



INSTRUCTIONAL NOTES

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NOTES FROM THE VICE PRESIDENT - Dr. Mary Kay Rudolph

The past few months have been a wonderful and fast-paced experience for me. I want to start by thanking all of you who have been such a great help to me in learning about the college and becoming a part of our tradition of excellence.

Several convergent and important tasks are before the Academic Affairs Council this year: In an effort to better align our structure with the district's needs, we are beginning work to re-organize ourselves. I anticipate taking the proposed structural changes to several key constituent groups for feedback in early Spring, and having the new structure in place by the end of Spring semester. The intent is to utilize our existing human resources in a more efficient way, to move the college forward and to provide better service and guidance to our students, faculty, staff and external partners.

We are working with the Faculty Senate to define a new Academic Program Review and Improvement model where planning and accountability are data driven and transparent. Our goal is to have a system in place which clearly links budgeting decisions to the planning and performance of each program or department. And, we are assisting faculty in moving forward and incorporating student learning into our outcomes and assessments throughout the curriculum.

While by necessity we are forced to try and find ways to grow FTES immediately, we also need to plan for the future.

To that end, Academic Affairs and Student Services began meeting on a regular basis over the summer. Our most recent joint meeting was focused on Planning for the Future. I recognize that several other groups have been working hard on this process as well, including the International Education Committee, the Developmental Education and ESL Task Force, the Committee on Programs for Older Adults, the Weekend College Group, the Strategic Enrollment Committee (StEP), the District Online Committee, the Student Equity Committee, Student Services Council, and High School Coordinators Council. I have attached a copy of an economic white paper that Chuck Robbins put together for the EDI Forum in October. If you haven't read this previously, I urge you to take a few minutes to familiarize yourself with some of the key economic and regional trends that will be affecting us in the foreseeable future. In essence, the questions we need to consider are: Who are our students today and who will our students be tomorrow? What programs and services will we need to offer in the future? Will we need more transfer and vocational programs? Should we find niche markets? Will it be non-credit, contract, or continuing education? How will we deliver our curriculum? How much of our delivery will be in traditional face-to-face classes and how much will be online, hybrid, over the radio, video interactive, in weekend academies, via cohort groups, or short format, single units, or mini six or eight week intensive sessions?

I urge you to participate in these discussions and lend your expertise and talents to creating a vital college for today and for tomorrow.



WELCOME TO OUR NEW FACULTY!

Please say hello to the following new probationary faculty who joined us this fall:

Nicholas Anast	Life Sciences
Laura Aspinall	Disability Resources
Allison Baker	Social Sciences/Petaluma
Kathy Bell	Disability Resources/Adaptive PE
Salvador Diaz	Social Sciences
Kathryn Gerber	Earth & Space Sciences
Brian Gully	Diesel/Auto Technology
Laurel Hamilton	Behavioral Sciences
Sherry Hicks	American Sign Language
Jurgen Kremer	Behavioral Sciences
Amy Merkel	Counseling
Damon Neidlinger	PE/Baseball Coach
Orlando Raola	Chemistry
Jennifer Richardson	Health Sciences/ADN Program
Heidi Saleh	Art
Frederick Utter	Mathematics
Nora Wheeler	Mathematics





The California Teacher Shortage: What You Can Do to Help

Although it has dropped from the headlines, the state of California continues to face a severe teaching shortage. Over the past few years the budget crisis has disrupted what has been described as "California's teacher development pipeline," a system for recruiting, preparing, inducting, and building the content knowledge and skills of teachers. The following factors are contributing to a looming teacher shortage:

- The state's teaching force is aging, and an impending bulge in teacher retirement is likely to create a significant new demand for teachers.
- Special education students now make up 10% of the student body, and there continues to be a shortage of teachers in special education.
- Many secondary education subjects continue to be plagued by shortages of fully credentialed teachers. In 2003-04, 20% of English, math, social science, and life science teachers and 32% of physical science teachers were considered under-prepared or were teaching out of field.
- In schools with the lowest passing rates on the California High School Exit Exam, about 20% of teachers are considered under-prepared. Under-prepared teachers are found in disproportionate numbers in low-performing schools, and in schools serving large numbers of minority students, poor students, or English language learners.
- School enrollments in K-12 will peak in 2013-2014 at 6.49 million students.
- California currently employs 305,856 teachers and is likely to need 60,000 teachers in the next 5 years or 106,000 over the next 10 years. The gap between supply and demand will peak in about 2012 or 2013 at around 52,000 teachers (or 38,000 if teacher interns are included).

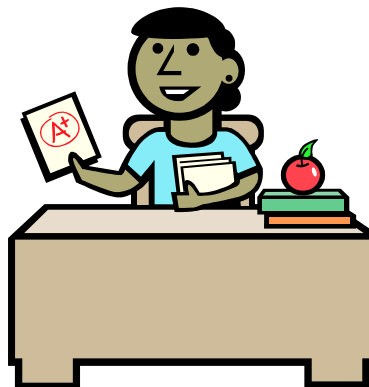
What is SRJC doing to help address these coming shortages? Over the past several years, SRJC has put together a more coordinated Teacher Preparation program that includes specialized counseling, financial aid information, articulation agreements, orientations, and a partnership with Sonoma State University. (For brochures about the services offered, contact Kris Abrahamson, Dean, at 527-1519).

What can you do to help?

