## Signature Page

### Basic Skills-English-2011

#### I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Bonander</td>
<td>Primary Team Member</td>
<td><a href="mailto:barbara.bonander@marin.edu">barbara.bonander@marin.edu</a></td>
<td>485-9351</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Timmel</td>
<td>Team Member</td>
<td><a href="mailto:michael.timmel@marin.edu">michael.timmel@marin.edu</a></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

#### II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laura McCarty and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara McKinnon</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara McKinnon, Yolanda Bellisimo and Anne Gearhart</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Access and Success Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
<td></td>
<td></td>
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</table>

#### III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick Chang</td>
<td></td>
<td></td>
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</table>

#### IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Technology/Software Requests

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Importance:
• ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
• ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
• ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Priority</th>
<th>To Support Annually:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>02</td>
<td>12 Classes</td>
<td>Online Subscription</td>
<td>English Skills</td>
</tr>
</tbody>
</table>

Description and part number for ordering. Please include system requirement.
Turnitin—an online system that provides students with content and grammatical feedback on their written work.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>$2,900.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$2,900.00</td>
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</table>

Type

College-wide

Discipline-Specific

Out-of-class Assignments

New

None

Item to be shared with the following Department/Program: (Include any shared expenses)
It is my understanding that this license cannot be shared with any other discipline.

Justification for Item (See Rating Rubric)
1. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this software required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

no

2. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
While it is not necessary for student success, Turnitin may be useful for students in ENGL 98. The discipline would like the opportunity to try it out.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Of the 12 English 98 classes offered per year, students would not use Turnitin for all their assignments. In fact, some faculty might not want to use it.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

It is hoped that Turnitin can help students as they progress from rough to final draft. Since the program can comment on both content and grammar, students would have the opportunity to improve their papers in both areas.

5. Additional Justification for this item:
II. Miscellaneous Instructional Materials Account

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: This is for things to help faculty teach – not necessarily used directly by students, such as supplemental materials, audio/visuals/maps, subscriptions, etc.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>250.0</td>
<td>0.0</td>
<td>English Skills</td>
</tr>
</tbody>
</table>

What kind of things do you generally use this money for?

Purchase dictionaries, DVD's, and other lab materials

Justification for Item (See Rating Rubric)

1. Who will use these materials? How? Will it be shared with other disciplines?

ENGL 62L, 92L, 98 and other English Skills students will use these materials in lab.

2. How will these materials benefit student learning?

Students benefit from learning through different modalities. These materials will provide that for them.
Program Review for Budget Requests 2011/2012

Non-Instructional Requests

Part II: Other Non-Instructional Costs/Contract Services

This section will be filled out by the Department Chair

Basic Skills-English-2011

II. Other Non-Instructional Costs

This section will be filled out by the Department Chair and reviewed by the Area Dean, PRAC.

Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>New and will be ongoing</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Funding for non-instructional costs incurred by the College Skills Department.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>300.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Justification

Please comment on request in terms of how it benefits your program, faculty and/or students:

When English Skills joined the College Skills department, no funds were given to cover non-instructional costs.

The COSK office serves this program, which grew in July 2010 when six sections of ENGL 98 were added to the department, and, therefore, needs to have funds to cover office costs.

Since English Skills has been added to the College Skills department no non-instructional costs were added to the department budget.

This request was made in Program Review 2009. However, there has been no reply to this request.

Since 2009, ENGL 98 has been added to the program, so the program has grown by 36 units a year.

It would seem only logical that English Skills have some funds for the non-instructional costs that the College Skills office incurs.
Faculty Members
Basic Skills-English-2011

I. Program Faculty

Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections
(requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty:</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 98</td>
<td>4.2</td>
<td>6</td>
<td>Existing Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:

- ☐ Health/Safety
- ☐ Scheduling
- ☐ Title 5/Ed.Code
- ☐ Waitlists

Other:

ENGL 98 was previously in the English department. It is now part of English Skills. For each of these classes, there is a lab component. In Fall 2012, ENGL 98 students will be attending the English Skills lab. We are requesting that the 0.7 units of each section for the English Skills lab. With these units, we will have faculty available to serve ENGL 98 students in our lab.

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Justification for new units:

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

Each section of ENGL 98 has 0.7 teaching units to cover one hour a week of an instructor in the English Skills Lab. Thus far, these additional units, 4.2 units in total, have not appeared in the allocation of units. In Fall 2012, Engl 98 students will attend the English Skills lab; therefore, it is imperative that these units be allocated.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full
time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

5. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

In Summer 2011, 60% English Skills summer units were cut. Our present allocation of units for Summer 2012 reflect that cut again. It would appear that, unbeknownst to the department, these cuts were permanent. The discipline requests that these 5 units be restored.

6. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

8. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.
10. **Shared Resources**: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Non-Instructional Support Staff

Basic Skills-English-2011

I. Current Support Staff

II. Request for additional support staff (clerical, lab tech, IS, comp tech, tutor, etc.)

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Type</th>
<th>Approx. hours per week:</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Specialist</td>
<td>Hourly</td>
<td>36</td>
<td>13 Classes</td>
</tr>
</tbody>
</table>

Justification: Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

In July 2010, ENGL 98 became part of College Skills. This course has a mandatory one hour a week lab component. This fall, Blaze Woodlief has introduced the dedicated tutor as part of a BSI grant. This program has been very successful. Therefore, the discipline feels that it should be institutionalized and requests 3 weekly IS hours for each of the ENGL 92 and 62 sections.

Shared Resources: If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Program Summary
Basic Skills-English-2011

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Assessment of Previous Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

The discipline is currently in the process of hiring two full-time faculty. Since they have not yet been hired, we cannot comment on the effect of their hiring.

The English Skills lab will be undergoing a lab renovation in summer 2012. Once that renovation takes place, English 98 students will attend the English Skills lab.

As part of the renovation, the English Skills lab will receive new computers. While that request has been approved, the computers have not yet been ordered.

II. Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1. An increase of 4.2 units for instructors in the English Skills lab in order to serve the increase in students. One the renovation takes place, ENGL 98 students (300 annually) will need to be accommodated.

2. An increase in IS hours to institutionalize the dedicated tutor program funded by BSI. This program has been very successful and should include each ENGL 92 and 62.

3. $300 increase to non-instructional budget. As English Skills grows, so too does the cost. When English Skills became part of College Skills, there was no increase to the budget. We have made this request in previous program reviews.

4. $2900 for a 12-month license for Turnitin. There is a chance that if we decrease the number of users, we may be able to lower the cost for the license.

III. Other concluding remarks.
Department Chair Comments

Basic Skills-English-2011

1. Please rank the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

1. Request for $250 in instructional costs to cover lab materials.

2. Please comment if additional units, faculty, or staff have been requested.

When English 98 classes were moved to English Skills, the discipline grew by almost one third. Therefore, there is a need to ensure that these students can be served in our lab. In order to do so, we request the 4.2 units to be used in the lab. Also, we feel that the dedicated tutor program has been so successful that it should be broadened and institutionalized to include all English 62 and 92 sections. To do so would require additional IS hours.

3. Other comments

Since there will be two new faculty, I would request that there offices be in the proximity to that of Michael Timmel. If they are near one another, the chance for collaboration is greater.

Also, I would like the College to consider offering the GED test. The College discontinued offering that service a couple of years ago. Many of our basic skills students hope to complete their GED, so it would benefit them if the College offered it.