

Santa Rosa Junior College

Program Resource Planning Process

College Skills 2015

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 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 all of the new SRJC Strategic Plan Goals and Objectives. Some examples for several of the goals and objectives are listed below.

A. Support Student Success

- Creating a new website to provide clearer information in English and Spanish to make the CDCP program easily accessible to new students.
- Working with the AB86 Consortium to extend outreach efforts for the adult education available in the department
- Ensuring that the SRJC Basic Skills counselor visits all College Skills classrooms and is available at least twice a week in Analy Village so students can drop in for further advising
- Increasing intra-department communications between Spanish GED instructors and Academic Skills Lab instructors to increase cultural competency among staff and improve Spanish GED students' access to technology

B. Foster Learning and Academic Excellence

- Faculty have attended workshops on a variety of topics related to basic skills and Adult Education, applying and sharing new research and ideas to both math and English Pathway classes and the CDCP program. For instance, several classes now incorporate online homework, though guidelines have been developed to make sure basic skills students are held accountable for critical thinking.
- As part of its culture, College Skills consciously and consistently creates learning-centered environments, maintaining a high level of dialogue between instructors and students and amongst students in classroom and labs.
- Student support, such as teaching students how to find counselors, use tutorial services, manage their time, and communicate with teachers is part of the CSKLS course curriculum

C. Serve Our Diverse Communities

- CSKLS is closely involved in the Latino community through its bilingual Spanish GED program
- CSKLS maintains relationships with the broader community through participation in AB 86
- College Skills courses include noncredit CDCP labs and classes as well as the first levels of the Math and English Pathways, providing access and support to anyone who want to learn.

F. Cultivate a Healthy Organization

- College Skills/Tutorial constantly seeks to increase connections and collegiality among its faculty and staff across programs, campuses, and sites. For instance, the department has maintained an administrative assistant position that serves on both campuses and will extend this through a full-time position in Fall 2015.
- The department has a record of exceptional faculty and staff hiring due to its careful planning during recruitment and interviews

G. Develop Financial Resources

- The department revised its math curriculum in 2014 to include scheduled lab time, and set up a drop-in noncredit math lab to provide students with additional support. This brought the college into compliance with attendance regulations and also increased the amount of apportionment allotted for the math classes.

1.1c Description

The College Skills/Tutorial Department has three main components.

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

CSKLS 371 , General Arithmetic

CSKLS 372, Pre-Algebra

CSKLS 312, Writing Skills Development

CSKLS 313, Foundations of College Reading and Writing. All of these courses have a computer lab component so students can get additional practice and support.

The other credit courses the department offers are CSKLS 100, Mathematics for Medical Administration(online only)

CSKLS 334, How to Take an Online Class

CSKLS 367.1 & 2, Basic Math Review(online short courses)

CSKLS 312.1, 312.2, and 312.3, online short-course versions of CSKLS 312.

The noncredit Academic Skills program offers basic skills review and GED preparation through a CDCP sequence of courses(CSKLS 731, 732, and 733)These are offered in an independent study, computer assisted lab format(the A SK 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. On the Santa Rosa Campus, one specific location of CSKLS 770 takes place in the Drop-in Math Lab in Analy Village, which offers staff and computer-assisted support for basic skills math students.

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

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

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

1.1d Hours of Office Operation and Service by Location

Santa Rosa Campus

Credit Classes

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

Academic Skills Lab

- Open Mon.-Thurs. 9:00 a.m.-2:30 p.m. and 5-8:00 p.m.
- For Fall and Spring semesters, the ASK Lab is also open Fri. 9:00 a.m.-12:00 p.m.
- Staff coverage at minimum is an instructor and instructional assistant. Sometimes a second instructor is scheduled at the same time to conduct 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.
- Staff Coverage: Class instructor and instructional assistant or student worker.

College Skills Drop-in Math Lab

- 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., Saturday 9:00 a.m.-12:00 p.m.

Petaluma Campus

Academic Skills/Math Lab

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

Credit and noncredit classes

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

College Skills Administrative Office

Mon-Thurs. 8:30 a.m.-4:00 p.m., depending on available staff

Staff coverage: Part-time administrative assistant (65%) works Mon. & Wed. at the Petaluma Campus Tutorial Center and Tues. & Thurs. on the Santa Rosa Campus. When the full-time AA is hired, that individual will work 3 days a week on the Santa Rosa Campus and 2 days a week on the Petaluma Campus. Current STNC staffing for that position 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
- 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 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 impact of AB86 coordination of county-wide Adult Education programs and Noncredit Student Success and Support Program compliance.

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, with some funding support from the Student Success Committee the department has made several changes to further address the recommendations:

- established free, weekly 2-hour "Math Jam" workshops to help students or potential
- hired several STNC instructional aides for the CSKLS math labs
- hired STNC IA's and student workers for both Tutorial Centers
- facilitated for the college the purchase of an online tutoring program

Compliance for Credit Labs

- The College Skills departments revised its curriculum to create credit labs and created a drop-in math lab to act as a specific tutoring and student academic support site in Analy Village for CSKLS math students. Unfortunately, the remodel was delayed, and while the prototype was fairly functional, the department is still waiting for the full plan, with more space and more computers, to come to fruition. The most recent estimate is for sometime at the end of August 2015.

Basic Skills Initiative Funding

Along with Student Success funds, 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 GED Academy online program used in the Academic Skills labs.

District and State Expectations Regarding Basic Skills Students

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

Efforts include:

- As mentioned above, adding scheduled labs to the curriculum.
- Trying to find ways to track students who seek to obtain a local certificate, which would not be recorded as "completion" by the state.
- Conducting departmental level SLO assessments to get information that might not appear in Datamart.
- Maintaining strong ties with the SSSP, SSEC, Basic Skills Committee, and AB 86 to gain appropriate funding to support compliance and best practices.

CDCP Program: Transitioning to the New GED, Noncredit Student Success and Support Program (NCSSSP), and AB86 Requirements

College Skills' noncredit Career Development/College Preparatory (CDCP) program offers GED preparation along with 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 is currently working through AB86 to revamp its program into a more structured, managed enrollment format to increase retention and student completion and passing of the GED tests. The revised version of the program will also prepare the labs and classes to incorporate the AB 86 and NCSSSP requirements for assessment, orientation, counseling, and follow-up.

College Skills/Tutorial is the Basic Skills department of the College and takes a leadership role in implementing best practices for instruction for those students and as well as students or all levels seeking tutorial assistance.

2.1a Budget Needs

Budget Statistics

College Skills/Tutorial's budget facts listed for 2013/2014 are:

- Total expenditures were \$2,929,189, which was 2.44% of the District total
- Faculty payroll was \$1,696,419, which was 3.92% of the District total.
- Classified payroll was \$593,211, which was 3.18% of the District total
- Management Department Chair at 58% payroll was \$49,114, which was 0.58%
- Total salary/benefit costs were \$2,896,367, which was 3.21% of the District total and 1.07% down, possibly because of STNCs covering for regular IAs.
- Non-personnel costs were \$32,822, which was 0.21% of the District total

In general, this department operates on a lean budget considering the many services it offers. Beyond the required allocations for regular staff and adjunct and full-time faculty, the budget

only covers the bare minimum for graphics, supplies, and some instructional materials. Almost all funding for additional support staff for labs and tutoring centers, faculty conference attendance, software, and materials for the Math and Academic Skills Labs comes through proposals that have been approved through the Basic Skills and Student Success committees.

Recently, however, the District has supported the department in creating the new math lab in a building vacated by the Disabilities Resource Department. College Skills' need for any open space in Analy Village had been documented in the PRPP for over 5 years, so it was gratifying to see the Program and Resource Planning Process working. The costs for remodeling, furnishing, and installing appropriate technology were carefully considered and deemed worthy because of the additional FTES the department would generate and, of course, the alignment of the project with SRJC goals to support the success of basic skills students.

