## 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>Wendy Walsh</td>
<td>Team Member</td>
<td><a href="mailto:wendy.walsh@marin.cc.ca.us">wendy.walsh@marin.cc.ca.us</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</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 Dummire</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>
</tr>
</tbody>
</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>
</tr>
</tbody>
</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>
Instructional Equipment
Credit-ESL-2011

This section will be filled out by faculty and reviewed by the Department Chair, the ARea Dean, the Instructional Equipment Committee, IPC and Budget.

Please enter items that will be used over a period of semesters BY STUDENTS. (Note: These should be NEW items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests".

Select whether the item is less than or more than $200 each. If you are a large discipline with several areas, please include which area this item is for. Include Tax, Shipping and Handling in the total cost for each item.

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?

I. Instructional Equipment/Materials Requirements

Importance: Priority: To Support Annually: Category Area
A 01

Description and part number for ordering:

Qty. Unit Cost: Tax: Shipping: Total:
15 $30.00 $0.00 $0.00 $450.00

One-time expenses: (e.g. construction, electrical, installation)
none

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
none

Item to be shared with the following Department/Program: (Include any shared expenses)
Noncredit ESL

Do you have space for this equipment?

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

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?
These dictionaries are to replace those that have been damaged. They are used by all the Credit ESL reading classes, approximately 16 sections annually, and by a number of Noncredit ESL classes.

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?

These dictionaries will be used by more than 250 students annually. They are required to accommodate our existing students.

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?

In order to read and learn vocabulary, students need to use a dictionary. Dictionary skills are taught in our reading courses where these dictionaries are put to use.

5. Additional Justification for this item:

---

**I. Instructional Equipment/Materials Requirements**

<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>250 Students Each</td>
<td>Under $200</td>
<td>Credit ESL</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**

Kindle Touch

**Qty.**  

<table>
<thead>
<tr>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping: Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>$100.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**One-time expenses:** (e.g. construction, electrical, installation)

none

**On-going Expenses:** (e.g. maintenance, repairs, staffing, and/or upgrades)

none

**Item to be shared with the following Department/Program:** (Include any shared expenses)

Noncredit ESL and English Skills

**Do you have space for this equipment?**  

Yes

**Justification for Item (See Rating Rubric)**

1. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)

Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
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?

As digital books become more common, the Credit ESL discipline would like to order four Kindles to test with our ESL students. We would like to determine whether these devices actually enhance language learning.

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?

Initially, we would use these four Kindles with a small group to determine their efficacy. If, indeed, they are as useful as we believe, it could change how we teach our students.

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?

We hope to discover whether the dictionary component is useful for students. Also, students can have the Kindle read sections aloud. We would like to test that portion of the device to determine if comprehension is increased.

5. Additional Justification for this item:

---

I. Instructional Equipment/Materials Requirements

<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>A</td>
<td>02</td>
<td>Under $200</td>
<td>Credit</td>
<td>ESL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 Classes Each</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Kindle Touch/WiFi4

Qty. | Unit Cost: | Tax: | Shipping: Total: |
-----|------------|------|------------------|
4    | $99.00     | $0.00| $396.00          |

One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

Item to be shared with the following Department/Program: (Include any shared expenses)
These Kindles may be shared with English Skills

Do you have space for this equipment?

Justification for Item (See Rating Rubric)
1. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment 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?

We would like to pilot the use of a Kindle in our reading classes. These Kindles have dictionaries that are readily available and can also read passages aloud. We would like to use these devices to see if they would aid students in their reading.

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?

Access: The Kindles will be available in the ESL Lab for all ESL students to use.
Number of students: Over 200 annually
It is not required.
We believe that helping our students to access modern technology will also attract students to our program.

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?

We are interested with this pilot to see if there is greater acquisition of vocabulary. Also, we intend to collect data to determine whether students prefer it to the more traditional paper book. For example, will they miss their ability to mark up a book? Based on the data that is collected, the faculty will determine whether electronic readers, specifically Kindles, are beneficial to language acquisition.

