## 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>Ingrid Kelly</td>
<td>Team Member</td>
<td><a href="mailto:ingrid.kelly@marin.edu">ingrid.kelly@marin.edu</a></td>
<td>415-810-8797</td>
<td>Writing Center, BC 101 Computer Classroom, DE</td>
<td></td>
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## 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>
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</table>

## III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
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<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>

College of Marin Program Review Signature Page - CG v.1 February 2008
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>
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<tbody>
<tr>
<td>B</td>
<td>01</td>
<td>500 Students</td>
<td>Online Subscription</td>
<td>English</td>
</tr>
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</table>

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

Turnitin is the a web-based tool for managing writing assignments that prevents plagiarism, delivers multiple phases of feedback and revisions, and engages students in the process. Its three interrelated components: OriginalityCheck, GradeMark and PeerMark greatly accelerate the delivery of rich feedback on student work, engage students in their own learning and development, free instructors from the burden of tracking paper copies of assignments so they may focus on interactions with the student, and promote critical thinking while maintaining academic integrity. Turnitin can be integrated into Moodle, making Turnitin seem like a natural extension of the web application your COM already has in place. The main advantage is eliminating the need for separate logins and passwords, and eliminating the need for dual submission - when a paper is submitted to Moodle, it will automatically route to Turnitin servers for originality report generation, then route back to Moodle. Since COM is in the process of migrating to a single learning management (LMS) system, Moodle, if the Turnitin software is added to the Moodle system, it will not only serve Distance Education students and faculty, it can be used by any instructor who wishes to support writing across the curriculum and provide an online presence for writing in any course, including those taught in the classroom.

<table>
<thead>
<tr>
<th>Qty.</th>
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Type
License
Renewal

Discipline-Specific
Distance Education

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

Distance Education and any faculty/department interested in using this service along...
with Moodle. This software can also be used in the Online Writing Center, a service open to all registered COM students where all students can use the informational literacy tools to check their work.

**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)

Turnitin has been proven to promote original writing in the digital age. Today's educators and administrators struggle to promote the honest, thoughtful and legal use of information by students. With access to billions of Internet source documents, students can cut-and-paste entire written passages in seconds. This, combined with a growing emphasis on performance and assessment, has led to pervasive use of unoriginal content in student essays and research papers.

Turnitin OriginalityCheck helps educators encourage original student writing and discourage plagiarism. A recent series of in-depth statistical studies reveals that when secondary schools, colleges and universities use Turnitin:

- Students become better writers and researchers. They create work with more original content and learn appropriate ways to use and cite source material.
- Teachers save time. With Turnitin's easy-to-read Originality Reports, hours once wasted searching for evidence of suspected plagiarism are now spent providing feedback to produce better writers.
- Institutions improve their overall levels of learning. Continued use of Turnitin helps ensure the integrity of an institution, its educational mission, and the degrees it grants.

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?**

In recent years, studies by independent researchers and by the company have found that Turnitin can significantly reduce student plagiarism, improve written work, and enhance instructor productivity in high school and college environments. The company has collected multiple years of data and analyzed the effectiveness if its tools in real-world settings. Among the results:

- A statistical analysis of 7 years of data from high school and college submissions to Turnitin found that after two years of Turnitin use, serious instances of unoriginal content and plagiarism in student writing decreased by 20 percent or more. After four years, institutions experience improvements of 35 - 70 percent.
- Independent research studies show that Turnitin is substantially more effective than manual plagiarism detection methods.
- A recent survey of educators showed that Turnitin not only reduced plagiarism, but also helped improve writing skills, reduced instructor workloads and increased productivity.

Recent statistical analyses of tens of millions of papers submitted to Turnitin over a 10 year period spotlight how regular use of Turnitin helps reduce incidents of unoriginal student work over time.

- After two years of regular Turnitin use, institutions often show improvements of 20
percent or more, compared to their first full academic year of use. At individual institutions with widespread implementations of Turnitin, improvements of 30 to 35 percent are not uncommon.

- Institutions using Turnitin for four years show improvements of more than 35 percent. Many observed improvements of up to 70 percent.
- After six years or more, institutions see more than 45 percent improvement compared to Year 1.