This remodel, plus the hiring of a new full-time CSKLS faculty member mainly account for the increase of 6.92% in the department's overall expenditures.

Recent cost savings measures that have been implemented in 2014/2015 that have saved the District money include:

1. The department selected and renewed GED/HSE Prep software program for Academic Skills Labs that was half the cost of mainstream Pearson program (\$5,500 as opposed to \$11,500)
2. Most instructors routinely place materials online or to include materials in readers rather than make copies.
3. Sadly, the 65.7% regular administrative assistant was replaced by a 60% STNC for the Spring 2015 semester and the department will have no AA for the summer until the permanent position is filled.
4. The department went yet another year without new carpet for its labs.
5. An ITG approval for \$15,500 of computers was foregone since the computers had actually been purchased last year and were not needed in 2014.
6. The College Skills Math Labs continue to function well using a homegrown math program at no cost to the District rather than seeking a license for a commercial educational program such as ALEKS.

7. As noted above, the department has relied on Basic Skills and Student Success funds rather than the General Fund for STNC support staff, GED/ABE software, and materials for its noncredit CDCP/GED program.

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

As noted above, the current budget covers little beyond supplies and staffing.

A. For the record: The District has stated its commitment to complete the CSKLS Drop-in Math Lab remodel during Summer 2015 so that the space will be fully ready by Fall 2015. Plans were completed and furniture and computers purchased in Fall 2014. While the Department is very pleased that everything appears to be in place, should any delays or extra expenses occur, the Department continues to expect the project to come to fruition without having to go through another proposal process.

B. Instructional Support (Staffing, Software, Training, and Materials)

1. As will be described in detail in section 2.2.e, the Department needs to replace its administrative assistant and regular, part-time instructional assistants. The cost to the District to fill re-configured versions of these positions to create a full-time AA position would be \$825/year.

2. The department needs additional instructional assistants to work in the two math labs and two tutorial centers. 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. Student Success and Basic Skills funds have been used to cover STNC Instructional Assistants for those sites, but the department will continue to request regular classified positions for the long term.

3. By March 2016, the department needs to renew the current license for an online GED/High School Equivalency (HSE) program or purchase a new one. This expense may be greater than the current \$5,500 since it's very important to find a program that includes a Spanish version for CSKLS and HEP Spanish GED students.

4. 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.

5. The department also needs funding for adjunct faculty to participate in curriculum revision, common assessment, and pilot projects in online homework, flipped classroom, and acceleration.

6. Additional funds for graphics (copying) are needed. The CDCP/GED program must continue to supplement new GED books and online materials with handouts that target specific areas in math and writing. Also, the new math lab requires duplicate sets of hard-copy quizzes, tests, and answer keys.

7. The CDCP program needs more textbooks related to the new GED, Hi-SET, and TASC (all HSE) in both English and Spanish.

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

9. The Tutorial Centers need funding to train staff and instructors in the use of the new Smarthinking Online Tutoring program.

10. CSKLS math instructors, mostly full-time, want to participate in a Faculty Inquiry Group (FIG) to explore options for innovative math programs (such as Statway and accelerated classes) as well as new software and other support mechanisms. This would require some travel and conference attendance.

11. Various kinds of furniture, carpeting, and instructional equipment are needed on both campuses. Specifics are listed in section 2.4.c.

C. Instructional Technology

1. The department needs its main math lab--the one that is scheduled as a part of each credit math class--to be converted to a smart classroom. Many teachers use the lab for instruction as well as individualized computer practice.

2. The department needs to replace 4 of its current laptop computers, all versions of Macs that are more than 10 years old. These will be used by faculty and staff for instruction in the labs.

3. Additional electronic notebooks would extend the Petaluma Tutorial Centers' pilot project to Santa Rosa. Using these notebooks allows faculty and staff to easily access textbooks, solution manuals, instructors' websites, online homework, and other resources.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Petaluma	02	01	\$48,221.00	Adequate STNC tutor/instructional assistant staffing for PET Tutorial Ctr and CSKLS labs, as described in CSKLS/Tutorial Center Proposal to BSI and SSEC.
0002	Santa Rosa	02	01	\$11,000.00	30 hours per week STNC instructional assistants needed to support instruction in SR math lab and SW Center.
0003	ALL	02	01	\$12,000.00	Annual renewal of license or purchase of new software directly GED, including Spanish version (to be ordered March 2016)
0004	ALL	02	01	\$2,500.00	Pay adjunct faculty in CDCP program for ongoing staff development.
0005	ALL	02	01	\$2,000.00	Pay adjunct faculty to help develop math curriculum and pursue other projects related to basic skills math.
0006	Santa Rosa	02	01	\$1,000.00	Increase in graphics budget to cover materials for CDCP program and for new math lab.
0007	ALL	02	01	\$1,500.00	Additional HSE textbooks in Spanish and English.
0008	Petaluma	02	01	\$500.00	Funds for materials and adjunct faculty and staff time to promote Academic Skills/GED program.
0009	ALL	02	01	\$800.00	Pay tutorial IAs and adjunct faculty to align tutoring practices across departments (e.g., English, ESL, Math, etc.) and to learn about online tutoring service.
0010	ALL	02	01	\$600.00	Support faculty travel to study effective tutoring, student support, and math programs and prepare presentation for department.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
AA II CSKLS SR & PET	24.00	10.00	Currently covered by part-time STNC. Position should be full-time. Supports chair and PET Tutorial coordinator; maintains departmental

			communications and records related to budget, scheduling, program planning, curriculum, and personnel; manages timesheets, purchasing, PAFs, etc.
AA II Tutorial SR	40.00	11.00	Manages scheduling of tutors; supervises student tutors; supports faculty, IAs, and students. Works with the FT faculty member who supervises the Tutorial Center to handle purchasing and budgeting. assists with recruiting, hiring, evaluations; maintains timesheets and other personnel records.
IAs Tutorial SR	245.00	10.00	12 individuals. Average number of hrs/wk is 20, but ranges from 7-38 hrs/wk. Range of months per year averages 10 but ranges from 9-12.) Main duty is tutoring students individually or in groups in writing, math, sciences, statistics, and some specialized areas, such as business and foreign languages.
IA Tutorial & CSKLS PET	22.80	12.00	Lead IA. Duties include tutoring students in science, math, and Spanish; assisting instructors and tutoring students in CSKLS Math Lab.
IA Tutorial PET	20.00	10.00	Lead IA. Duties include assisting instructors and tutoring students in math and sciences and/or other specialized areas; promoting Tutorial Center program; supervising student tutors; developing training sessions for new tutors and student tutors.
IAs CSKLS SR	115.00	11.00	7 individuals, average have 19 hr/wk 11 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.
IA Tutorial PET	12.80	10.00	Lead IA. Duties include assisting instructors and tutoring students in math & English/Writing (both w/ an emphasis on Basic Skills), and as needed, working with students in adjacent CSKLS Math Lab.
IA Tutorial PET	12.80	12.00	Lead IA. Duties include assisting instructors and tutoring students in math and sciences; supervising student tutors; developing training sessions for new tutors and student tutors.
IA Tutorial PET	25.00	10.00	Lead IA. Duties include assisting instructors and tutoring students in English/Writing, Basic Skills Math, and, as needed, working with students in adjacent CSKLS Math Lab.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Department Chair	23.00	10.00	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	53.00	9.00	4 individuals. Duties include assisting instructors and tutoring basic skills students in reading, writing, math and/or related areas. Funded by BSL.
Student Workers CSKLS SR	30.00	9.00	Usually 2-3 student workers. Average hrs/wk varies from 6-10. Duties include assisting in labs, GED classes, or office.
Student Workers Tutorial SR	90.00	9.00	Up to 35 individuals with hours ranging from 2-6. Main duty is tutoring students.
Student Workers, Tutorial PET	30.00	10.50	Tutorial, PET. Number of students varies each semester, each student averaging 4-10 hrs/wk. Range of months is 9-11. Main duty is tutoring students.

