## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Bonander</td>
<td>Team Member</td>
<td><a href="mailto:barbara.bonander@marin.edu">barbara.bonander@marin.edu</a></td>
<td>7351</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Michael Timmel</td>
<td>Primary Team Member</td>
<td><a href="mailto:michael.timmel@marin.edu">michael.timmel@marin.edu</a></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>
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</tr>
<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
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</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
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<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
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<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
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<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
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<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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## III. Vice President of Academic Affairs

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

## IV. Board of Trustees President

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<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
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</table>
Program Overview—Introduction
Basic Skills-English-2009

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

The English Skills program at College of Marin provides English and study skills courses to help students develop reading, writing, thinking and social skills so that they can enroll in and profit from instruction in college-credit courses and/or successfully get a job and advance in that job. Our students come to our classes to achieve a variety of goals: some to get better jobs, some to move horizontally into workforce programs such as dental assisting or metals technology, and some to succeed in transfer-level courses. The English Skills program provides the developmental levels of College of Marin's writing sequence. The English Skills Program consists of the developmental English courses, open-entry skills lab classes and a GED preparation program. The majority of the courses are conducted on the Kentfield campus; however, an open-entry lab is offered on the Indian Valley Campus two afternoons a week. The IVC classes mostly accommodate Court Reporting Students.

II. Program Purpose
Pathway:
Basic Skills/ESL

Briefly describe how your program fits into the pathways you have chosen.

To help students achieve their goals, the English Skills program offers a series of one-unit courses in lecture and lab format, three levels of reading and writing courses and a GED program. About 60% of the students taking English skills reading/writing courses advance into the regular English series. A more interesting fact is that 75% of the students starting English Skills courses finish at least one skills course. Finishing one course is important because national, state and Bay Area studies show that people who complete only a little college - as little as one complete semester - make, on the average, about $10,000 more per year throughout their lives. Whether they go on to higher level classes or not, over 400 students each year have a better chance at a job or further education because they completed these courses.

III. Students Served
Briefly outline what students are served in your program.

The approximately 200 students taking English Skills classes each semester are extraordinarily diverse with multifaceted needs. These are the at-risk students. English Skills students include: ~ recent high school graduates ~ people who dropped out of high school and are now seeking pre-college skills or a GED ~ people who have been under-employed because of their lack of education ~ people whose economic and social problems have overwhelmed their ability to progress ~ students for whom English is not their first language ~ people with learning and physical disabilities.

IV. Program History
Briefly outline the recent history of your program.

At various times called developmental education, remedial education, essential skills, core skills, access skills, job skills, basic skills, college skills, math skills and English skills, the discipline has continued to provide students with the ability to succeed in college courses and/or to develop fundamental literacy and language ability for the workplace. For over thirty years, English Skills has been placed organizationally within the Communications Department where its faculty worked well with those in the disciplines of speech, video, film, and journalism. As of July 2009, the English Skills discipline has been merged with credit ESL and Noncredit ESL into

http://programreview.marin.edu/POReport.jsp
one department named the College Skills Department - one department with two closely linked but separate disciplines. Politically and philosophically the faculty of these disciplines agree on student-centered education and a collaborative workplace. Faculty in these two disciplines share philosophy and teaching methods. The GED program, which had been a part of Community Education since the 1970, was merged into the English Skills program in 1999. Since we realize the non-credit programs are frequently a gateway into the credit program, we have attempted to make both programs seamlessly united. Students practicing to take the GED tests now work in the same lab and with the same teachers as do the credit students.

Attachments:
List and briefly describe any attachments

English Skills Students at College of Marin

The approximately 250 students taking English Skills classes each semester are extraordinarily diverse with multifaceted needs. These are the "at-risk" students. English Skills students include recent high school graduates, people who dropped out of high school and are now seeking pre-college skills or a GED, people who have been under-employed because of their lack of education, people whose economic and social problems have overwhelmed their ability to progress, students for whom English is not their first language, and people with learning and physical disabilities.