The use of Turnitin will develop better writers every semester, every year. Detailed month-by-month analyses of statistics show a sharp peak at the start of each academic term as students submit their first assignments. That peak rapidly diminishes by 40% or more as students become aware of their instructors' expectations and adopt better writing practices. At the start of the next term, another peak occurs but this time the peak is shorter and again drops off rapidly as the term unfolds. Each subsequent year shows overall reductions in the size of the peaks at the start of the school year.

Instructors at every level who use Turnitin as a teaching tool say the service is helping them get the results they want. An April 2010 survey of educators found that Turnitin helps instructors:

- Prevent plagiarism (92% of respondents)
- Discuss academic integrity with students (89% of respondents)
- Teach techniques for paraphrasing, summarizing and quoting (83%)
- Teach students to cite sources properly (79%)
- Build better writing skills in students (75%).

For more findings on the impact and effectiveness of Turnitin, please visit the Turnitin website, where Turnitin has assembled a repository of articles, white papers, user testimonials and standards information:


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?

Since COM is in the process of migrating to a single learning management (LMS) system, Moodle, if the Turnitin software is added to the Moodle system, it will not only serve Distance Education students and faculty, it can be used by any instructor who wishes to support writing across the curriculum and provide an online presence for writing in any course, including those taught in the classroom. Turnitin can be integrated into Moodle, making Turnitin seem like a natural extension of the web application COM already has in place. The main advantage is eliminating the need for separate logins and passwords, and eliminating the need for dual submission - when a paper is submitted to Moodle, it will automatically route to Turnitin servers for originality report generation, then route back to Moodle. As a result, ALL COM STUDENTS, IN ALL DEPARTMENTS, WILL HAVE ACCESS TO THIS TOOL.

There are multiple options for licensing, individual, department and instructor licenses, and institutional licenses. Of course, the institutional license would provide the most benefit to students, giving access to writing and research tools campus-wide. Ideally, an institutional license would allow for more faculty to learn about this tool to help improve student writing across the curriculum.
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?

Expected Outcomes:

- Prevention of plagiarism
- Increased awareness of academic expectations and goals
- Better understanding of techniques for paraphrasing, summarizing and quoting
- Better understanding of how to cite sources properly
- Overall improvement in writing skills

Turnitin services are designed to help educators meet state and national educational standards and promote student achievement and learning outcomes.

Turnitin correlates to key standards as specified by state and national standards organizations and policymakers:

- National English and Language Arts standards developed by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA)
- Benchmark grade-level English and Language Arts standards for California, Florida and Texas.

The Turnitin website (http://turnitin.com/static/products/correlations.php) contains summary and comprehensive documents that explain specific state and national standards and describe how various Turnitin components correlate with them. Charts that specify and explain the alignment to 21st Century Skills standards, and the specific proficiencies that can be developed using Turnitin, are included in the white paper entitled "Turnitin: A Web-Based Technology for Collaborative Writing and Learning," also available on the Turnitin website at http://turnitin.com/static/products/white_papers.php.

5. Additional Justification for this item:

Benefits for College include enhanced training opportunities for faculty and staff to encourage and promote use of the tool on campus.

Turnitin offers easily accessible, online collateral materials at no charge. In an effort to maximize instructors’ use of the tools, Turnitin also provides online training videos, user manuals, and Quickstart guides.

Online Training Videos titles consisting of:

- Log-in and basic set-up for classes and assignments
- Turnitin Originality Reporting
- GradeMark and GradeBook
- PeerMark
- Course Management Tools

All student, instructor, and administrator training videos are available at: http://turnitin.com/static/community/index.php

Quick Start Guides PDF documents consisting of:
User Manuals PDFs consisting of:

- Student User Manual
- Instructor User Manual

User manuals for Moodle are also available for institutions that access Turnitin through their existing course management system such as:

The complete selection of videos, manuals and Quickstart guides is available at:
http://turnitin.com/static/community/index.php

Professional Development/Training

Turnitin specialists are available to deliver customized training sessions or workshops on our Turnitin services for your school, district, college, university, or consortium. These sessions can be tailored to focus on getting your staff up and running, or to address issues of curriculum integration such as those covered in our Turnitin Academy sessions.