IA STNCs PET Tutorial	70.00	10.00	BSI & SE funded. 5 - 9 individuals, each working approximately 11 hr/wk. Duties include assisting instructors and tutoring basic skills students in reading, writing, math and/or related areas.
IA STNC PET	6.00	10.50	District funded for 6 hr/wk. Assists instructors 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	20.00	9.00	3-6 individuals volunteering to tutor students in math, engineering, foreign languages, and other specialized areas. Approximately 4-6 hours per week each.
Volunteers, PET Tutorial	10.00	9.00	2-4 individuals volunteering to tutor students in math, engineering, foreign languages, and other specialized areas. Approximately 1- 3 hours per week each.
IA STNCs SR Tutorial	53.00	9.00	4 individuals. Duties include assisting instructors and tutoring basic skills students in reading, writing, math and/or related areas. Funded by BSI.
IA STNCs, SR Math Labs	35.00	9.00	5 individuals. Assist instructors and provide support for students in basic skills math.

2.2d Adequacy and Effectiveness of Staffing

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

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

FTE-F: FTE-SS--.89 compared to District 1.5. The department's ratio for faculty to support staff is below that of the District, which is appropriate since the department relies on its 25 classified staff, 16 STNC instructional assistants, and up to 60 student workers to be tutors and lab assistants. At this point, all regular classified employees except one are part-time, making scheduling every semester particularly challenging. Gaps are filled by STNCs and student workers. Several classified positions have either been vacant due to retirements or will be as of Summer 2015, so the department has been faced with the long process of hiring.

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

The Santa Rosa Academic Skills Lab, which mainly supports the CDCP program and the credit English Pathway students (CSKLS 312 and 313) was the only part of the department that had adequate classified staffing. All other areas of the department have needed supplemental STNC and student worker staffing to fulfill their mission. As of Summer 2015, two of the main regular instructional assistants for the ASK Lab will have retired, so the department will be requesting replacements, as described below, to maintain the current degree of support for students in that lab.

Top Priority: 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 worked on each campus 2 days a week. However, while the individual filling this role was highly efficient, the department still struggled to cover all its responsibilities to the College.

That person has left the position to become a full-time AAIII with a higher pay rate, benefits, job security, and a single campus. This illustrates that the department cannot retain qualified individuals in a part-time capacity because there is too much work and stress within the limited hours. This is the third person in six years that has left the position due to its part-time status. Prior to 2009, the department had a full-time AA for 11 years, which provided a great deal of stability and integrity to the department. Since then, performance on all levels of institutional tasks has deteriorated.

The department desperately needs a full-time AA position not only so it can hire and keep fully qualified and committed individual, but because important tasks once handled by a full-time AA now fall upon the department chair, Petaluma Tutorial Center full-time faculty, and other full-time faculty, or are neglected altogether.

These are the areas a part-time AA is *not* able to cover:

- Inserting costs, budget codes, and other data into PRPP.
- Editing PRPP.
- Providing agendas, minutes, and organizational support for department and lab meetings.
- Initiating and tracking purchasing.
- Maintaining detailed absence and substitute information (currently covered with the help of the chair, another full-time instructor, and an IA)
- Entering curriculum revisions and completing routine curriculum 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 competency of the current STNC 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 and Student Success and Equity 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 perfect arrangement.

Petaluma Campus Instructional Assistants (Tutorial Center and Labs): The part-time regular instructional assistant positions approved four years ago for the Tutorial Center and ASK/Math Labs have stabilized the programs. However, there are significant needs to provide services throughout each day of the week. The department is requesting a total of 107 hrs/wk of STNC IA time. A detailed proposal has been sent to the Student Success and Equity Committee and the Basic Skills Committee, and the positions will be listed in part 2.2e to verify need. The main reasons for this request are:

1. To re-establish Friday hours for the Petaluma Tutorial Center and CSKLS Math Lab.
2. To use specialized STNC tutors (especially in STEM areas) rather than rely on the Tutorial Center faculty member to fill gaps in tutoring. While the full-time faculty member does participate in tutoring, a great deal of that individual's time, beyond required department service, is required for management of the center and labs (hiring, scheduling, and evaluating staff; handling budgets; training new and established tutors, etc.).
3. To more fully cover tutorial offerings since the regular classified staffing is still inadequate for all the hours that the Tutorial Center is open.

For the longer term, Petaluma Tutorial Center and College Skills labs would like to address the following issues:

- 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 provide more continuity and ultimately quality in tutoring services.

Santa Rosa Campus Instructional Assistants (Labs and Tutorial Center): 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 assistants for at least 30 hours a week. Since a

regular classified staff position is probably not feasible, STNCs have been hired and will continue to be requested to provide adequate support to students.

Also, two of the regular Instructional Assistants have retired, leaving significant gaps in lab coverage. The department has submitted requisitions for replacement, but, in light of the urgent and ongoing need for a full-time, dual-campus AA, the department is willing to work with the administration to re-allocate some of the hours of each IA position towards a full-time AA position. The current proposals is to take 6 hours from the 21-hr/wk position and 4 hours from the 19-hr/wk position, making both positions 15 hrs/wk and applying the 10 hours to the proposed AA position.

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.

Santa Rosa Tutorial Center Instructional Assistants: The SR Tutorial Center has several well-established, expert tutors, but has always relied on STNC tutors (usually funded through BSI) to address the needs of basic skills math and English students. Over the past year, however, several regular tutors have either retired or otherwise left their positions, and the department is currently working to fill those vacancies.

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 five classified vacancies and proposed reconfiguration above, which are all awaiting a decision by the President's Cabinet in June. It is likely that the department will have STNCs in the summer and no AA until the fall. These positions are:

- Full-time, dual-campus administrative assistant
- Two 15-hr/wk instructional assistants for the SR Academic Skills Lab
- One 25-hr/wk instructional assistant in the Santa Rosa Tutorial Center
- One 12.8-hr/wk instructional assistant in the Petaluma Tutorial Center