They come to the program asking for reading and writing help, but they need much more. These students are at risk not only because they are at a developmental or remedial level of reading, writing and math skills but frequently because they also lack an accompanying cluster of resources that support success. Often the brightest fight undiagnosed and untreated learning disabilities. Whatever the cause, under-prepared students struggle with a variety of social, economic and physical needs. For example, a 1999 Chancellor's office report indicated that students under-prepared academically are twice as likely to need financial aid as those ready for college-level classes. The same report finds that disabled students are twice as likely to enroll in basic skills classes.

Although categories overlap, English Skills classes contain students who are:

Recent high school graduates.

40% of the students enrolled in fall 07 English Skills classes are recent high school graduates. (See English Skills Department Survey. Appendix A)

Many students in English Skills courses are recent high school graduates, many of whom are surprised that although they made good grades in high school and passed the California exit exam, when they enrolled in COM, they tested into remedial English and math classes. This is partly because high school teachers, forced to teach to the state tests, are unable to spend time with the in-depth critical thinking skills needed for college work. A recent report indicated that 85% of California's high school graduates who apply to college test into remedial English and math. (NPR,
Students who did not complete high school

According to the department survey, in fall 2007, only 6% of students taking English Skills classes indicated that they lacked a high school diploma. Students lacking a diploma usually do not take classes, but generally start College of Marin courses by preparing for the GED. For example, this semester we have 20 students in our Non Credit GED preparation lab. This is an open-entry lab. By the end of the semester, there are generally around 30 students using the lab to prepare for the GED test. (Please see GED Program Definition page 9)

For the last decade, the high school graduation rate in California has been hovering around 79%, meaning, of course, that 21% of children who started high school are lost before they finish. A very, very few of these go directly to a community college, and some of these very few who do come to College of Marin take the placement test and start taking remedial courses. In the last decade, about 6% of English skills students are under 17 years old.

More commonly, young people who leave high school without a diploma get stuck for a few years in low skill, minimum wage jobs until their early 20's when they come to the college for help. This group of English Skills students is growing. According to a study at UCLA, since the introduction of the CHSPE, the high school drop out rate in California has grown from 21% to 36% (John Rogers, 2006). In fact, according to Department of Education, the 2007 graduation rate is the lowest in 10 years: San Francisco lost 27% of its youngsters; 54% disappeared from Oakland's schools. (SF Chronicle. May 21, 2007).

Marin County's dropout rate is lower, somewhere between 10% and 20%, but growing. People returning to COM for a GED or to acquire the skills to enter college classes or to advance in the workplace have always been our students. In the next five years, people from all around the Bay Area who dropped out of high school during this crisis and who went to work in service jobs will be looking for a way to advance themselves. College of Marin will be one of the places they look.

Students for whom English is a second language

According to the fall 2007 survey, 49% of the students registered in English Skills classes indicated that English is, for them, a second language. This number has remained consistent for at least 5 years. In our review of 2003, 51% of our students indicated that English was not the language spoken in their homes and was not their first language.

While the college collects very important information on the ethnicity of our student body, it is in the interest of the English Skills department to know the languages of our students. English is the second language for close to 50% of the students taking English Skills classes.

Some of these second language students are immigrants who take ESL classes as well as English Skills classes to improve fluency. Immigrant second language students may or may not be literate in their first language, but they do have a solid base of language to refer to. They move knowledgeably between the two disciplines.

The rest of these second-language students are people who grew up in the United States but in non-English-speaking homes. Labeled generation 1.5, these students are generally fluent in conversational English, but don't read or write proficiently in either language. They have 'fossilized' language problems and usually have had unsatisfactory prior learning experiences. According to the California Department of Education, these students, especially those who speak Spanish, are the least likely of all groups to have taken college prep courses, and the least likely to have seen a counselor in high school. They frequently have moved from school to school throughout their lives and have never
experienced tutoring, mentoring or summer internships. Generation 1.5 students are the students who have fallen through the cracks. While the English Skills Program makes a special attempt to provide them with extra help, with computer assisted material, we don't have any of the special training or programs to genuinely help this group.