These live sessions can be designed to be delivered on-site or via live remote (using WebEx or Elluminate). Please contact your account manager to request an estimate, or email us at sales@turnitin.com.

The Turnitin Academy

The Turnitin Academy is a new series of highly interactive professional development webinars for instructors, geared toward taking your writing-intensive classes beyond plagiarism prevention and toward a writing pedagogy. Taught by a college professor, each webinar explores practical elements of using all the components of Turnitin in the instructional process. There’s no cost to participate in these valuable professional development webinars for both high school and college instructors. The sessions are appropriate for both new and experienced Turnitin users.

Learn more and sign up here: http://community.turnitin.com/?page=academy
Technology Requests
Part II : Hardware for Lab and Classroom

I. Technology Requests-Hardware for Lab and Classroom or other student use

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>A</td>
<td>01</td>
<td>900 Students</td>
<td>Computer</td>
<td>English/Writing Center</td>
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Description and part number for ordering:

IT orders these student computers from a pre-approved list.

<table>
<thead>
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<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
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<td>$0.00</td>
<td>$0.00</td>
<td>$6,000.00</td>
</tr>
</tbody>
</table>

Type: College-wide
Discipline-Specific: Lab use

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

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

Shared with all disciplines since all students have access to this lab.

Justification for Item (See Rating Rubric)

1. Is this hardware 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)

More computers in the Writing Center would provide students with more support. These computers are in high demand and students must often wait to get a chance to access a computer. These computers are used by all students at COM; it is a drop in lab environment, staffed by tutors and English Instructors to support students in writing
assignments and papers for ANY class.

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?

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?

Over 900 students use the Writing Center every term.

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?

5. Additional Justification for this item:

This request is a shared resource, used by students in ALL disciplines.

I. Technology Requests-Hardware for Lab and Classroom or other student use

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>
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<td>01</td>
<td>0 None</td>
<td>None</td>
<td>None</td>
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Description and part number for ordering:
Printers for the Computer Writing Classroom and for the Writing Center

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<tr>
<td>Upgrade</td>
<td>Open Lab</td>
<td>Classroom use</td>
<td></td>
<td></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:

These printers are The BC 101 classroom is used by 8-10 classes every semester by English, Basic Skills, ESL Counseling and Testing. Approximately 250 students use it twice weekly in these courses. In addition, the Testing/Assessment office is now holding placement exams in this room. Approximately 500 students are tested each semester.

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

ESL, Basic Skills, Counseling, English, Testing and all other disciplines who use the Writing Center

Justification for Item (See Rating Rubric)
1. Is this hardware 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)

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?

Allowing students to print work on occasion helps with proofreading and editing skills, encouraging students to become independent learners. Having a printer in the classroom also helps students with their reading skills, since many students, including those with disabilities often have difficulty reading text on the screen.

Since the birth of the Computer Classroom students have had the opportunity to learn using modern writing and research tools. This classroom equipment is in need of repair and upgrades so we can continue to prepare students to write using tools that are now considered common to a writer in any workplace. Students who take writing courses in a computer classroom are better equipped to meet the challenges of a technical workplace.

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 printers are The BC 101 classroom is used by 8-10 classes every semester by English, Basic Skills, ESL Counseling and Testing. Approximately 250 students use it twice weekly in these courses. In addition, the Testing/Assessment office is now holding placement exams in this room. Approximately 500 students are tested each semester.
Students often need to print research and papers for class to complete a lesson; in the writing center students often need to work on a hard copy to better grasp the errors and improvements in their writing.

All students who use the writing center and the computer writing classroom will benefit from having access to a printer—over 1000 students. Counseling often uses these resources, along with ESL and English Skills.

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?

