point Average

The grade point average for College Skills students over the past year is 2.35, slightly lower than previous years. While this GPA is low compared with the rest of the college, for many Basic Skills students, getting a "C" in a challenging class, even at a developmental level, represents more success than they've experienced in school for years, if ever. Also, as many of them are discovering how to be a decent student during their first semester, their GPA may not be very high. Furthermore, with so many first-time students in College Skills classes (at least half in Fall, a third in Spring), students have not had a chance to build up a higher GPA in classes where they might be more successul over time.

Once again, the department will analyze more recent data and try to determine if these lower rates are a blip or a trend.

Student Equity Data and Implications

In terms of trends related to the types of students enrolled (ethnicity, gender, etc.), in general, CSKLS percentages parallel those of the district, just at slightly lower levels in all areas. It was impossible to locate data on the District percent of students served by ethnicity, but compared to the English and Math departments, which seem generally representative of the District, the College Skills department has a slightly different breakdown.

- CSKLS serves fewer white students (32% compared to 50.5% average in English and Math)
- CSKLS has more than 50% more Latino students (35% compared to 23%).
- CSKLS serves significantly more women (58% compared to Math/English of 50%).This does not have an adverse effect on the CSKLS numbers, but it is interesting to note that more women than men seem to be starting at the basic skills level. On the other hand, it may be that fewer men who are placed in a basic skills class decide to enroll.
- CSKLS has a higher percent of older students, particularly those ages 21-35, than the Math and English departments (45% CSKLS compared to 38%). According to District statistics, this age group in general tends to have a lower rate of course success. This may be because these students often have many external obligations, such a jobs and children, which keep them from being able to wholly focus on their studies or, sometimes, complete a class. Also, many of these are re-entry students, returning after some time away from academics. Many may not have been particularly successful in their earlier educational experiences, which is why they chose to work instead of pursue further education right out of high school. Therefore, they may have farther to go before they develop or reestablish strong study habits and confidence in the academic arena.
- CSKLS also has a higher percentage of DSPS students (those who have received or are currently receiving services for disabilities). At least 17% of CSKLS students are DSPS students, compared to 6% District wide. This higher level is because the Disability Resources Department no longer offers math or reading classes that provided more direct support for these students. With over-crowded classes and

labs, and the loss of the DRD Learning Assistance Center, these students are not be receiving the one-on-one attention they need, and they are less successful than the District rate. This too may contribute to CSKLS lower figures in that area.

- Finally, 44.5% of College Skills students are BOG Eligible as opposed to 27% for the college as a whole. Again, district-wide, these students have a lower rate of course success (68% vs. 71%), and those coming in to the College Skills credit class probably have issues beyond economic that interfere with their success.

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

- The department employs several instructors and instructional assistants who are bllingual Spanish/English. They not only in the noncredit Basic Academic Skills classes, but also work in our Academic Skills and Math Labs. They offer extra support for students who are also enrolled in ESL classes.
- All instructors and lab staff have received training and updates in strategies for teaching basic skills students, particularly in the concept that students need to be taught how to engage in a class and develop good study habits.
- CSKLS labs provide a place for students to work on their studies so they can stay on-site, remain focused on their work, and receive help as needed.
- The creation of learning community classes, the lab requirements, and the proximity of instructors and instructional assistants generates a sense of community, which is a strong predicator of student success.

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

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.

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

College Skills (CSKLS)	Ethnicity	2009-10	Percent	2010-11	Percent	2011-12	Percent	20
	White	4779	34.6%	5628	38.2%	5508	38.3%	
	Asian	531	3.8%	640	4.3%	642	4.5%	
	Black	552	4.0%	593	4.0%	618	4.3%	
	Hispanic	3876	28.1%	4791	32.5%	4715	32.8%	
	Native American	160	1.2%	171	1.2%	179	1.2%	
	Pacific Islander	59	0.4%	87	0.6%	89	0.6%	
	Filipino	123	0.9%	160	1.1%	130	0.9%	
	Other Non-White	110	0.8%	0	0.0%	0	0.0%	
	Decline to state	3619	26.2%	2666	18.1%	2502	17.4%	
	ALL Ethnicities	**13809**	**100.0%**	**14736**	**100.0%**	**14383**	**100.0%**	

- CSKLS serves fewer white students (35% compared to 50.5% average in English and Math)
- CSKLS has more than 50% more Latino students (35% compared to 23% in Math and English averaged), and this figure increased to 45% in 2014.
- CSKLS serves slightly more women (58% compared to Math/English of 50%).
- CSKLS has a higher percent of older students, particularly those ages 21-35, than the Math and English departments (45% CSKLS compared to 38%).
- CSKLS also has a higher percentage of DSPS students (those who have received or are currently receiving services for disabilities). At least 17% of CSKLS students are DSPS students, compared to 6% District wide.