**Students with Learning Disabilities**

The only way we could know exactly how many students in our classes have definable learning disabilities would be to test every student with a huge battery of tests. Naturally we can't do that. Decades of practice have taught English Skills teachers to identify clusters of behaviors that point to identifiable learning problems. The teachers in the discipline maintain that half of the students in remedial classes struggle with attention and learning challenges. Students also self identify. In the fall 2007 survey, 20% of the respondents indicated that they had been officially diagnosed with a particular learning disability. Another 23% indicated that, while they had never been tested, they suspected that they did have such a disability. In the survey, we also looked at how the students saw themselves as students and as readers. Over half the students polled indicated that 'School has always been hard for me.' 76% admitted that they do not read for pleasure, ever. These last are significant indicators of learning problems to be overcome by our program.

Students with learning disabilities may have difficulty decoding written language, poor organizational skills, or an inability to process directions. They may be distractible or impulsive or clumsy or exhibit inappropriate classroom behavior. Yes! Even adults! They may exhibit strong preferences for kinesthetic or verbal learning styles. Such a person has already experienced a lifetime of frustrating educational failures. However courageous this student may be, he or she is also anxious and ready to bolt. In order to succeed, students with learning disabilities must have flexible, knowledgeable teachers and a ready support staff.

**'Older' Students**

In line with national trends, demographic data of College of Marin students indicate an average age well above what is considered the traditional age for college students. Being older presents additional challenges for college students. They have jobs and family responsibilities. Older developmental students have frequently failed in earlier attempts at education, are economically weak, and have little understanding of the pathways to educational success. They have little support for their educational ambition.

`<!-[if !supportEmptyParas]--> <!-[endif]-->

`<!-[if !supportEmptyParas]--> <!-[endif]-->

**Program Definition**

The English Skills Program consists of the developmental English courses, open-entry skills lab classes and a GED preparation program. The majority of the courses are conducted on the Kentfield campus; however, an open-entry lab is offered on the Indian Valley Campus two afternoons a week. The IVC classes mostly accommodate Court Reporting Students. (Please see Appendix C for a complete listing of offerings.)

The developmental English courses include:
A variety of one-unit, short term, teacher-directed classes in college skills such as test taking, class participation and text book reading.

Three levels of traditional full-semester, teacher-directed reading and writing courses, English 62, English 92 and English 116. (The open-entry lab supports these classes with individual tutoring, group study sessions and computer aided drill.)

A variety of one-unit, self-paced skill-building classes such as spelling, vocabulary, reading, and grammar

Three one-unit, self-paced courses in support of the Court Reporting program (IVC only)

High-level grammar review courses for students unable to schedule ESL classes but still needing practice in English grammar.

The English Skills discipline also offers GED (General Educational Development) preparation.

The GED preparation program provides instruction to help students receive the high school equivalency certificate. The GED is battery of five tests that, when passed, certifies that the taker has high school-level academic skills. To pass the GED tests and to earn a GED credential, the test takers must score at least at the level of 40% of high school seniors nationwide.

Our program provides on-going, open-entry pre-testing and individual study plans to help people gain this level of competence in all five areas.
Five Pathways
A description of how you serve students in the five pathways as described in
the Educational Master Plan.
Basic Skills-English-2009

I. Please refer to the table of estimates of how many students are in each
pathway for your program/discipline over the past four years.
1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance
job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in
order to successfully complete college level courses. The Basic Skills pathway includes
English as a Second Language courses offered in both credit and non-credit divisions as
well as courses in developmental mathematics and English as well as basic skills
courses in computers and Library.
Our program serves students in this pathway: Exclusively/ primarily