5. Additional Justification for this item:

I. Technology Requests-Hardware for Lab and Classroom or other student use

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</th>
<th>Category</th>
<th>Discipline Area</th>
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</thead>
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<td>English</td>
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<tr>
<td></td>
<td></td>
<td>900 Students</td>
<td></td>
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</tbody>
</table>

Description and part number for ordering:
Monitors to go along with the requested computers for both the Writing Center and the Computer Writing Classroom

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
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<tr>
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<td>$150.00</td>
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<td>$0.00</td>
<td>$6,750.00</td>
</tr>
</tbody>
</table>

Type
New

College-wide
Open Lab

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

The 35 monitors currently in the Computer Writing Classroom have not been replaced for over 4 years and are beginning to fail. If the entire order of 35 new monitors cannot be fulfilled. We would request that at least 5 monitors be purchased so that we can replace the broken units that exist.

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

35 monitors shared by --Basic Skills, Counseling, ESL, Testing (in the Computer Writing Classroom)

10 monitors shared in the Writing Center shared by all disciplines.

Justification for Item (See Rating Rubric)

1. Is this hardware 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)

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?

Since the birth of the Computer Classroom and the Writing Center students have had the opportunity to learn using modern writing and research tools. This classroom equipment is in need of repair and upgrades so we can continue to prepare students to write using tools that are now considered common to a writer in any workplace. Students who take writing courses in a computer classroom are better equipped to meet the challenges of a technical work place.

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 BC 101 classroom is used by 8-10 classes every semester by English, Basic Skills and ESL. Approximately 250 students use it twice weekly in these courses. In addition, the Testing/Assessment office is now holding placement exams in this room. Approximately 500 students are tested each semester.

The Writing Center is used by over 900 students each term.

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 will be better prepared to meet the demands of a technological workplace.
~Students will be able to compose and research in real time, working and writing with the instructor in the room to enhance learning.

5. Additional Justification for this item:

I. Technology Requests-Hardware for Lab and Classroom or other student use

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>
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<th>To Support Annually</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>English</td>
</tr>
<tr>
<td>A</td>
<td>01</td>
<td>10 Classes</td>
<td>Computer</td>
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Description and part number for ordering:
PC Computers for the Computer Classroom in BC 101

<table>
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</table>

Type
Upgrade

College-wide

Discipline-Specific

Classroom use

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

The machines in BC-101 will be 5 years old in April. Upon the recommendation of the Computer Specialist, Steve Dodson, in charge of technology for this computer classroom, it is time to start thinking of replacing them.

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

This classroom is a shared resource. The room is used by the college at large - as it is treated by OIM as another "schedule-able classroom". It has also been used for placement testing, orientations, counseling classes, FLEX activities and training.) It is also used as a schedule-able classroom - because it fits 35+ students and at the point when they do
NC ESL (LAST) - it is still available at night. Instructors in ESL, Basic Skills and English find it useful for students to learn to use the internet resources to learn English and writing skills, making online dictionaries, websites for doing guided research accessible to students in real time.

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

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

This computer classroom enhances instruction by allowing students to work on essays and writing assignments in real time with the instructor present. Students use the computers for learning research skills related to writing, for learning how to write on the computers using a specific format, for learning how to compose and organize thoughts using technology to enhance their writing.

The BC 101 classroom is used by 8-10 classes every semester by English, Basic Skills and ESL. Approximately 250 students use it twice weekly in these courses. In addition, the Testing/Assessment office is now holding placement exams in this room. Approximately 500 students are tested each semester.

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 use of technology in the classroom supports teaching in different modalities to support student needs.

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 BC 101 classroom is used by 8-10 classes every semester by English, Basic Skills and ESL. Approximately 250 students use it twice weekly in these courses. In addition, the Testing/Assessment office is now holding placement exams in this room. Approximately 500 students are tested each semester.

Additionally, with the adoption of Moodle campus-wide, working in a computer classroom gives students access to their class materials and other online tools to enhance their learning.

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?**

Importantly, furnishing computers and keeping them up-to-date allows students to work with technology and to learn how to use up-to-date software and hardware that will allow students to be competitive in today’s job market. Becoming comfortable with technology, with working on computers and with writing on a computer is now a necessary skill that the
college must foster and support to best prepare the student for the business world.