44.5% of College Skills students are BOG Eligible as opposed to 27% for the college as a whole.

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/mulitiple ethnicities," plus women, have all gone up since 2009 shows that the department's efforts in basic skills pedagogy and programs work especially well with these propulations. 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 committee to offer credit Math and English Pathway classes that will help the college promote success for basic skills students. Therefore, several sections were added for Fall and Spring of the 2013/14 academic year. Retention is still a focus, of course, using the strategies discussed in the previous section. The new configurations of scheduled credit labs for all CSKLS math courses, plus the supplemental Drop-in Math Lab, should aid in retention (assessments in Fall 2014 will help determine the impact).

The noncredit program, especially the Bilingual Spanish Basic Academic Skills/GED Prep classes at the Southwest Santa Rosa Center, actively recruits students from the community and those who are either already enrolled in SRJC ESL classes.

The Tutorial Centers on both campuses make an effort to contact instructors in STEM areas to help students connect with tutoring services. Tutors work with students of all levels, from basic skills math to transfer levels of classes such as statsistics, physics, and calculus.

Given the needs of these populations, what the department needs to continue its basic skills programs is an adequate number of sections and the leadership, flexibility, continuity, and expertise of full-time faculty. College Skills adjunct faculty are excellent instructors, but they cannot be expected to devote the amount of time it takes to assess students, 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 courses are offered every semester and enrollment figures show that the number of sections is appropriate at this time.

College Skills/Tutorial does not have any certificates or majors beyond the noncredit Basic Academic Skills certificate. All three courses for the noncredit certificate (CSKLS 731, 732, 733) run simultaneously in the Academic Skills Labs in Santa Rosa and Petaluma. The bilingual Spanish GED sections run sequentially through the semesters and summer: CSKLS 731 in the fall, 732 in the spring, and 733 in the summer. If a student wanted to take one of the classes at a different time--for instance, 733 at a time when only 731 was offered--the instructor could provide recommendations for the appropriate curriculum and the student could attend the lab to pursue it.

CSKLS 100, Math for Medication Administration, is part of the Pharm Tech certificate program, and the CSKLS department works closely with the Pharm Tech faculty to schedule CSKLS 100 every semester to accomodate students who are just entering their program.

5.9a Curriculum Responsiveness

The College Skills/Tutorial department remains attuned to community trends and develops curriculum accordingly. The demand for the Math and English classes has been fairly steady and the department has had an adequate number of sections. Several online or hybrid sections the the Basic Math Review and the Grammar and Writing short skills refresher courses have been added recently to give students alternative ways to prepare before taking the placement tests.

The department has maintained close connections with the Basic Skills/Student Success committee and continues to offer curriculum that reflects Basic Skills best practices. This includes the accelerated math program (AMP) combining General Arithmetic and Pre-Algebra in one semester, and the team-taught, learning community English Pathway course, CSKLS 313. Study skills are integrated into all CSKLS classes, and in Fall 2013, embedded counseling continues to be a part of all CSKLS pathway courses. The supplemental lab structure for CSKLS credit classes integrates technology to offer another mode for independent practice while providing support from instructors and instructional assistants.

The department has also worked with the Assessment & Student Success office to offer Math Jam sessions--short, free workshops that offer information, diagnostics, and resources to help students prepare for the Math Placement Test.

Finally, in response to the new 2014 GED, the department trained its faculty, adopted new software and textbooks, and reformatted the content of the noncredit Academic Skills/GED Prep classes and labs. Since the new test is computer based, there has been more need for students to develop their computer literacy and word processing skills, so the Spanish GED classes have developed ways to integrate more lab time into their regular program.

The department continues to monitor the community, the college, and students for needs that it can address through curriculum.

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 new 2014 GED test, which represent 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.

5.11a Labor Market Demand (Occupational Programs ONLY)

The College Skills/Tutorial Department does not have any CTE programs, though CSKLS 100 is part of the Pharmacist Technician certificate.

