



INSTRUCTIONAL NOTES

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NOTES FROM THE VICE PRESIDENT - Dr. Mary Kay Rudolph

Welcome to the October edition of "Instructional Notes". A year ago we had just begun a concerted effort to turn around a negative enrollment trend which we feared could begin a vicious cycle of decreased offerings, enrollments and funding. Thanks to the creative efforts of everyone at SRJC, we are looking at what we all hope is a new trend in the positive direction - and just in time for the most promising funding in decades (SB361)!

This is not, however, a time to rest on our laurels. One of the basic tenets of college marketing is that it is far smarter and easier to keep a student than to constantly look for a new one. And a student who stays is one step closer to achieving his or her goal of success, be it transfer to a four-year college, a certificate of vocational achievement, or the mastery of a new skill. Our students and our communities are changing. Fortunately, our dedicated faculty and staff have expanded access to technology and new pedagogies and classroom techniques to meet the challenge. Our new library is the promise made material and is the new heart of SRJC.

I urge you to take advantage of the many opportunities offered you this year to look at best practices in retention and student success, and to share your own best practices with your colleagues. As a result of the Fall 2006 PDA presentation that KC Greaney and I did, several of you have requested the demographic and student success information contained in the slide show. You can find the entire presentation on the first page of the Institutional Research website, <http://www.santarosa.edu/research/index.htm>, under New! "Our Students, Our Future." If you need further information, please feel free to contact me directly.

Mary Kay Rudolph



WELCOME TO OUR NEW FACULTY!

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

Anne Belden	Communication Studies
Jody Benecke	Music
Sheryl Cavales Doolan	English
Joseph Fassler	Chemistry
Salvador Diaz	Social Sciences
Lizbeth Giron-Brosnan	Counseling
Shirley Hino	Chemistry
Araceli Osorio	Modern & Classical Languages
Merilark Padgett-Johnson	Agriculture/Natural Resources
Johnny Sarraf	English/Petaluma
Claire Shurvinton	Life Sciences
Peggy Swearingen	Administration of Justice
Tad Wakefield	English
Keith Waxman	Earth & Space Sciences/Astronomy





Project LEARN Update

Last academic year brought thirty-one course-level assessment projects. These projects are in different stages of the process in many departments across campus. The following departments have completed their first round of assessments and have submitted their assessment tools: **Life Sciences, Chemistry, Political Science, ESL, College Skills, Philosophy, Disability Resources, Work Experience, and Radiologic Technology.**

Although there are many interesting projects taking place, below are brief descriptions of projects from four general education courses:

- **Life Sciences:** Instructors are measuring BIO 10 students' ability to apply the scientific method to a problem presented on the final as well as using a common set of multiple choice questions.
- **Chemistry:** Students in CHEM 12B will be evaluated using a rubric on a laboratory exam, a formal lab report, and the "My Favorite Molecule Project."
- **Political Science:** Instructors defined the outcomes for POLS I and will be experimenting with a common bank of questions in a pre- and post-test format.
- **Philosophy:** In PHIL 3 instructors are using an on-line objective test and a student writing assignment in a pre- and post-test format to determine development of critical thinking skills.

Other ongoing projects for Project LEARN in 2006-07:

- Initiating the next round of course level projects
- Improving our website (<http://www.santarosa.edu/projectlearn/>) to be more informational and educational
- Meeting with curriculum committee members to discuss how learning outcomes can become part of the course development process
- Developing a resource library and repository of projects in Institutional Research

Thanks to all for your participation, and please contact me if I can help you in any stage of the process of your outcomes assessment.

Gary Allen, Outcomes Assessment Facilitator gallen@santarosa.edu



New Program Review Process Proposed

Last year (2005-06), Academic Affairs and the Academic Senate appointed a Task Force to examine and recommend ways to strengthen the Program Evaluation and Planning (PEP) process. This was undertaken in response to an Accreditation recommendation to strengthen the connection between planning and budget. The Academic Affairs Program Review Task Force consists of six administrators, six faculty appointed by the Senate, and two classified staff appointed by SEIU.

The Task Force has proposed a new process that will replace the existing PEP process, but contains many of the same elements. The process consists of a "short form" that will be done annually, addressing annual needs for equipment, facilities, classified staff and faculty. A "long form" done once every three years will address program quality in greater depth. The plan is that the new "short form" will be used in Spring, 2007 by all academic departments. Department chairs will be trained on the process. Academic Affairs is committed to making the new Program Review and Planning (PRP) process as user-friendly as possible, focusing particularly on creating a clear template and providing data directly to department chairs. Computing Services and the Office of Instructional Research is working with Academic Affairs to generate and format this data. The new process has been shared with the Budget Advisory Committee, the Strategic Enrollment Planning (StEP) committee, the Department Chair Council, and the Academic Senate. The final process will also be shared with all groups.