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and
skill training necessary for career placement, career advancement and career changes or
for creative endeavors that require technical skills. Their educational goals are
either an associate degree or certificate. For some degrees/certificates, such as
Nursing, the course of study is defined by external professional regulations or
licensing criteria.
Our program serves students in this pathway: None

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic
abilities. Students broaden their intellectual and artistic skills through
participation in creative opportunities including exhibitions, performances, or
publishing work.
Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical
enrichment. Some Lifelong students may have already completed degrees and/or may be in
significantly advanced positions in their careers.
Our program serves students in this pathway: None

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to
four-year institutions, universities, colleges or specialized educational institutions
by completing courses that fulfill requirements for the baccalaureate degree or
admission to specialized programs such as nursing. In the process of completing
transfer requirements, these students may also earn an associate degree.
Our program serves students in this pathway:
Transfer GE: None
Transfer Major: None

II. What are your program’s goals for each pathway?
The English Skills program at College of Marin provides English and study skills
courses to help students develop reading, writing, thinking and social skills so that
they can enroll in and profit from instruction in college-credit courses and/or
successfully get a job and advance in that job. Our students come to our classes to
achieve a variety of goals: some to get better jobs, some to move horizontally into
workforce programs such as dental assisting or metals technology, and some to succeed
in transfer-level courses.
III. How does your program/discipline help students meet these goals?
The English Skills program provides the developmental levels of College of Marin's writing sequence. The English Skills Program consists of the developmental English courses, open-entry skills lab classes and a GED preparation program. The majority of the courses are conducted on the Kentfield campus; however, an open-entry lab is offered on the Indian Valley Campus two afternoons a week. The IVC classes mostly accommodate Court Reporting Students.

IV. How do you measure your success?
See attached SLOs

V. How do you make sure your students are able to get through your program in a timely fashion?
We allow students to choose what "timely" means. Our lab's flexible scheduling is meant to accommodate busy adults.
Student Access and Success
Basic Skills-English-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?
No significant access barriers.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Success relies on numerous variables:
- proper placement
- workable life schedule (job, day-care, transportation, other classes, etc.)
- financial support
- health
- necessary learning behaviors
- outside of class support for learning
- learning disabilities
- ability to concentrate
- ability to persevere
- connection students make with teacher and classmates
These variables together create conditions for success or failure for each student. The more assistance we can offer students to manage these variables, the greater success the students will have.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.
See above.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- [x] Access to student support services (counseling, tutoring, etc.)
- [ ] Curriculum change
- [ ] Course scheduling for students needs
- [ ] New offerings/additional sections
- [ ] Articulation for transfer or COM GE
- [ ] Recruitment/outreach
- [ ] Student/job market demand change
V. Please explain and provide additional details regarding your choices above:

Access to support services:
A counselor with dedicated time for developmental students would help with retention to the extent that students get a clearer understanding of how to schedule for school success. Targeted financial help for developmental students could possibly slow early withdraws from classes--many students waiting for financial aid do not yet have books 3-4 weeks into the semester. One-on-one tutoring for developmental students might provide a connection and the help necessary to stay in classes.

Faculty availability:

We need two full-time, developmental education faculty to replace two recent faculty losses.

Facilities and technology:

The English Skills Lab shares space with the College's Media Center, ASCOM's Computer Lab, various faculty offices and the DESC testing area, all in the Learning Resources Center, Room 120. Room 120 has approximately 1500 sq ft. The English Skills Lab has been allocated less than half of this space. The English Skills lab accommodates students enrolled in all the self-paced, one-unit English courses, students in English 62 and in five English 92 sections, and students taking non-credit GED preparation courses. The space is barely adequate for our needs. Most importantly, this is not a proper instruction and/or study atmosphere. The total use of the room by all constituents can create a very noisy, distracting environment for our students. The English Skills program needs a dedicated space that we can treat as a "real" classroom. Asking students who are working in the ASCOM computer lab to turn their music down (a daily occurrence), listening to the needed conversations by staff and students of the Media Center, and just the natural comings and goings of so many, creates an environment not conducive to getting work done.
Facilities Questionnaire
Basic Skills-English-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