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 expectatioins of the Math and English departments as well. (Since the standards and actual name of the next class in the English department seem to vary, the College Skills department has focused on making sure that its own standards are high and grading is consistent across sections.)

In the reading/writing courses, only five (at most) instructors are involved. Since each 7-unit course is team-taught, instructors routinely discuss standards, grades, and challenging situations. Over several semesters, the teams are mixed to some degree, which means that course expectations and grading carries across sections. Also, because instructors are often scheduled in the ASK lab at the same times, they have a chance informally to discuss standards. They use common rubrics and many common materials, so consistency in grading is routine.

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 syllabus, homework, computer exercises, quizzes, and tests. 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.

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.

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 services for students, support for department faculty and staff, and coordination between campuses and centers.	Create a single Administrative Assistant position that covers both Santa Rosa and Petaluma campuses.	Summer 2013	Accomplished. Has sigiificantly improved connections between Santa Rosa and Petaluma campuses. However, the department still needs a full-time AA.
0002	ALL	02	01	Improve leadership, innovation, stability, and quality instruction in department.	Improve full-time to adjunct faculty ratio to come closer to ratios of Math and English Departments.	Spring 2014	1. Full-time CSKLS math instructor hired with start date in Fall 2014.
0003	ALL	01	01	Increase number of sections and methods of instruction for College Skills Math and English classes.	Substantially add instructors to adjunct faculty pool.	Summer 2013	Several adjunct faculty have been hired for the pool and all currently have assignments. CSKLS will hire again in Fall 2014.
0004	Petaluma	01	01	Improve support for Math Lab and Tutorial Center instructors and increase individualized instruction for students.	Fill vacated regular 10-hr/wk Instructional Assistant position and 6-hr/wk District-funded STNC IA position.	Summer 2013	Two new regular IAs hired to fill vacated positions from 2013/2014, but the 6-hr week STNC position still remains.
0005	ALL	02	01	Meet the needs of students seeking preparation for the new 2014 GED.	Purchase software and materials directly related to new GED and train all noncredit CDCP instructors and IAs in new format, procedures, and preparation strategies.	Fall 2013	New software implemented. Faculty and staff received training but will need to revise curriculum to reflect higher expectatons of new GED.
0006	Petaluma	01	01	Improve support for Math Lab and Tutorial Center instructors and increase individualized instruction for students.	Hire more STNC IAs to work in Petaluma Tutorial Center.	Fall 2013	Basic Skills Committee continues to support Tutorial Center throughy by funding STNC IAs.
0007	Santa Rosa	01	01	Meet Student Success Initiative goals of allowing students more opportunities to prepare for English and Math Placement Tests and potentially shorten the Pathways for them.	Work with the Assessment Office and English and Math Departments to promote CSKLS short, online Math and Writing supplemental skillls courses and the noncredit Academic Skills Lab.	Summer 2013	College Skills added several sections of the Basic Math Review and the Writing Skills courses in 2013/2014. CSKLS faculty worked with Assessment Office and created and began offering Math Jam sessions for Math Placement Test preparation.
0008	Santa Rosa	02	01	Improve instruction and learning by integrating technology in the classroom and through learning assistance lab.	When the Disability Resources Department moves out of Analy Village, acquire at least one smart classroom, one other classroom, and extended area for the CSKLS Math Lab.	Spring 2013	CSKLS proposal for new Drop-in Math Lab in Bldg. E was approved. Currently half of it is functioning, and the rest will be constructed by Spring 2015. New lab made it possible to bring credit Math classes into compliance and to offer students extra support..
0009	ALL	01	02	Improve student access to learning support services at all sites.	Complete TRACS (Learning, Resources, and Counseling Site) website that lists descriptions, locations, and hours of all tutorial and learning assistance services on both campuses. Inform faculty and promote website and services.	Fall 2013	This project has gone nowhere, despite repeated attemplts of department to communicate with PR.
0010	ALL	01	02	Provide greater assistance for "the whole student" in first levels of English and Math Pathways.	Maintain strong communication and advocacy role with the Student Success Committee. Remain involved in supplemental instruction, basic skills tutoring, embedded counseling, and direct counseling for basic skills students.	Fall 2013	Basic Skills Committee continues to fund several STNC tutors SR Tutorial Center. Attempt to establish supplemental instruction was futile due to no response from Math Department. s and Tutorial Centers. New Basic Skills counselor has 6 (beyond previous

						4) hours a week in office in Analy Village and has scheduled class visits.
0011	ALL	02	01	Support CSKLS faculty in developing and integrating basic skills best practices, online homework, and technological support.	Provide department workshops for discussion, sharing, demonstration, and training in effective teaching practices and integration of technology.	Fall 2013	Flex workshops on new GED and SLOs were coordinated by FT faculty were offered and participating adjunct faculty were paid or earned flex.