5. Additional Justification for this item:

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Importance</th>
<th>Priority</th>
<th>To Support Annually:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>02</td>
<td>Under $200 Each</td>
<td>Credit ESL</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Books especially selected for the ESL Lab lending library available to support the reading classes.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping: Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>$10.00</td>
<td>$0.00</td>
<td>$0.00 $500.00</td>
</tr>
</tbody>
</table>

One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

Item to be shared with the following Department/Program: (Include any shared expenses)

These books can be shared with English Skills.
Do you have space for this equipment?  
Yes

Justification for Item (See Rating Rubric)

1. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

There are books presently in our collection, but there is a need to update and replace the number of books available to our students. Yearly approximately 50 books must be replaced due to wear and loss, both signs of passionate readers.

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?

The more students read the greater their improvement is. These specially adapted books are not readily available in public libraries or book stores.

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?

The ESL lending library serves about 350 students annually. Part of the ESL reading course requirements includes reading a certain number of books from our collection, so it is required for existing students. More reading material that is adapted for ESL students results in better access to reading materials for all our students.

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?

As students read more, their reading speed and comprehension improve. Reading is critical to any student's academic success.

We look at the number of books students are reading each semester. This number has been increasing. A certain amount of wear and tear occurs each year, so there is a need to replace some books.

5. Additional Justification for this item:
## Technology Requests

### Part I: Software

#### Credit-ESL-2011

### 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>6 Classes</td>
<td>Online Subscription</td>
<td>Credit ESL</td>
</tr>
</tbody>
</table>

**Description and part number for ordering. Please include system requirement.**

Turnitin minimum license for a twelve-month period

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

**Type**
- College-wide
- Discipline-Specific
  - Out-of-class Assignments

**Item to be shared with the following Department/Program:** (Include any shared expenses)

**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, Turnitin may be helpful for students in ENGL 98SL and 120SL.
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?

Approximately 120 students annually would benefit from this service. Since Credit ESL has not used it before, we can only surmise that it would help students be successful.

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?

Students would receive specific feedback on their written work. It would be worthwhile to see if Turnitin in conjunction with IS tutoring would result in higher success rates.

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>1000.0</td>
<td>1000.0</td>
<td>Credit ESL</td>
</tr>
</tbody>
</table>

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

To update and add to our ESL Lab (HC 128) and Language Lab (LC 150) with materials: software, paper, and toner for printing.

Justification for Item (See Rating Rubric)
1. Who will use these materials? How? Will it be shared with other disciplines?

These materials are also used by credit and noncredit students who use the labs. There are a number of credit ESL courses that require the students work in the lab. The materials in the lab need to be updated.

2. How will these materials benefit student learning?

Newer language software allows students to work individually on a variety of skills such as pronunciation, reading and spelling.

The materials are necessary to serve those students taking grammar and writing classes. Over 400 students annually are required to attend the ESL lab. As newer editions of texts have come out, it is necessary to update the accompanying software.

We know that the more time a student spends using English, the more a student learns. Our CALL (computer assisted language learning) materials allow students to work at their own pace on particular areas that they find difficult. These materials help students to meet their goals in their grammar and writing classes.

We measure the success by the amount of time the students spends in the lab with these materials, student retention and student success.
Non-Instructional Requests

Part I : Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair

Credit-ESL-2011

I. Non-Instructional Equipment and Supplies

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

Priority: 01
To Support: 10 Classes
Category: Other

Type: Replacement
Status: New and will be ongoing

Description and part number for ordering:

Brother TN580 High Yield Black Toner Cartridge

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping and Handling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$65.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Toner cartridge for faculty printer

Item to be shared with the following Department/Program: (Include any shared expenses)

Faculty (Blaze Woodlief) is shared by three disciplines: Credit ESL, English Skills, and English

Justification for Item (See Rating Rubric)

1. Who will use these supplies or equipment?

Faculty: Blaze Woodlief

2. How will access for students be improved?

If the instructor can print out materials, copies can be made for students.
### I. Non-Instructional Equipment and Supplies

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>10 Classes</td>
<td>Faculty Computer</td>
</tr>
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</table>

**Type**

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

**Description and part number for ordering:**

1 faculty computer and 1 monitor for Wendy Walsh

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping and Handling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$750.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

We have made repeated requests for this faculty member. Two years her computer had to be replaced since it was so old, and it was replaced with another older model. While it is presently functioning, it will clearly not last long. This replacement was done on an emergency basis.