As mentioned above, the department is also requesting STNC staffing in all areas except the Santa Rosa Academic Skills Lab.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	02	01	AA II SR Office/PET TC, 67.5%, 10 mo.	AA II SR Office/PET TC, 100%, 11 mo.	Classified
0002	Santa Rosa	01	01	Instructional Asst., Sr.--19 hr/wk, 11 mo.	Instructional Asst., Sr.--15 hr/wk, 11 mo.	Classified
0003	Santa Rosa	01	01	Instructional Asst., Sr.--21 hr/wk, 11-12 mo.	Instructional Asst., Sr.--15 hr/wk, 11 mo.	Classified
0004	Petaluma	01	01	IA Tutorial & Lab STNC, 107 hr/wk, 1 semester	IA Tutorial & Lab STNC, 107 hr/wk, 1 YEAR	STNC
0005	Santa Rosa	02	01	STNC IAs for math labs 35 hr/wk total	STNC IAs for math labs 45 hr/wk total	STNC
0006	Santa Rosa	01	01	Instructional Asst., Sr.--25 hr/wk, 9 mo.	Instructional Asst., Sr.--25 hr/wk, 9 mo.(replace)	Classified
0007	Santa Rosa	02	01	STNC IAs for SR Tutorial Ctr, BSI funded	STNC IAs for SR Tutorial Ctr	STNC
0008	Other	01	01	none	STNC IA for SW Center, 10 hr/wk	STNC
0009	Santa Rosa	01	01	Student Tutors, SR Tutorial Ctr	Student Tutors - add'l 7.5 hrs/wk	Student
0010	Petaluma	01	01	Student Tutors, Petaluma	Student Tutors, Petaluma--5 more hr/wk	Student
0011	Petaluma	01	01	IA STNC 6 hr/wk Dist funded	Combine with #12 regular IA position	Classified
0012	Petaluma	01	01	IA (12 hrs/wk) PET CSKLS (BSI funded)	IA Senior, 12 hrs/wk ASK/Math Lab (Dist. Funded)	Classified
0013	Petaluma	01	01	IA Tutorial PET (32%)	IA Tutorial PET (47.5%) 10-month	Classified
0014	Petaluma	01	01	IA Tutorial & CSKLS PET (57%)	IA Tutorial & CSKLS PET (65%)	Classified
0015	Petaluma	01	01	IA Tutorial PET (32%)	IA Tutorial PET (47.5%) 12-month	Classified
0016	Petaluma	01	01	IA Tutorial PET (50%)	IA Tutorial PET (62.5%) 10-month	Classified
0017	Santa Rosa	02	01	Student Workers for Math Labs	Student Tutors--add'l 16 hr/wk	Student

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

All of the four tenured regular faculty are in the age range of 55 or above. One will be on the Pre-Retirement Reduction in Workload Program in 2015/2016 and 2016/2017, after which this person will retire. A second will be on sabbatical in Fall 2015 and will most likely retire after one year back as full-time (June 2017). A third will retire at the end of December 2016. And the fourth will retire in June 2017. In other words, Fall 2017 will start with only full-time faculty that were hired since 2012.

In addition, at least 80% of adjunct faculty are in the retirement 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 four full-time faculty to replace retirements over the next three years.

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, offering 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 or Distance Education options

Right now the department has 8 full-time faculty, but one is on sabbatical and one is working at a reduced load. Four of the faculty 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

Santa Rosa Campus Contract Faculty for CSKLS Math. Despite the recent hiring of a FT faculty for the English Pathway/CDCP coordination position, the current ratio of full-time to part-time faculty in this department is still unbalanced. With the pending retirement of a CSKLS math faculty member in December 2016 and the ongoing reduced workload of another full-time faculty member, the department needs to hire another full-time faculty by Fall 2016.

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

- English has 45%:55% full-time to adjunct ratio, with over 20 FT instructors
- Math has 58%:42% with over 20 FT instructors
- College Skills is listed at 37% FT : 63% AF, but this does not reflect that fact the sabbatical leave, load reduction, and 2016 midyear retirement. In Fall 2015, only 2 of the 8 FT instructors were available to conduct evaluations and participate in hiring committees.

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

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

2. Relation to Basic Skills/Immigrant Education and Student Success and Equity.

This Santa Rosa position directly supports the goals for these two projects from the state. A detailed description of how full-time faculty address the goals is in section D below.

C. Department Need for Contract Faculty

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 five 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 five 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 Fall 2015 had 49 applicants, but only two were qualified to join the pool and are currently teaching. The last four full-time recruitments drew over 45 candidates, with at least 10 selected for interviews each time, 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 2015 with only a few qualified individuals added to the pool.

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 be on sabbatical or will also be on that program. In 2016/2017, the workload reduction will continue, and one retirement will take place in December 2016. Two, possibly three, retirements are planned for June 2017.

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 Math 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, 50.1% of College Skills students are Latino/a. College Skills will play an important part in the College's actions as a Hispanic Serving Institution since the department launches these students into the Math and English Pathways. Full-time instructors are instrumental in creating department goals and practices that 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. 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 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 50.1%, up from 28% four years ago.

d. Anchor faculty: The CSKLS math instructor 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-- 3.27 compared to District 1.47 (adjunct faculty to contract faculty ratio). The figure of 3.27 does not reflect the current number of individuals involved: 68 adjunct faculty and 8 (more like 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. The two qualified individuals hired for the adjunct pool in early Fall 2015 are available only to teach English Pathway classes or evening classes. And even well-qualified adjunct faculty 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).

h. FON: The full-time faculty position requested would teach only credit classes as the contract load, so this would not have an adverse effect upon the FON. If hired for 2016/2017, the existing 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 SLOs 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	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	02	01	College Skills Math	Retirement replacement essential to ensure FT leadership and stability towards improving student success across all CSKLS math courses.

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

Instructional

The most expensive requests involve the Santa Rosa Scheduled Math Lab (not the new drop-in lab) and the ASK Labs on both campuses. The requests below address student needs for credit English and Math Pathway classes, GED/HSE Prep, and Math placement test preparation. All of these fit Basic Skills and Student Success criteria and goals.

- 1. Conversion of Santa Rosa CSKLS Math Lab (room 615) to Smart Classroom.** Every credit math class is followed by an hour of lab time. Students practice skills through the customized computer program and take quizzes, but many teachers use the lab time for additional instruction. They need access to computer projection and a document camera, as they have in the classroom and in the Petaluma CSKLS math lab, in order to fully cover the topics and demonstrate problem solving strategies.
- 2. Whiteboards for SR CSKLS Math Lab.** Two large whiteboards will support instruction in the Math Lab (room 615).
- 3. Shelving unit for new Drop-in Math Lab, room 618.** All of the furniture for the Drop-in Lab has been ordered except one item, which is a 5-ft. long shelving unit behind the front desk. It would be used for storing instructional materials and supplies that need to be readily accessible.
- 4. GED/HSE Preparation Online Programs.** In February 2016, the CSKLS ASK Lab needs to purchase new or renew and expand the commercial software license for GED and other high school equivalency (HSE) test preparation. Since all HSE tests are computer-based to some degree, and the GED entirely, it is essential to have up-to-date software that directly relates to the format and content of the tests. Furthermore, either the current software or a new program needs to include a Spanish version for students in the bilingual Spanish GED and HEP classes.
- 5. Graphing calculators for SR Tutorial Center.** Needed for tutoring math students.
- 6. Laser jet printer for SR Tutorial Center.** Current printer is not functioning well. All printing supports tutoring and staff.
- 7. 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.
- 8. Replacement laptops, Santa Rosa Campus.** 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 credit and noncredit GED instructors to use for instruction, access to SIS, and lesson preparation when they are in the labs, the Southwest Santa Rosa Center, and classrooms that are not smart.
- 9. New carpet for the Scheduled Math Lab, room 615.** The single rainstorm of Fall 2014 caused massive leaking in the Math Lab, resulting in a major project of mold abatement, a new wall, and a strip of new carpet over the affected area. This strip of new carpet highlights the

worn condition of the carpet in the rest of that lab. This carpet is 10 years old and is reaching a point of danger due to its ragged condition.

10. New chairs for Schedule Math Lab, room 615. At least half of the chairs in that lab are worn or mechanically weakened and need to be replaced for safety and health reasons.