6.2a Program/Unit Conclusions

Location	Focus Areas & Questions
Petaluma	The Petaluma College Skills/Tutorial program stabilized in some ways starting Fall 2013 with a permanent 8-hr/wk administrative assistant and 5 regular part-time instructional assistants re-engineered over the past two years from District STNC hours. At the same time, the net number of tutor-hours dropped in total, requiring closing the Tutorial Center earlier on several weekday and closing altogether on Fridays. The full-time faculty member for Petaluma hired as a retirement replacement has proven to be a strong and supportive leader for both the Tutorial Center and the College Skills Math program. Basic skills math courses CSKLS 371 and 372 have slightly higher levels of retention and student success, possibly due to the fact that these classes have lab hours directly attached to the classes rather than DHR. In 2013/2014, 5 sections total of these math classes were in place, one up since the previous years, and a CSKLS 372 was added for summer. All sections filled well. Meanwhile, the two noncredit Academic Skills/GED Prep lab sections are gaining momentum after the transition to the new GED, and the Spanish sections thrive but require more lab time and an instructional assistant.
Santa Rosa	Core Math Pathway classes are overcrowded, but due to the extra efforts of instructors, the relative rates of student success and retention are stable. The Santa Rosa Campus eliminated the 8.5-week 368A/B format to return to the semseter length CSKLS 371 with a scheduled lab, basing the decision on department scheduling issues, compliande with State regulations regarding scheduled credit labs, and research on higher pesistence and success rates of semester length versions.
ALL	For the noncredit Academic Skills/GED Prep CDCP classes, the biggest challenge has been dealing with the major changes of the 2014 GED. This has involved revamping the materials and instructional strategie, obtaining new textbooks and software, and providing instructors with training and time to develop new curriculum. The department is requesting paid time for adjunct faculty to work on this in Fall 2014.
Santa Rosa	The Santa Rosa Tutorial program is seeking to stabilize the employment status of its classified staff. After losing 4 regular IAs over the past year, the department is attempting to hire relacements for the positions, but this has been a long process. Meanwhile, STNCs are fillling in. The Tutorial Center is also investigating the feasibility of online tutoring to support DE and other students.
Santa Rosa	The College Skills Department located in Analy Village still lacks adequate space for its Math Lab and for smart classrooms. The department's request for to convert the vacated Bldg E into a noncredit math lab has been partially granted, and CSKLS expects the District to follow through with the original approved plan by completing the project before Spring 2015. The new lab was launched so that the "old" lab could be the scheduled credit lab and the District could capture the FTES of the many students who use lab time beyond required hours to get help for their work.
Santa Rosa	The popular online and face-to-face supplemental math and writing courses, which help many students prepare for placement tests or the next level of credit classes, remain in demand and the department has added sections. The department also supports Student Success plans by offering weekly Math Jam sections to help students prepare for the Math Placement Test. These have been well attended and students have given very positive feedback.
Santa Rosa	Meanwhile, in the face of increased scrutiny about the efficacy of Basic Skills classes, the department will continue its own record of assessment and work with ITto provide a more accurate picture of the different ways Basic Skills students progress, including data on: movement from noncredit to credit; movement from basic skills math to local small-unit certificate programs; movement from credit math or English to other credit classes before pursuing more math or English; movement from basic skills to full-time employment. So far there are no institutional resources to address these things and no staff time in CSKLS to pursue these questions either.
Santa Rosa	The Accelerated Math Program (AMP) has been in place for 4 semesters now. Retention rates are high, and while there is no mechanism at this time to determine persistence rates, anecdotally the AMP students move directly to MATH 151 or 150A with excellent preparation. Currently, the lab portion does not have enough computers and the department is requesting more so that the logistics do not interfere with student learning.
Santa Rosa	The CSKLS English Pathway courses (CSKLS 312 and 313) are stable but face a new challenge in that the DHR credit lab needs to be changed to a scheduled lab so that the college is in compliance. Currently, these courses are counted as Positive Attendance. Curriculum revision is underway.The learning community of CSKLS 313 reamins effective but a goal is to have more students move forward on the English Pathway.