In addition, Academic Affairs is represented on the President's Linkage Task Force. This task force, appointed by the President and inclusive of all constituencies, is proposing a planning process that will create a stronger link between planning and budgeting. The new Academic Affairs Program Review and Planning (PRP) will feed into this new, college-wide planning process. The new planning process may be ready for implementation in 2007-08, after review by all constituent groups.

Weekend College Update

The new Weekend College program debuted in fall semester 2006 with 37 students, and still has 32 students actively enrolled. The Weekend College program, the AA degree granting program offered Friday nights and all day Saturday, has reached its mid-semester point. The students are battle-weary, have survived their mid-terms, and are still very enthusiastic. These students have successfully blended their full time responsibilities, whether family, work or both, with their educational activities, taking between 9 and 12 units this semester. After querying the Weekend College students recently, they had many positive comments regarding the excellent instruction, the interesting selection of classes, the cohort concept, the weekend schedule, and the administrative and counseling support.

Late Start and Off-Campus Programs

This semester we have explored the viability of late start off-campus classes to address the traffic concerns brought on by the construction on Highway 101. We concentrated on the Windsor/Piner areas. We offered day classes at the Redwood Empire School Insurance Group building in Windsor. Unfortunately, all but an English class had to be cancelled due to low enrollment. However, the late start evening classes were very successful. At Piner High school, we are offering History, Anthropology, Business Administration, Humanities, and Psychology, all well-enrolled. Both traditionally starting and late starting classes are being offered at Windsor High School. These classes include Art, Business Administration, Anthropology, Humanities, History, Philosophy, Psychology, and Political Science. Giving students more educational options two weeks after the start of traditional 17 week classes seems to be well received.

What is the "Online College" Project?

In Spring 2006, Vice Presidents Mary Kay Rudolph and Doug Garrison, in collaboration with the All Faculty Association and Staff Development, began to provide funding for the development of courses to be delivered through distance education in 2006-07. Since the College is eager to better serve its community through learning technology, priority for selection in the initial rounds of funding has been given to courses that fulfill one or more of the following criteria:

- General Education requirements
- Requirements for one or more majors and/or certificates
- high enrollment demand
- the first distance education degree applicable course in a discipline

The full document explaining the Project will be available on the District Online Committee website at www.santarosa.edu/doc.

Spring 2007 Textbook & Supply Orders

Pre-printed Spring 2007 book requisitions will be distributed to the Departments this week. They are due back in the Bookstore October 27th. We would like to highlight some points:

Book Orders

There are several ways to place your book orders:

- a. Pre-printed form—this lists the books you ordered in Spring '06. Use it as a reference. If the information is still current and accurate:
 - Write 'same'
 - Indicate if required or recommended
 - Indicate anticipated enrollment

- b. Blank form—fill in your requirements
- c. Email—provide the same information as listed on a blank requisition, following the same format:
 - Name of course
 - Section number
 - Author, title, ISBN #
 - Required or recommended
 - Phone # where to reach you

Book Choices

If you are ordering a “**bundle**”, indicate if you expect your students to purchase the entire bundle or whether they have a choice of purchasing only the text. If students can purchase only the text, I will be able to obtain used books.

If the text you have chosen is available with a CD, indicate if the text alone will suffice and this will also result in more used books available.

Old editions

We will notify you about availability as soon as possible. Our wholesalers may not be able to fulfill quantities needed and publishers, most likely, will automatically substitute to the new edition.

Readers

Please list readers on your book requisition. Indicate whether you are revising the master. By including readers on your book order requisition form, it allows us to allocate enough space on the shelves.

Buyback

Receiving your orders on time will determine how much we can pay our students at Buyback. If a book is being reordered, students will be given back 50% of the NEW retail price, regardless of whether the book was purchased new or used. For example, a book which retailed at \$100.00 NEW and \$75.00 USED, during Buyback, may be sold back and the student will receive \$50.00, even if it was purchased USED for \$75.00. This means the student only paid \$25.00 for this text.

Optional Material

Please indicate if you would like to make available ancillary material, such as Adobe software, zip disks, art supplies, culinary supplies or chef’s clothing. We will do our best to accommodate your requests.

Partial Orders

It is best to send in a partial order than no order at all.

Late Starting Classes

Orders for late starting classes are still due by **October 27th**.

We are working on implementing a new software module, which will enable you to place orders online. We are aiming for a trial run for Summer 2007.