- **Identify** students who show promise in traditional middle and high school subjects: English, Math, History, Economics, Life Sciences, Physical Science, and languages. Encourage the student to consider teaching as a possible career.
- **Refer** students to counselors to work out an educational plan that will help them transfer to the college of their choice for teacher preparation. Karen Kellam and Roberta Delgado, Counseling, have particular expertise in helping aspiring teachers. For appointments, students can call 527-4451.
- **Talk** to students who are bilingual or English language learners about teaching: their language skills are invaluable in the public schools.
- **Encourage** students to enroll in our new course, **CI55, Community Involvement in Education**, to determine if teaching is the right career for them and to secure necessary volunteer time in the classroom to enter a credential program. For more information, contact Jody Deike, Work Experience/Community Involvement, 527-4381.

- **Encourage** students to cross-enroll in "Teaching in a Changing World," (EDUC 250), a Sonoma State lower division course offered at SRJC on Tuesday afternoons 4 – 7 p.m. Students pay no tuition and receive lower division college credit from SSU. This is a required course for the multiple subject credential. For more information, check the class schedule under "Education."
- **Encourage** students who already work as preschool teachers or classroom aides in the public schools to consider teaching. For more information, students can contact Joel Gordon, Director, Child Development, at 527-4671.
- **Let students know** about CalStateTEACH, a CSU Teacher Preparation program that offers student teaching and intern opportunities in a non-traditional, distance education format within an 18-month time frame. This is especially helpful to working adults or students at a distance from CSU campuses who want to prepare for teaching.

(All data is from Teaching and California's Future: California's Teaching Force 2004, published by The Center for the Future of Teaching and Learning, Santa Cruz, CA 2004)





Educational Programs and Services (EP&S) Fall 2005 Update

The faculty and staff of EP&S have had a busy and productive fall semester. The Economic Development Institute (EDI) hosted a highly successful forum that focused on the demographics of the region and how the college is responding to the changing economy.

The college has entered into a partnership with the Pepperwood Foundation, which will provide greater access for faculty and students to the 3,100-acre Pepperwood Preserve. The construction of the Warren G. Dutton Agricultural Pavilion at Shone Farm is underway with a projected completion in summer 2006. The Ag/NR Department will be hosting its annual Agri-Expo in November, which annually attracts approximately 400 high school students to the campus for a day of career exploration and exposure to higher education in agriculture and natural resources.

The study abroad program has expanded to include a summer 2006 program in China (Beijing and Shanghai) and a fall program in Spain (Granada and Madrid). Rich Cheek and Susana Ackerman are the respective faculty leaders of these programs. Terry Mulcaire has been selected to lead the fall program in London and Bob Duxbury has been selected to lead the spring 2007 program in Florence. Scott Fuller will lead a group of 40 SRJC students to Paris for the spring 2006 program.

A partnership is being created between Santa Rosa City Schools and the college to create an Early College High School program with Piner High School. The Child Development Department's Children's Center passed its accreditation by the National Association for the Education of Young Children with flying colors. Joel Gordon, Director of Child Development has been selected to receive the Audrey Sanchez Teacher Enhancement Award by the California Kindergarten Association.

The spring 2006 class schedule is off to the printer and is available on the web, and work has begun on the summer 2006 version. Plans call for the summer schedule to include more information in Spanish.





Latino College Awareness Day

The Santa Rosa Junior College (SRJC) High School English Learner Outreach Program, in partnership with the Latino Educational and Cultural Foundation of Marin, will host its first annual Latino College Awareness Day on Tuesday, November 22, 2006 at the Petaluma Campus from 10:00 a.m. to 1:00 p.m.

Local area high school students from Casa Grande High School, Petaluma High School and San Antonio High School have been invited to participate. Students will spend the day in Petaluma visiting classrooms, observing various educational programs, speaking with faculty members and other Latino college students.

The objective of the Latino College Awareness Day is to expose students to the numerous higher education opportunities and career options that colleges like SRJC can offer them. The half-day program will also include the participation of representatives from EOPS, Puente, Financial Aid, School Outreach, Tech Prep and Healthcare Workforce. For more information, please contact Norberto Quiroz at 778.3925.





SUPPORT YOUR SRJC BOOKSTORE - ORDER YOUR TEXTBOOKS ON TIME!

Price of textbook at SRJC Bookstore vs. Amazon Fall 2005

Stewart, Calculus w/CD ISBN 0534-39321-7

	SRJC Bookstore	Amazon
New book cost	\$150.65	\$152.95
If bookstore receives book order, If student sells book back to the bookstore:		
Buyback amount with book order	\$75.50—	NONE
Without book order:	\$47.00	
Net Cost of book to student:	\$75.15 GUARANTEED	
If student purchases a used book:		
Used book cost	\$113.00	varies
Buyback amount with book order	\$56.50	
Net cost of book to student:	\$56.50 GUARANTEED	

Amazon will advertise lower prices, with stipulations:

- Book may be an older edition
- Book may be an annotated, instructor's edition
- Book may not include the CD, or include ancillary materials
- Book may be an international edition, with a different ISBN
- Book may be sold from an individual, with added risk

All profits from Bookstore sales go back to SRJC; all profits from Amazon sales stay with Amazon.

Other Key Points:

- SRJC book orders received by due date were 2% vs. 60% at San Joaquin Delta College (SJDC)
- SRJC titles received for student buyback May '05 was 14% vs. 95% at SJDC
- Only 30% of SRJC students sell their books back vs. 75% at SJDC due to low buyback value
- SRJC students spend an average of \$350-400 per semester on course books
- Only 53% of titles are received at the Bookstore when initial orders are placed with the publishers