6.2b PRPP Editor Feedback - Optional

The CSKLS Department presented thoughtful commentary in their PRPP this year. The renovation of Building E is underway so students will have consistent scheduled time as full class groups in a computer lab when the project is compete. The department has been among the most serious in their attention to SLO assessment and the ongoing use of the results to improve instruction. Department members are also active in the new AB 86 planning now underway in collaboration with partners from other school systems in Sonoma county and related communicty agencies.

As every year, I concur with the statements regarding the FT/PT ratio for this department. The basic skills students served by CSKLS are among the most at-risk of those served by SRJC. Recent scruitiny of the progress and completion rates at community colleges, institutions

where about two thirds of students are placed into developmental classes, has confirmed yet again that they are lower than ideal. CSKLS should have proportionately more full-time instructors than average. Student and departmental needs would be better served by instructors who have college service as one of their contractual responsibilities. This requirement allows them to focus on collaboration, curriculum and program development, increased personal student contact and independent classroom research, all necessities if CSKLS students really do progress and complete their programs at the rates we all desire.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	06	01	Improve services for students, support for department faculty and staff, and coordination between campuses and centers.	Create a single 100% regular Administrative Assistant position that covers both Santa Rosa and Petaluma campuses.	2014/2015	This complex department cannot operalte fully or efficiently without a full-time AA. Currently full-time faculty and the chair pick up the extra work and are over-extended.
0002	ALL	02	01	Improve leadership, innovation, stability, and quality instruction in department.	Improve full-time to adjunct faculty ratio to come closer to ratios of Math and English Departments.	2014/2015	Hire at least one more FT faculty member beyond current 7. The three requests are for one FT English Pathway/CDCP Anchor faculty and two FT math instructors.
0003	ALL	02	01	Increase number of sections and methods of instruction for College Skills Math and English classes.	Substantially add instructors to adjunct faculty pool.	2014/2015	Time required by department chair, CSKLS faculty, and LAAF dean to hire new adjunct faculty for credit and noncredit positions. Particularly seeking individuals with online teaching experience.
0004	Santa Rosa	02	01	Improve instruction and learning by integrating technology in the classroom and through learning assistance lab.	Complete Drop-in Math Lab project.	2014/2015	IT and Facilities will need time, materials, and more technological equipment to finish coversion of Bldg. E into fully functioning lab.
0005	ALL	02	01	Meet the needs of students seeking preparation for the 2014 GED.	Purchase new or continuing software and materials directly related to new GED and provide ongoing training to all noncredit CDCP instructors and IAs as class and lab format, procedures, and preparation strategies are aligned with new GED..	2014/2015	New and continuing software will need to be purchased (yearly license) and installed; more preparation materials will need to be purchased; faculty and staff will need to be paid for training sessions and development of new curriculum..
0006	Petaluma	01	01	Improve support for Math Lab and Tutorial Center instructors and increase individualized instruction for students.	Hire more STNC IAs to work in Petaluma Tutorial Center.	2014/2015	Funds from District or Basic Skills Initiative to pay for additional staff (total approximately 12 hr/wk).
0007	ALL	01	02	Improve student access to learning support services at all sites.	Create a Tutorial Center website.	2014/2015	CSKLS full-time or adjunct faculty needs funds to create a Drupal website for tutoring.
0008	ALL	01	02	Provide greater assistance for "the whole student" in first levels of English and Math Pathways.	Maintain strong communication and advocacy role with the Student Success Committee. Remain involved in supplemental instruction, basic skills tutoring, embedded counseling, and direct counseling for basic skills students.	2014/2015	Funding from Student Success and Support Plan and Basic Skills Initiative for tutors for supplemental instructions and Tutorial Centers. Funding to extend hours of regular CSKLS counselor who has office in Analy Village.
0009	Santa Rosa	02	01	Improve student access to learning support services at all sites.	Launch online tutoring program.	2014/2015	Funds to purchase program and time for training of instructors and staff.
0010	ALL	02	01	Support CSKLS faculty in developing and integrating basic skills best practices, online homework, and technological support.	Provide department workshops for discussion, sharing, demonstration, and training in effective teaching practices and integration of technology.	2014/2015	Pay for adjunct faculty participation in department and curriculum and SLO workshops.