11. (Long term) Additional classroom in Analy Village. The Department has made good use of the smart classroom (room 656) that was granted a few years ago--it is scheduled for nearly every hour of the instructional template Monday-Thursday and used regularly for meetings and workshops on Fridays. Because our Math and ASK Labs are an integral part of nearly all of our classes, it would be ideal to convert another part of the Analy Village into a second 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.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	02	01	Conversion: Lab to Smart Classroom	1	\$20,000.00	\$20,000.00	W. Burzycki	615	W. Burzycki
0002	Santa Rosa	02	01	Whiteboards for Math Lab	2	\$60.00	\$120.00	W. Burzycki	Bldg. F	W. Burzycki
0003	Santa Rosa	02	01	Shelving unit behind front desk	1	\$500.00	\$500.00	W. Burzycki	618	W. Burzycki
0004	ALL	02	01	GED/HSE Software	1	\$12,000.00	\$12,000.00	W. Burzycki	601	W. Burzycki
0005	Santa Rosa	02	01	Graphing calculators	4	\$150.00	\$600.00	C. Hanson	4251	C. Hanson
0006	Santa Rosa	02	01	Laser printer	1	\$350.00	\$350.00	C. Hanson	4251	C. Hanson
0007	Petaluma	02	01	Laptop for PET Tutorial Center	1	\$500.00	\$500.00	C. Valencia	PC 247	C. Valencia
0008	Petaluma	02	01	LCD Projector for PET Tutorial Center	1	\$500.00	\$500.00	C. Valencia	PC 247	C. Valencia
0009	Petaluma	02	01	Rolling cart for laptop & LCD projector	1	\$200.00	\$200.00	C. Valencia	PC 247	C. Valencia
0010	Santa Rosa	02	01	Laptop for faculty use	4	\$500.00	\$2,000.00	W. Burzycki	605	W. Burzycki
0011	Santa Rosa	02	01	Replacement carpet for CSKLS Math Lab	1	\$15,000.00	\$15,000.00	W. Burzycki	615	W. Burzycki
0012	Santa Rosa	02	01	Chairs for students in SR Math Lab 615	16	\$290.00	\$4,640.00	W. Burzycki	615	W. Burzycki
0013	Santa Rosa	02	01	Replacement carpet for Academic Skills Lab	1	\$15,000.00	\$15,000.00	W. Burzycki	615	W. Burzycki

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

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	02	01	Carpet in Office building hallway	1	\$10,000.00	\$10,000.00	W. Burzycki	Bldg. G	W. Burzycki
0002	Santa Rosa	02	01	Log-in Station (ADA requirement)	1	\$250.00	\$250.00	C. Hanson	4251	F. Mahl

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	02	01	Urgent	Analy Village	Bldg. E	\$0.00	Funds have been allocated and some spent to complete conversion of Bldg. E to new lab and office space.
0002	Santa Rosa	02	01	Urgent	Analy Village	615	\$20,000.00	Make the existing SR CSKLS math lab a smart classroom.
0003	Petaluma	02	01	Urgent	Doyle Hall	PC 247	\$500.00	Under cabinet lighting to illuminate tutor/student work area (3rd request)
0004	Santa Rosa	02	01	Urgent	Bldg. F & H	601, 615	\$30,000.00	Carpet for 2 College Skills labs.
0005	Santa Rosa	02	01	2-3 Yr	TBD	TBD	\$0.00	Long term: move College Skills offices, labs, and classrooms closer to Campus Center (e.g., to Emeritus, Barnett, or other area).

2.5b Analysis of Existing Facilities

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

A. Completing the New Lab (Now): In Fall 2014, College Skills began using its first version of the Drop-in Math Lab. While it was smaller than the proposed plan, it served as excellent support for CSKLS math students. The Facilities Office stated that the fully remodeled lab will be ready for fall 2015, though that is looking doubtful at the moment. Still, it appears the project is moving forward with full approval.

B. Smart Classroom in the Scheduled Lab (room 615) (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. Another Classroom in Analy Village (Near Future): The implementation of a managed enrollment format for the Santa Rosa ASK Lab/GED Prep program as well as the need for math classes that run outside the SRJC template means that a second classroom is needed in that area. When DRD moves out of its testing space, College Skills expects to use that building for the classroom.

D. 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.

3.1 Develop Financial Resources

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

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

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

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

3.2 Serve our Diverse Communities

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

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

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

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

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

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

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

The department provides instruction in basic math, reading, writing, and technology in order to fill in gaps in the academic education of community members who wish to move forward in their lives and careers. Because the department offers both noncredit labs and the first levels of the Math and English Pathways, anyone can enroll in the program without taking tests or even paying money. And faculty and staff accept and support all students, whether they are just trying out college or are returning to change careers. through the NCSSSP, SSSP, and AB 86, the department will extend its outreach and also strengthen its connections with other community services and with CTE programs.

3.3 Cultivate a Healthy Organization

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

Staff

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

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

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

Faculty

Adjunct and full-time faculty have been supported in taking trainings in Moodle, attending GED workshops, and traveling to conferences related to their subject area (such as writing or math). When possible, lab coordinators will rearrange staffing to accommodate an adjunct

instructor's request to attend a workshop or conference. The chair has also sought funds to compensate adjunct faculty for program development, curriculum revision, and conversion to online materials.

Collegiality Is of Value to the Department

College Skills/Tutorials maintains an exceptionally respectful and collegial culture at all its sites. Faculty and staff routinely get together for workshops, parties, and conference travel. Communication is encouraged through the monthly department newsletter and updates from the lab coordinators and chair.

3.4 Safety and Emergency Preparedness

Injury and Illness Prevention Program

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

Safety Trainings

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

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

Building and Area Safety Coordinators

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

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

3.5 Establish a Culture of Sustainability

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

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

- Most instructors provide materials, exercises, and communications means through their websites and email rather than exclusively handouts.
- Scratch paper for math is always throw-aways from Graphics or local businesses.
- Copying is limited through department policy. Most instructors use customized textbooks instead of handouts.
- Recycling bins are placed in accessible places and the department makes sure these are emptied regularly by Facilities staff.
- The office sends all boxes and potentially recyclable materials to the warehouse.
- Instructors model using alternatives and recycling.
- Bathrooms still do not have heat or air-conditioning, thus saving energy but not comfort.

- According to SRJC policy, students are limited in what they can print out from lab computers.
- Except for extraordinary circumstances like the completion of the new lab, the department never buys furniture and instead actively scavenges items from the Warehouse and garage sales.
- Department members support local wildlife, such as the fox who lives under the Analy Village deck, by providing water and letting it live peaceably in the area.

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

- The Tutorial Center Faculty Office is stays at a temperature of about 65 degrees, no matter what the temperature is like in the rest of the Tutorial Center or outside. This is not only very uncomfortable for the faculty in that office, it wastes a lot of energy. The library facilities staff has been notified multiple times over the past 6 years, but nothing has been done to correct the problem.
- A number of the offices in 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 practice of using Timesheets for the 35+ faculty assigned to TBA Lab and Tutorial hours uses a tremendous amount of paperwork. The department (and Payroll) both strongly feel that an electronic tracking system should be implemented as soon as possible.
-

4.1a Course Student Learning Outcomes Assessment

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

Assessment Plan and Process: At the beginning of each academic year (August), the department reviews the assessment plan and determines the specific SLOs that will be assessed for each course listed in the plan below. Ideally, more than one SLO

of each course is assessed every 6 years since most CSKLS final exams cover all outcomes. Selection of SLOs, if necessary, will be based on the results of the previous assessment, area(s) in a course that require more focus, and/or the length of time since that SLO was last assessed. Full-time instructors are assigned to take the lead for each assessment individually or as a group, and adjunct faculty are invited, but not obligated, to participate.

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

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

			new program format and NCSSSP and AB 86 support lead to greater students retention and successful completion.
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Summaries of Recent Assessment Results and Department Responses

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

CSKLS 372, Pre-Algebra

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

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

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

CSKLS 313, Foundations of College Reading/Writing

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

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

Ongoing Cycle of Assessment for Math and English Pathway Courses

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

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

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

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

CSKLS 770, Tutorial Centers

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

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

4.1b Program Student Learning Outcomes Assessment

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

Math Pathway classes: Most sections of CSKLS 368A/B, 371, and 372 classes were surveyed in Fall 2012 to provide an overall "snapshot" of where Math Pathway classes fit into students' overall educational plans. Of note is that 47% are enrolled in CTE certificate programs, and 87% intended to take the next level of math class. Implications of these results are that students

enrolled in low-unit certificate programs who might only take one more level of math, or no further math, are essentially "off the map" in terms of "completion," according to the Chancellor's Office.