This Fall, thanks to the increase in book orders turned in by the due date, we were able to increase used book availability to 40%. We hope, with your prompt cooperation, to increase our used book ratio even more. Thank you very much for your continued support.

Antonella Andrade, Bookstore Coordinator, ext. 4405, aandrade@santarosa.edu
Monica Sheets, Bookstore Assistant, ext. 1828, msheets@santarosa.edu



WHAT'S HAPPENING IN PETALUMA and SOUTH COUNTY?

The students and faculty of the Petaluma Campus returned this fall to a place with many changes. Foundations were being poured for new buildings, parking had been reconfigured, Highfeather opened the new and improved Courtyard Café, Doug Garrison had moved onto the Presidency of Monterey Peninsula College, Steve Olson had taken over for Doug on an interim basis and many more students were enrolled this fall as compared to the previous year. Change is certainly in the air, which is cause for excitement as well as concern. Will we be able to keep our "small college" environment is a question often heard and discussed by the faculty and staff. How can we grow our instructional programs and services in a space that appears to be at capacity? What are we going to do without Doug? How do we enlist the support and assistance of our colleagues in Santa Rosa as we finalize the "Ed Plan" for the Phase II Expansion of the Petaluma Campus? These are just a few of the questions that are being asked and the good news is that we are addressing them head on thanks to the efforts of the Petaluma Faculty Forum (PFF), the Classified Leadership Team (CLT), the three member administrative team as well as the individual efforts of many faculty, staff and offices of the campus. Let me share a few of the highlights of the Petaluma Campus as we start the 2006-07 year.

ENROLLMENT

During spring 2006, in comparison to spring 2005, the Petaluma Campus experienced significant growth in unduplicated headcount by 5.21%. The Petaluma Campus has also experienced an increase in the diversity of its student population. For example, the Latino population grew by 13.89%, Pacific Islanders by 36.36%, American/Native Alaskan by 45.34%, and Filipino students grew by 46.67%, respectively. Of equal importance, the Petaluma Campus also experienced an increase in high-unit enrollments. The number of students taking 12 units or more at the Petaluma Campus increased by 29.07%.

The shifting of the Petaluma service area to a "regionalized" perspective has resulted in a carefully planned expansion of Petaluma Campus course offerings. Because of strategic planning for enrollment growth and the regionalization of service areas, the Petaluma Campus continues to experience growth.

During fall 2006, in comparison to fall 2005, the Petaluma Campus also experienced growth in unduplicated headcount by 3.96%. The Petaluma Campus, because of its aggressive outreach this past year, witnessed unprecedented growth in its Latino student population: an increase of approximately 18%. The number of students taking 12 units or more also increased by 31.31%. The increase in diverse students (Latino, African American, Pacific Islander), full-time enrollment and unduplicated headcount indicates that students are making Petaluma a destination campus.

CONSTRUCTION

The construction for Phase II of the Petaluma Expansion Plan is well underway. The first building to be completed will be the new maintenance center, which is due to be completed in February 2007. The majority of the site development work has been completed and the foundations are being poured for many of the new buildings. Steel framing should appear on the horizon and the outlines of the major building will become more evident. Construction continues on schedule for a planned completion of Fall 2008. The official groundbreaking ceremony was held on September 27th with approximately 150 faculty, staff, students and community members in attendance.

EDUCATION PLAN

Much work has gone into the draft "Ed Plan" over the past few years by the campus administrators, core planning committee, instructional departments, individual faculty and staff as well as a variety of college constituent groups. A major effort is now underway to create the final Ed Plan. This project will take the entire year and involve hundreds of staff, faculty and students. This effort is being coordinated by the Petaluma VP and Deans with the full cooperation and assistance of the instructional departments, student service offices, campus constituencies and district-wide constituent groups. Everyone will have the opportunity to provide input to the final Ed Plan and are encouraged to do so.

FRIENDS OF THE PETALUMA CAMPUS

The SRJC Foundation "Friends of the Petaluma Campus" have been instrumental in the development of the campus since their founding in 1996. They have raised well over \$200,000 to support campus activities, purchase equipment and furnishings, host events and raise the profile of the campus in the community. A new milestone will occur soon with the hiring of a half time Development Officer to work with the "Friends" to raise additional funds for the Petaluma Campus. A multi-year fundraising campaign will be designed and implemented over the next few months that will pay dividends well into the future. Stay tuned for more information as to how you can participate in this major activity of the campus.