5. Additional Justification for this item:
Instructional Operating Supplies

I. Consumable Instructional Operating Supplies

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

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>01</td>
<td>Annually:</td>
<td>1000 Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discipline Area</td>
<td>English</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Pinter toner for the Computer Writing Classroom (BC 101) and the Writing Center

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Type: Increasing Cost
How Long?: Ongoing/Recurring

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

Basic Skills, ESL, Counseling, Writing Center

Justification for Item (See Rating Rubric)

1. Is it necessary for students to succeed in a series of courses?

Students often need to print research and papers for class to complete a lesson; in the writing center students often need to work on a hard copy to better grasp the errors and improvements in their writing.

2. 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?
All students who use the writing center and the computer writing classroom will benefit from having access to a printer—over 1000 students. Counseling often uses these resources, along with ESL and English Skills.

3. 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?
Faculty Members

English-and-Humanities-2011

I. Program Faculty
Additional Teaching Unit Requests

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.

The department/college need is for a full time faculty position to oversee the Online Writing Center, the Writing Center and the Computer Writing Classroom (BC 101) full time, a similar position to models at other institutions that support a campus-wide writing center for students in all disciplines. At other colleges, this rotating position is allocated to the English Department, where a new faculty member takes on the role of Writing Center Director on every two years, but there are many other possible configurations of this position.

The English Department has an important role in coordinating the Writing Center on campus. Currently 3 units is allocated for a coordinator to manage the Online Writing Center, the Writing Center and BC 10—the Computer Writing Classroom., but these units are simply not enough to provide the kind of full-time attention such a program needs in order to support students.

Currently the Campus Writing Center and the Online Writing Center caters to ALL COM students, but more organization is needed support the effort and allow the program to grow. Staff hours for marketing, expanding the program, offering workshops to students and tutors, extending hours, maintaining records & reports, writing grants, and other important duties are needed in order for this important student service to meet the needs of the COM student.

The Computer Writing Classroom enables us to modernize our delivery of Composition teaching by employing computers, word processing, web research and supplementary materials from the Internet, where Composition lessons are supplemented. The Computer Writing Classroom provides a classroom where student writers can write, edit, revise, research, collaborate, in real time in the presence of the instructor, so learning occurs as a student is in the midst of composing, which research suggests aids tremendously in student success.

Hiring a full-time faculty position to not only maintain these important assets, but also to help them grow would benefit the college and students greatly.

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.

No full time faculty have ever been hired for this position.

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.
A full time faculty position as a Writing Center Director would support all other disciplines on campus in that all COM students are encouraged to use the Writing Center for help with writing in any class.
Non-Instructional Support Staff

English-and-Humanities-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>Computer Tech</td>
<td>Part-Time</td>
<td>?</td>
<td>900 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?

The Writing Center is in need of increased IT support staff. Currently we are able to track students from English 98 and English 120, but no tracking system exists for all of the other students we help from other disciplines. We need to expand the tracking system to include these other data so that we can provide more accurate reporting about the services we offer to students via the Writing Center. Before students are allowed to use the computers or speak with a tutor, there should be a mandatory login to track student use.

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.

This IT support staff would be shared with ALL disciplines since all students currently have access and support to the Writing Center.
Department Chair Comments
English-and-Humanities-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.

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

The request for additional faculty is requested on behalf of the College at large, since the faculty request is for a Full-time Director to run the Writing Center which is a resource for all disciplines on campus. We are including it in the English Department Program Review since there is no other place to request such a position.

Additionally, we are also requesting a full time Distance Education position, a faculty member to organize the DE program at COM. This position is also requested as part of the English Department Program Review since traditionally these positions have been filled by English Department faculty, both at COM and at other institutions.

Both positions are presented here as rotating faculty positions, where a faculty member would take on these duties for a short term, then return to teaching and another faculty member could take the position; however, these positions have a variety of other models from which to choose. Nonetheless, full time positions in these areas are requested to foster continuity and growth of these programs.

3. Other comments
Area Directors and Deans Comments
English-and-Humanities-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.

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

3. Please itemize expenses currently covered by external funds that may revert back to general funds.

4. Other comments

The technology requests to upgrade BC 101, the computer classroom and to upgrade the Writing Center in LC 120 are needed and submitted here in the English Department Program Review, but there is currently no Department Budget for these. These are also shared resources and support services for students.