The English Skills Lab shares space with the College's Media Center, ASCOM's Computer Lab, and the DESC testing area, all in the Learning Resources Center, Room 120. Room 120 has approximately 1500 sq ft. The English Skills Lab has been allocated less than half of this space. The English Skills lab accommodates students enrolled in all the self-paced, one-unit English courses, students in English 62 and in five English 92 sections, and students taking non-credit GED preparation courses. Starting in fall 2010, students in six sections of English 98 will also be served in the lab. The space is now barely adequate for our needs, but with the addition of 200 students, it will be too small. Most importantly, this is not a proper instruction and/or study atmosphere. The total use of the room by all constituents can create a very noisy, distracting environment for our students. The English Skills program needs a dedicated space that we can treat as a "real" classroom. Asking students who are working in the ASCOM computer lab to turn their music down (a daily occurrence), listening to the needed conversations by staff and students of the Media Center, and just the natural comings and goings of so many, creates an environment not conducive to getting work done.
Curriculum
Basic Skills-English-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

Most of the English Skills course outline updates have been submitted and include our current SLOs.
We have not updated our one-unit lecture courses because they are currently not being offered. These include English 10, 11, 12, 13, 14, 15, 16, 17, and 18. No substantive change would be required to update these.

We are in the process of updating, again with no substantive changes, English 98A,B and the lecture courses English 62, 92 and 116.

We have no plans to update English 94, a one-unit lab course, as we have not offered it for many years.

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

n/a

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

In English Skills, a learning community has been developed for English 92. Meg Pasquel has for a number of semesters linked her English 92 with Speech 128, Cross Cultural Communication. Plans are to continue the offering.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

We have no plans for an exact course that would require a new course outline and curriculum committee approval. Our curriculum is basically reading and writing improvement; the method of delivery changes, not the names of the courses. With the addition of English 98, we plan to revise the curriculum for that class to ensure that reading skills are a strong component of the course.

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

No

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

n/a
Student Learning Outcomes  
Basic Skills-English-2009

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.

2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.

4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.

5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources – print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline’s requirements for each degree or certificate?

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?
   i. Written, Oral and Visual Communication
   ii. Scientific and Quantitative Reasoning
   iii. Critical Thinking
   iv. Problem Solving
   v. Information Literacy

II. General Education:
1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:
   i. Written, Oral and Visual Communication
   ii. Scientific and Quantitative Reasoning
   iii. Critical Thinking
   iv. Problem Solving
   v. Information Literacy

III. Course Level Outcomes:
1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?
We have updated most of our course outlines to include SLO's. We are in the process of updating the rest.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

All

3. Assessment:
   i. How often do you assess these SLOs?

   Every semester.

3. Assessment:
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

   Our 4-year average for reading improvement in one semester is 9.43 percentage points. Our stated goal is a 10.0 percentage point increase in English 62 and a 12 percentage point increase in English 92. We do not think we need to adjust our outcome goal for our lecture reading courses. Over the last four years, our students have improved their writing by an average of 6.3 points on a rubric used for both English 62 and 92. Our stated outcome goal for writing is 8.0 points on the rubric. Again, we do not think we need to make any major change to our curriculum based on these results. Those teachers who use a vocabulary textbook report, on average over a 4-year period, a percentage point increase of 31.0 compared to an outcome goal of 30.0 percentage point increase.

3. Assessment:
   iii. What improvements have you made or do you plan to make in the future?

3. Assessment:
   iv. What do you plan to assess this year? Who will you assess? How will you assess?

   We will use our cognitive and behavioral SLOs to assess our students' reading and writing ability and our students' improvement in the essential learning skills needed to become better students. We assess all of our lecture students in both cognitive and behavioral outcomes. We assess all of our one-unit, mini-course students on cognitive outcomes.
Instructional Equipment

Basic Skills-English-2009

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.