OUTREACH

During the 2005-2006 academic year, the Petaluma Campus successfully implemented the Early College Initiatives Project, a formal partnership with Petaluma City Schools, St. Vincent De Paul Church, business and local community members. New partners for the 2006-07 year include Sonoma Valley High School, Mountain Shadows Middle School, and Corona Creek Elementary School as well as Thomas Page Elementary School in Cotati. The Early College Initiatives Project was created by the ELL Outreach Team that includes representatives from EOPS, Financial Aid, Counseling, Puente Project, Healthcare Workforce Development, and the Petaluma Campus Administration.

A new component of the Early College Initiatives Project is the addition of two faculty members in Communications Studies and History that will strengthen communication and liaison with faculty in local school districts. The intent of the Early College Initiatives Project is to provide a seamless approach to K-16 education. These types of partnerships are important in the process of educating our local youth and their parents regarding higher education opportunities.

The Early College Initiatives Project includes four initiatives:

1. English Language Learner (ELL) Outreach
2. Adopt-A-School/Early College Scholars
3. Academic Programs (concurrent enrollment)
4. Technology Academy

SRJC's Petaluma Campus held three major events last year: Latino College Awareness Day, Día de la Familia/Day of the Family, Career Awareness Day and the Early College Scholars Recognition Ceremony at McDowell Elementary School. Similar events are planned for the 2006-07 academic year. Early College Initiative partners include:

ELEMENTARY SCHOOLS

Corona Creek Elementary
McDowell Elementary
McKinley Elementary

JUNIOR HIGH/MIDDLE SCHOOLS

Mountain Shadows Middle School (Rohnert Park)
Kenilworth Junior High School
Petaluma Junior High School

HIGH SCHOOLS

Casa Grande High School
Petaluma High School
San Antonio High School
Sonoma Valley High School

BUSINESS & EDUCATION PARTNERSHIP

It is a business and education partnership that trains a regional workforce. Over a period of several months, Robert Chudnofsky has made great strides in developing and reconnecting with not only businesses that are technologically oriented, but also those that are active leaders in the community. Robert regularly attends Chamber of Commerce meetings and various social events in an attempt to communicate the vision, goals and mission statement of SRJC. In the very near future, the formation of an advisory board for the Technology Academy will also enhance the communication and partnership with a variety of local businesses.

ROHNERT PARK, COTATI and SONOMA

Efforts are underway to expand the college's course offerings into the Rohnert Park/Cotati area as well as the Sonoma Valley. Robert Chudnofsky is leading this initiative with the help of a number of Department Chairs. This expansion is consistent with the vision of the Petaluma Campus as a regional hub serving the entire southern portion of Sonoma County, as well as areas beyond the county line, when it comes to many specialized programs not made available to students through other community colleges. Some of the early successes in Rohnert Park and Sonoma are increased offerings in Social and Behavioral Sciences, Technology and Physical Education courses. Most of the courses have been well received, which is the expected outcome of a wider variety of class offerings not previously available.

PETALUMA FACULTY FORUM

The Petaluma Campus is pleased to offer a series of PDA Flex Workshops entitled "Petaluma Campus Teaching Breakfasts". These one hour workshops will be held throughout the fall and spring semesters this year, and are funded by a generous grant from the Friends of the Petaluma Campus. The first three breakfasts have been scheduled - the dates are:

- Tuesday, October 17th, 7:30-8:30 a.m. Hosted by Gloria DeBlasio, English Instructor
- Wednesday, November 15th, 7:30-8:30 a.m. Hosted by Johnny Sarraf, English Instructor
- Thursday, December 14th, 7:30-8:30 a.m. Hosted by Robert Caruso, CIS Instructor

The breakfasts will be in Mahoney Library, Room 154. All faculty are welcome to attend, but **reservations are required** as this activity includes a catered breakfast. **This series of workshops has been approved for Flex Credit.** Please contact Nancy Persons (x2425) for further information.





**The Forgotten Demographic
Beyond Race and Ethnicity**
**Joel Gordon, Director, Early Childhood Education, SRJC Children's
Centers**

Hats off to KC Greaney and Mary Kay Rudolph for their PDA presentation on Sonoma County's changing demographics and the implications for the future of our college. As both KC and Chuck Robbins at the Economic Development Forums have pointed out, the ethnic makeup of future students at SRJC is likely to be quite different in the not too distant future. For some time, I've been encouraging colleagues to come and spend time looking through the observation windows at SRJC's Children's Center classrooms. If you do, you will literally see how different your classroom will look in the next few years. Here is a comparison of the ethnic composition of the district's and the Children's Center enrollments.