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

4.1c Student Learning Outcomes Reporting

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

4.2a Key Courses or Services that address Institutional Outcomes

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

4.2b Narrative (Optional)

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

College Skills courses consistently connect reading, writing, and math content and skills to real-life situations, which are reflected in the institutional learning outcomes. Furthermore, students learn how to be students, which relates to personal development and management. Even personal health issues are addressed through reading assignments and class discussions. Communication skills are taught in the English Pathway courses, and critical thinking skills are taught and applied in the English and Math Pathway courses and the supplemental writing and math courses. Also, because of the diversity of CSKLS students, course reading materials often include multi-cultural selections. Finally, a primary goal of the department is to help students become independent learners, so all instructors emphasize personal responsibility, providing examples, feedback, and often even direct instruction in what it means to be a responsible college student.

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

5.0 Performance Measures

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

Overview

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

Based on the very general figures of the table provided, it appears that enrollment on the Santa Rosa Campus is increasing after a dip a couple of years ago (Fall 2013=5166, Fall 2014=5321). Petaluma has continued to grow. CSKLS holds 3 sections of noncredit CDCP bilingual-Spanish Academic Skills/GED Prep courses at the Southwest Santa Rosa Center, which is probably included in Santa Rosa Campus figures; internal records show enrollment has been fairly steady.

It's odd that there are numbers in "Other Locations." Perhaps in 2013 and 2014 this was the noncredit class in Point Arena, but the figures relating to enrollment efficiency, class size, etc. show 0% in all fields, so perhaps those enrollment numbers are listed in the chart erroneously.

Santa Rosa Campus

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
College Skills (CSKLS)	1685	5251	5040	1462	5917	4603	1630	5166	476

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
College Skills (CSKLS)	145	1032	993	171	895	850	211	956	97

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
College Skills (CSKLS)	98	283	111	36	112	118	38	124	12

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
College Skills (CSKLS)	1928	6566	6144	1669	6924	5571	1879	6246	585

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

Balance of Class Schedule

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

The department has responded to the sporadic enrollment of CSKLS 100, which was dependent on the Pharm Tech program and faltered due to lack of communication from that program, by handing over the class to Pharm Tech and offering only an online version, which had steady enrollment. Pharm Tech will be transitioning to its own version of a preparatory math skills class.

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 new scheduled lab format of Santa Rosa CSKLS math sections has made it extremely difficult to find enough classroom space within the current template. The department desperately needs a dedicated classroom in the Analy Village area.

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

Alternative Delivery Modes

The department has had several short, online review courses in math and writing skills that have been popular for several years now, and the department has added two more sections during the last two semesters. These classes help students prepare for Placement Tests and possibly allow some students shorten their Math or English

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

The department offers a hybrid version of CSKLS 100, which, as mentioned above, will be the only way the department offers this math skills class for students in the Health Sciences.

In Spring 2015, the department facilitated the purchase and pilot of an online tutoring program, which was launched in Summer 2015. Results regarding use and degree of support will be analyzed at the end of Fall 2015.

In Fall 2013, the department piloted a hybrid version of CSKLS 372, Pre-Algebra. While initial enrollment is high, retention was poor. The department decided not to offer this version of the course after Fall 2014 and is instead looking at more of a blended learning/flipped classroom type of format to offer in Fall 2016.

Finally, department has established an accelerated math program (AMP), which allows students to complete General Arithmetic and Pre-Algebra in one semester. 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. While this format fits Basic Skills and Student Success best practices, the course has not been promoted by Counseling and needs stronger enrollment to prove its effectiveness.

Demand for Courses and Ways to Better Serving Students

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

5.2a Enrollment Efficiency

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

Santa Rosa Campus

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
College Skills (CSKLS)	93.8%	106.3%	98.6%	88.3%	100.7%	94.9%	79.4%	90.9%	89.3%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
College Skills (CSKLS)	0.0%	106.7%	106.2%	0.0%	97.6%	101.0%	0.0%	94.3%	106.2%

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
College Skills (CSKLS)	85.7%	92.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
College Skills (CSKLS)	90.3%	104.8%	99.5%	88.3%	100.3%	95.4%	79.4%	91.3%	90.8%

Generally, College Skills has a high level of efficiency, very close to the District goal of 95%. Efficiency has improved since Fall 2013.

One limiting factor is that in Fall 2014, several math classes were in classrooms 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 been undermined by the limitation of facilities, which is another reason the department seeks to have a dedicated classroom in Analy Village as soon as another building becomes vacant.

5.2b Average Class Size

Class size for College Skills classes, as shown in the chart below, has increased slightly at just over 27 students across campuses. This number 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 initial size of most math classes is closer to 33, but, as mentioned before, sometimes wait list students are turned away because the classroom cannot fit that many.

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

Santa Rosa Campus

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
College Skills (CSKLS)	26.3	29.8	28.2	24.7	29.4	27.0	24.3	26.6	25.8

Petaluma Campus (Includes Rohnert Park and Sonoma)

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

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
College Skills (CSKLS)	24.0	28.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
College Skills (CSKLS)	25.3	29.6	28.1	24.7	29.1	27.0	24.3	26.5	26.0

5.3 Instructional Productivity

According to the chart below, the instructional productivity for the College Skills/Tutorial Department for Fall 2014 is 15.30, with Petaluma slightly higher than Santa Rosa. This is a slight improvement from Fall 2013 since class sizes also grew.

For a credit basic skills class, 25 students with 1 instructor is an appropriate ratio. In keeping with Basic Skills best instructional practices, College Skills credit instructors assign homework every night throughout the semester and give frequent quizzes and tests so that

students get ongoing feedback and teachers can monitor their progress and provide guidance for students who are struggling. Classroom instruction involves not just lecture: students are engaged in discussion, guided practice, group activities, and application exercises during every class session. It is difficult for even the most expert instructor to maintain this level of engagement with learning in a class of over 30 students. Therefore, the District goal for an 18.7 ratio would preclude the in-depth learning activities that are used in this department.

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

Santa Rosa Campus

College Skills (CSKLS)		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	16.00	183.67	134.45	17.79	161.15	135.94	21.39	146.84	141.73
	FTEF	0.94	10.71	8.37	1.23	10.15	9.03	1.80	10.44	10.03
	Ratio	17.06	17.15	16.07	14.46	15.88	15.05	11.87	14.07	14.13

Petaluma Campus (Includes Rohnert Park and Sonoma)

College Skills (CSKLS)		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	0.00	27.19	21.70	0.00	23.99	18.20	0.00	28.75	23.92
	FTEF	0.00	1.56	1.27	0.00	1.56	1.16	0.00	1.85	1.44
	Ratio	0.00	17.43	17.07	0.00	15.38	15.75	0.00	15.55	16.56

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

College Skills (CSKLS)		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	2.50	3.83	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	FTEF	0.31	0.52	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Ratio	8.04	7.33	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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

College Skills (CSKLS)		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	18.50	214.69	156.15	17.79	185.14	154.14	21.39	175.59	165.65
	FTEF	1.25	12.80	9.64	1.23	11.71	10.19	1.80	12.29	11.47
	Ratio	14.81	16.78	16.20	14.46	15.82	15.13	11.87	14.29	14.44

5.4 Curriculum Currency

As of Spring 2015, all CSKLS/Tutorial course outlines are current. The department will be inactivating CSKLS 760, which used to be for the Adelante program, and also needs to work with Adelante to determine whether that program needs a course of its own.