**Item to be shared with the following Department/Program:** (Include any shared expenses)

**Justification for Item (See Rating Rubric)**

1. **Who will use these supplies or equipment?**

   Wendy Walsh, full-time ESL instructor, will use the equipment.

2. **How will access for students be improved?**

   When faculty have access to modern technology, the access for students naturally improves.
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:

In-service training for our ESL faculty

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500.0</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:

In order to ensure that our faculty continue to improve and are current with our discipline, we would like to offer some in-service training/workshops. Any time a faculty member improves his or her teaching, students benefit. These workshops would be open to all faculty in College Skills. With expert input faculty will be better able to meet the needs of students and the SLO’s of their particular classes. This request has been made in previous Program Reviews.
serves approximately 9000 credit and noncredit students each spring and fall semester.
Faculty Members  
Credit-ESL-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>ESL Lab Coordinator</td>
<td>2</td>
<td>0</td>
<td>Existing Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:

- [ ] Health/Safety
- [ ] Scheduling
- [ ] Title 5/Ed.Code
- [ ] Waitlists

Other:

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

N/A

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.

Most, if not all, other labs have coordinating units. The ESL Lab does not. There is no faculty in charge of this facility. Over the years, we have had faculty volunteer to help out, but we desperately need someone to oversee the equipment and the facility.

This request has been made in previous program reviews.

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.

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

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>14</td>
<td>350 Students</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?

Instructional specialists are a key component of the Writing Center as well as the English Skills Lab. We would like to offer our students the same opportunity to work one-on-one with an IS. Presently the ESL Lab has no instructional specialists assigned to it. We are requesting 14 hours so that we can cover the busiest times in the lab.

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
Credit-ESL-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?

1. 2 full-time faculty to be hired in Spring 2012.
1. ESL adapted books have been purchased for our lab. Students have been using these books. The number of books being checked out by our students has increased. Students in all Credit ESL classes are taking advantage of our ESL library.

1. Barbara Bonander and Blaze Woodlief received new computers and printers.

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. 2 units for ESL lab coordinator for Credit ESL. I believe every lab except for ESL has a coordinator. Without this position, the discipline depends on the generosity of the ESL faculty to keep the lab functioning.

2. IS hours for Credit ESL. ESL students need one-on-one help, and there are times in the ESL lab when the instructor is unable to help everyone. IS's used as dedicated tutors would be very helpful.

3. A computer and printer for Wendy Walsh. This request has been made previously. She is currently using an old, refurbished computer to replace her old computer that "died" before this request could be approved. She has also had to bring her own printer to school since she has never been provided with one.

4. Funds for ESL adapted books and dictionaries. Our students use these materials and, therefore, they must be replaced. These are not books that simply sit on a shelf.

5. Printer cartridge for Blaze Woodlief. It seems obvious that faculty needs to be able to print in order to work efficiently.
6. Funds for faculty workshops. Providing training for our faculty is one way to help our faculty stay current in the field of language acquisition and to promote sound teaching practices.

7. Funding of Turnitin. It is impossible to know if this program, which gives students direct feedback on content and grammar, would be helpful with our population.

III. Other concluding remarks.
Department Chair Comments
Credit-ESL-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. Funds for ESL adapted books and dictionaries. Our students use these materials and, therefore, they must be replaced. These are not books that simply sit on a shelf.

2. A computer and printer for Wendy Walsh. This request has been made previously. She is currently using an old, refurbished computer to replace her old computer that "died" before this request could be approved. She has also had to bring her own printer to school since she has never been provided with one.

3. Printer cartridge for Blaze Woodlief. It seems obvious that faculty needs to be able to print in order to work efficiently.

4. Turnitin. The discipline does not need this program, but it would like to try it out.

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

The discipline is requesting lab coordinator units again this year. These are units that exist for most every other lab at the College.
The discipline is also requesting IS hours. Instructional specialists play an important role in English and English Skills. Credit ESL also believes that IS’s could contribute to student success in its discipline.

3. Other comments