Ethnicity	District	Children's Center
Asian	3.5%	4.97%
Black	2.0%	9.95%
Filipino	.9%	0
Hispanic/Latino	16.5%	35.75%
Native American	1.1%	3.95%
Pacific Islander	.5%	0
White	61.4%	45.37%
Other	1.1%	0
Unknown	13%	0

One can see that the children enrolled here are in most cases at least twice as likely to be from an ethnic minority as our currently enrolled college student. *Fully 32% of the children enrolled do not have English as their primary language.*

But if we truly want to understand the student who will enroll in the college in the next ten years, and what they will need from our institution, and if we want to support their success, we need to look beyond their ethnicity and see other critical trends that define SRJC's next students and ultimately what kind of institution we will be.

Recently a colleague sent me an email compiled by Beloit College to help their faculty understand the generational differences. It contained notes about the world the current eighteen year old has grown up in and how it differs from the way we older folks think. You probably got something like this too and they're fun to read. They state that for students entering college today:

- There has always been only one Germany.
- They have never heard anyone actually "ring it up" on a cash register.
- Or, "Google" has always been a verb.

The list goes on and is amusing but it does make one pause.

However, if I were to make up a list that describes Sonoma County's upcoming students, it would look very different. Here are some other facts about our future students that, I believe, better define the world they live in now. Unfortunately, the children of Sonoma County (anyone under 18 years old) face some significant obstacles that were not factors for previous SRJC students.

Future SRJC students are more likely to experience learning problems caused by poor nutrition than current students and other children in California.

Let's start with the fact that childhood obesity has tripled in three decades. In Santa Rosa schools, 26 per cent of the children enrolled are overweight and this number is growing by about one per cent each year. Looking at the youngest children is even more disconcerting. Fully one-third of children aged 2-5 are obese or at risk of obesity (85th-95th percentile). As a result our county places 43rd among California's 58 counties for children at risk. An additional 9% of Sonoma County's children were less than or equal to the 5th percentile on growth charts for weight. This placed us 54th among California's counties for children severely underweight. When you combine the underweight & overweight 42% of Sonoma County's children have a nutrition problem that is likely to have a profound affect on their cognitive, social-emotional, and physical development.

Sonoma County places 53rd among all California counties for children with anemia. Fully 17% of our infant population is anemic. Chronic anemia can lead to decreased ability to learn, impaired attention span and memory. Children with anemia are more likely to have learning problems when they reach college.

Future SRJC students are more likely to experience mental health problems that will impact their studies.

When Sonoma County students were asked if they "felt so sad and hopeless almost every day for two weeks that they stopped doing some usual activities" 22% of seventh graders and one-third of all eleventh graders agreed with the statement.

Future SRJC students are more likely to be substance abusers.

Sonoma County's children have a significantly higher rate of alcohol and marijuana use than the state rates.

Percentage of students who report using...	Sonoma County 11 th graders	State 11 th graders
• Alcohol in the past 30 days	48%	37%
• Marijuana in the past 30 days	28%	20%

In fact more young people in our county smoke marijuana than cigarettes (I don't think there's an upside to this.)

Future SRJC students are more likely to engage in high risk and destructive behaviors.

Fully sixteen per cent of eleventh graders reported binge drinking for three or more days in the past month. Twenty-five per cent of ninth-graders and more than 35% of eleventh-graders reported drinking and driving, or being in a car with someone who has been drinking.

Future SRJC students are more likely to be violent.

Fully 16% of the high school students in Sonoma County report having carried a gun or other weapon to school. More than a third of county high schoolers have been pushed, shoved or hit while at school. Again, Sonoma County's statistics are higher than the state averages. Forty per cent of all Sonoma County teens say they have experienced harassment related to race, religion, gender, sexual orientation or disability on school property. This statistic is on the rise.

Future students are more likely to come from lower socio-economic groups than in the past, and they will need significant educational supports.

Nationally the rate of children in poverty has increased 12% since 2000. The year is significant because it's the first year that families on welfare were "timed out" and removed from the welfare rolls if parents hadn't found a job. It's worth noting that almost 70% of people in the U.S. receiving welfare are children. This list is alarming, but I think it is accurate as a way to predict who our future students will or will not be (given that it's likely many of the students described above will not enroll in college). The people described above are not yet enrolled and it might be easy for our institution to say that these concerns are the domain of others in our community. I believe that not only do we have to begin to talk about how to adjust our institution to meet these students' needs, but we will need to enter into meaningful partnerships with a wide variety of other educational and social agencies in Sonoma County in order to significantly change these trends.

References:

1. Sonoma County's Results from the 2004 California Healthy Kids Survey. You can download this report at http://www.scoe.org/safeschools/docs/chks_long05.pdf
2. First 5 Sonoma County Background Information for Allocation Planning, 2004 Sonoma County Health Department