No courses need to be reviewed in the 2015/2016 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. However, having a scheduled lab depends on the availability of labs and classrooms,

when scheduling for Fall 2015, the department was unable to find any free space for this kind of structure.

While the department is adding online homework to some classes and "flipping" others, and is also restructuring its Academic Skills courses into a managed enrollment system, these changes affect delivery, not curriculum.

5.5 Successful Program Completion

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

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

5.6 Student Success

The College Skills Department believes that the data provided by Academic Affairs regarding Fall 2014 is not correct. In the tables towards the bottom of this page, there is a drop of 10-13 percentage points across both campuses, which is a drastic change and not reflective of internal records. While these tables will be included below to discuss the discrepancies and how the department will deal with them, College Skills is providing a brief list of some datamined information and Student Equity data to act as a better representation of student progress. Since the majority of CSKLS credit classes are credit Math Pathway classes (CSKLS 371 and 372) success indicators are listed for the Fall 2014 and Spring 2015 Santa Rosa Campus sections. The Student Equity overall figures are listed as well, though specific areas of this information will be discussed further on in this section.

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

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

While the above figures are better aligned with College Skills' usual averages and are on par with percentages for Basic Skills students statewide, the CSKLS department takes the low performance rate seriously and is developing strategies to improve not only retention, but successful course completion. Department faculty are also investigating the numbers to determine if the recent lower figures are a single semester phenomenon reflecting the shift from CSKLS 368A/B back to 371 or if other factors are in play.

Student Equity Data

College Skills (CSKLS)	0.0%	67.8%	58.7%	100.0%	61.7%	57.5%	50.7%	67.2%	56.3%	64.6%	54.6%	
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ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	35.9%	62.0%	66.5%	49.0%	55.0%	60.0%	53.9%	61.0%	60.2%	66.4%	52.4%	

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

Santa Rosa Campus

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	2.73	2.25	2.34	2.64	2.18	2.31	2.24	2.17	2.25	2.11	2.07	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	0.00	2.51	2.31	0.00	2.54	2.56	0.00	2.17	2.15	2.42	2.07	

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
College Skills (CSKLS)	2.69	2.26	2.33	2.64	2.22	2.34	2.24	2.17	2.23	2.14	2.07	

Student Equity Data and Implications

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

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

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

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

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

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

5.7 Student Access

Diversity of Students

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

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

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

College Skills (CSKLS)	Ethnicity	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	White	5508	38.3%	4962	35.5%	4580	33.5%	4150
	Asian	642	4.5%	656	4.7%	642	4.7%	642
	Black	618	4.3%	525	3.8%	534	3.9%	534
	Hispanic	4715	32.8%	5015	35.9%	6217	45.4%	6217
	Native American	179	1.2%	158	1.1%	114	0.8%	114
	Pacific Islander	89	0.6%	56	0.4%	65	0.5%	65
	Filipino	130	0.9%	100	0.7%	109	0.8%	109
	Other Non-White	0	0.0%	0	0.0%	473	3.5%	473
	Decline to state	2502	17.4%	2486	17.8%	946	6.9%	946
	ALL Ethnicities	14383	100.0%	13958	100.0%	13680	100.0%	13680

- CSKLS serves fewer white students (35% compared to 50.5% average in English and Math)
- CSKLS has more than 50% more Latino/a 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/multiple ethnicities," plus women, have all gone up since 2009 shows that the department's efforts in basic skills pedagogy and programs work especially well with these populations. The numbers of the other ethnicities are smaller, so the percentages are not as accurate a representation.

Outreach and Retention

The department is working with the administration and Student Success, Basic Skills, Noncredit Student Success & Support, and AB 86 committees 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 2014/15 academic year. Retention is always an important concern.

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

As far as the noncredit CDCP program goes, the department is working closely with the AB 86 Consortium to participate in the outreach efforts of that group. CSKLS is developing its program identity so it will be easy for potential students to distinguish the high quality of CSKLS noncredit offerings in relation to other adult education programs in the county.

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

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

5.8 Curriculum Offered Within Reasonable Time Frame

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

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

CSKLS 100, Math for Medication Administration, is part of the Pharm Tech certificate program. Due to lack of communication by the Pharm Tech program director, College Skills has decided to offer only the online version of CSKLS 100 and let Pharm Tech handle the scheduling and teaching of face-to-face classes. It is expected that Pharm Tech will create its own class since it currently cannot incorporate the lab and other best practices described in the CSKLS course outline.

5.9a Curriculum Responsiveness

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

Credit

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

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

CSKLS Math instructors are working closely with the Student Success and Equity committee, the Assessment Office, and the Math Department to prepare for the implementation of the Common Assessment from the Chancellor's Office in Fall 2016. While this may not directly affect curriculum, it does represent the degree of communication and responsiveness of the department.

The department has also worked with the Assessment & Student Success office to offer Math Jam sessions--short, free workshops that offer information, diagnostics, and resources to help students prepare for the Math Placement Test. Anecdotally, many students have benefited from these sessions, either gathering the confidence to finally take the test or achieving a higher score on the second try.

Noncredit

In response to the sharp drop in numbers of students passing the new GED (a nationwide trend), College Skills is restructuring the Academic Skills Labs, a main part of the CDCP program, into a managed enrollment format, incorporating the NCSSTP and AB 86 requirements for in-depth orientaiton, assessment, and advising with more direct instruction through scheduled face-to-face classes, complemented by computer assisted learning. This reflects current trends in similar programs across the nation.

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

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

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

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

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

However, the department does make sure that the materials and software in the Academic Skills labs and classes directly support the Common Core and the new 2014 GED test, which represents a high school education.

Also, one CSKLS instructor is working with a local high school and Pharm Tech to determine if CSKLS 100 would be an appropriate CTE course to offer at high schools. The efficacy of this plan should be apparent sometime in the 2015/2016 academic year.

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

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

5.11a Labor Market Demand (Occupational Programs ONLY)

The College Skills/Tutorial Department does not have any CTE programs, though CSKLS 100 is part of the Pharmacy 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 expectations of the Math and English departments as well.

English Pathway

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

Math Pathway

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

CDCP

On the noncredit side, assigning noncredit grades has given the instructors an opportunity to discuss assessment and expectations of these students. The result of these very productive discussions has been the development of a rubric based on the outcomes for the three levels of the Basic Academic Skills courses. This rubric is discussed and modified if necessary towards the end of every semester. The changes in the new GED have meant that students must reach a higher level of achievement to pass CSKLS 733.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	06	01	Improve services for students, support for department faculty and staff, and coordination between campuses and centers.	Create a single 100% regular Administrative Assistant position that covers both Santa Rosa and Petaluma campuses.	2014/2015	Accomplished! The department moved hours from IA positions to the AA position so the new position will be of very little new cost to the District.
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	Accomplished! One FT English Pathway/CDCP Anchor faculty was hired.
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	The department has not yet needed to draw from the pool but expects to add to it by early Fall 2015.
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	Phase 1, the temporary set-up, proved the lab was indeed an important component. The final version of the remodel should be completed by early Fall 2015 (6 mos. later than expected).
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	Some accomplishments and some still in progress. Software purchased and funds requested for Spring 2016 renewal. New books purchased in both Spanish & English. In-depth staff development taking place Summer 2015, funded by AB 86. Program revision will occur throughout 2015/2016.
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	Accomplished through funds from Basic Skills Initiative and Student Equity funded STNC IAs for 2014/2015. Expanded request sent to Student Equity/Basic Skills for 2015/2016.
0007	ALL	01	02	Improve student access to learning support services at all sites.	Create a Tutorial Center website.	2014/2015	Accomplished! Tutorial Center website redesigned through by instructional assistant, adjunct faculty, and faculty when CSKLS/Tutorial website was migrated to Drupal.
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	Accomplished and ongoing. CSKSL faculty involvement led to funding tutors for math labs and Tutorial Centers and to office hours for regular SRJC counselor in Analy Village.
0009	Santa Rosa	02	01	Improve student access to learning support services at all sites.	Launch online tutoring program.	2014/2015	Accomplished! Student Success provided funding for pilot of online tutoring program.
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	Accomplished in part. Basic Skills, Student Success, and AB 86 have provided funding for adjunct faculty participation department workshops and projects. Requests for support will continue for 2015/2016.

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	Data analysis: Rate of passing the GED has plummeted since the launch of the new GED, reflecting a nationwide trend. CSKLS is working with NCS SSP and AB 86 to create a managed enrollment format to provide more direct instruction and increase student attendance, persistence, and study time.
ALL	Data analysis: Data provided by District indicates significant drop in student retention and success. Department needs to determine whether data is accurate and what other reasons could be involved and then address the issues.
Santa Rosa	Data analysis: 90% of CSKLS math instructors regularly use technology in the classroom and would like to use the same technology (computer with projector and screen) in the CSKLS Math Lab. The department has requested a smart classroom for that lab (room 615).
Santa Rosa	Data analysis: A high percentage of students surveyed after Math Jam sessions indicate that the 2-hour session made a difference in their confidence and/or their retake score. Math Jams are fulfilling their function and should be funded by Student Success funds and/or the District instead of College Skills.
ALL	Data analysis: Based on information from sources from AB 86, Student Equity, and Noncredit Student Success and Support Program, data regarding passage of the GED, students moving from noncredit to credit, noncredit to certificate programs, and persistence in Math and English pathways is essentially non-existent, so it is hard to determine the effectiveness of the program. Department will work with the above committees to request and access needed information.
Santa Rosa	Data analysis: The Accelerated Math Program (AMP) has been in place for 5 semesters now. Retention rates are high, but initial enrollment has been low. The department needs to work with Counseling and Student Success to promote the program.
Santa Rosa	Data analysis: The CSKLS English Pathway courses (CSKLS 312 and 313) are stable but cannot change curriculum to scheduled credit lab instead of DHR to qualify for semester-length attendance accounting. This is due to lack of lab space. Department will continue to explore options.
Petaluma	Data Analysis: PET Tutorial Center has increase in number of students and requires more STNC IAs to provide adequate support for daily prime time and Fridays. Spanish GED classes have very wide range of skill levels among students, so two levels of GED (beginning and advanced) will be offered in 2015/2016. Additional adjunct faculty may be required for Tutorial Center to provide instructor of record coverage if SRJC is to claim apportionment for all hours.
Santa Rosa	Data analysis: Drop-in Math Lab is at capacity most hours that it is open. It is imperative that the final remodel be completed in early Fall 2015.
Santa Rosa	Data analysis: For Fall 2015, 3 CSKLS math sections were not assigned classrooms because none existed on the campus during those time slots. The department needs a dedicated smart classroom in Analy Village as soon as another department vacates a building.
ALL	Data analysis: Full-time faculty state that at least 20% of their non-classroom or lab time is spent on clerical tasks (i.e., updating lab schedules, handling timesheets, tracking absences and substitutes, etc.) that should be done by a full-time administrative assistant. This confirms the desperate need for the now approved AA.
ALL	Data analysis: Rate of passing the GED has plummeted since the launch of the new GED, reflecting a nationwide trend. CSKLS is working with NCS SSP and AB 86 to create a managed enrollment format to provide more direct instruction and increase student attendance, persistence, and study time.
ALL	Data analysis: The department has 7 full-time faculty, which includes one working at a 75% load and 4 that are tenure track. It has 64 adjunct faculty, all of whom are currently working. The District percentage of 37% FT : 63 % ADJ does not correctly reflect how skewed the ratio is and difficult the lack of dependable, full-time involvement makes all department operations: SLO assessment, scheduling, evaluations, curriculum development, etc. Added to this are the 25 classified employees that need annual evaluations and the 16 STNCs that need PAFs, scheduling, and orientation. THIS DEPARTMENT CONTINUES TO NEED MORE FULL-TIME FACULTY to adequately serve basic skills and tutorial students.

6.2b PRPP Editor Feedback - Optional

The CSKLS Department presented its usual thoughtful commentary in their PRPP this year. The data issues definitely need to be addressed to confirm the accuracy of performance indicators and to disaggregate credit and non-credit data reporting more usefully.

As noted, the state-wide AB86 initiative has brought greater attention to the department's non-credit program and multiple opportunities to improve and expand services to the community.

The managed enrollment courses underdevelopment will provide structure that will allow the CDCP certificates to be more frequently earned and awarded.

The reference to facilities issues underscores the need for permanent quarters for the CSKLS Department in a shared academic student center including the wrap around services and related programming that many Basic Skills students require. Physical proximity to the center

of campus will increase student engagement, identification with the larger SRJC student community and ultimately improved retention and success. Sufficient well-designed smart classrooms should be co-located with both student and instructional support services in a building clearly exemplifying SRJC's excellence that both students and staff can be proud of.

As every year, I concur with the statements regarding the perennial need for additional FT CSKLS instructors. The basic skills students served by CSKLS are among the most at-risk of those served by SRJC. Recent scrutiny 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.	Hire, orient, train, support, and evaluate new dual-campus administrative assistant.	Fall 2015	Support staff in PET Tutorial Center and all labs so that department chair and PET FT faculty can handle these responsibilities.
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.	2015/2016	Hire at least one more FT faculty member beyond current 7. The current requests are for 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.	2015/2016	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.	2015/2016	IT and Facilities will need to finish Phase 2 of conversion 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 program moves to managed enrollment model.	2015/2016	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 planning sessions and curriculum development.
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.	2015/2016	Funds from District, Student Success, and/or Basic Skills Initiative to pay for additional staff, as proposed.
0007	ALL	01	02	Improve student access to learning support services at all sites.	Manage new CSKLS and Tutorial Center websites.	2015/2016	Additional Math Lab coverage so regular IA can devote a couple hours each week working on this.
0008	ALL	01	02	Provide greater assistance for "the whole student" for CDCP students and for students in first levels of English and Math Pathways.	Maintain strong communication and advocacy role with the Student Success Committee, Basic Skills Committee, AB 86, and Noncredit Student Success Committee. for basic skills students.	2015/2016	Funding from Student Success and Support Plan and Basic Skills Initiative for tutors for Tutorial Centers, Math Labs, and Spanish GED. Funding to extend hours of regular CSKLS counselor who has office in Analy Village to help with advising component for NCSSSP and AB 86.
0009	Santa Rosa	02	01	Improve student access to learning support services at all sites.	Monitor effectiveness of online tutoring program.	2015/2016	Time from supervising faculty in Tutorial Centers.
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.	2015/2016	Funds to pay adjunct faculty participation in department workshops and projects.
0011	ALL	02	01	Improve student success and persistence in Math Pathway.	Work with Math Department on innovative programs (e.g., Statway) so role of CSKLS is clear.	2015/2016	Time for CSKLS FT math faculty to meet with Math Dept. faculty. Funding for conferences.
0012	ALL	00	00	Create better classroom and lab learning environments.	Create additional smart classroom in Analy Village and make CSKLS Math Lab a smart classroom.	2015/2016	Funding to make lab a smart classroom and vacancy in Analy Village to create a new classroom.