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
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Description and part number for ordering:

Computer desks and chairs for 14 computer stations

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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)

Do you have space for this equipment?

Yes

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • '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.

   Our lab computer stations are using desks and chairs that were not designed as computer station furniture, leaving students no adjustability of position and no room for papers, binders, or books on the desks.

2. 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

3. 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?

   See above

4. 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?
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
See SLO’s

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
See SLO’s

Additional Justification for this item:
Technology Requests

Part I : Software
Basic Skills-English-2009

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.

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0 Students</td>
<td>Discipline-Related Software English Skills and ESL</td>
<td></td>
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</table>

Description and part number for ordering:
Focus on Grammar software

<table>
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<th>Qty.</th>
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<tr>
<td>1</td>
<td>$4,000.00</td>
<td>$0.00</td>
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Type: Upgrade
How often? College-wide: Open Lab
Discipline-Specific: Lab use

Item to be shared with the following Department/Program: ESL

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • '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?

The English Skills classes serve about 250 students each semester. All of these students work as some part of their classes in the English Skills lab. Many of these students, mostly those who do not speak English at home, need a different kind of English explanation that is generally offered in basic skills English text books and grammars. This material offers that different kind of approach. In a survey, distributed by the discipline in Fall 2007, we found that over 50% of our ESL students did not speak English in their homes. Although many were born or educated in the US, their language problems were "fossilized" language problems, neither ESL nor remedial English. According to the Department of Education, these students are most likely to need special help. Called "Generation 1.5", these are the students who are most helped by this program.

This program will keep our software up-to-date with the required texts. We have requested this item once before in Program Review 2008

2. Is this software 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

3. 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?

See above

4. 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?

See above

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

See SLO's

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

See SLO's

Additional Justification for this item:

This software can also be used in the ESL Lab.
Technology Requests
Part II : Hardware for Lab and Classroom
Basic Skills-English-2009

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.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
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</thead>
<tbody>
<tr>
<td>01</td>
<td>200 Students Monitor</td>
<td>ENG Skills</td>
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Description and part number for ordering:

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<td>$2,000.00</td>
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Type College-wide Discipline-Specific
New None 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)

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • '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?
   See justification under request for computers.

2. Is this hardware 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

3. 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?
   See answer to previous request for computers

4. 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?
   See SLOs

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

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.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
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</thead>
<tbody>
<tr>
<td>01</td>
<td>200 Students</td>
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<td>English Skills</td>
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Description and part number for ordering:

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Type
- College-wide: New
- 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)

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • ‘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?
   Six to seven sections of Eng 98 are being added to the discipline. All students in ENGL 98 are required to attend lab. In order to accommodate 200 more students in our lab, the number of computers available must be increased.

2. Is this hardware 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

3. 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?
   See above

4. 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 the students who currently attend the Eng Skills lab plus the 200 students who
will be coming to our lab in Fall 2010.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
See SLOs for Eng 98

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
See SLOs

Additional Justification for this item:
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, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

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

Priority: To Support: Discipline Area

<table>
<thead>
<tr>
<th>Broad Category (for example in Chemistry - &quot;Chemicals&quot;)</th>
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<tbody>
<tr>
<td>Annual Cost</td>
</tr>
<tr>
<td>Type</td>
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</table>

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

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   - '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?

2. 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?

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
Broad Category (for example in Chemistry - "Chemicals")
Office/lab supplies

<table>
<thead>
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<th>Previous Cost</th>
<th>Amount of Increase</th>
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<tbody>
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</tbody>
</table>

Type
None

How Long?
Ongoing/Recurring

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

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • '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?

We need to keep our lab supplies (dictionaries, earphones, ink cartridges, paper, GED textbooks, etc.) up to date and/or in stock. Lab supplies run out or are damaged/destroyed when running a lab with approximately 450 students per semester.

2. 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?

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
Non-Instructional Requests

Part II : Other Non-Instructional Costs/Contract Services

This section will be filled out by the Department Chair

Basic Skills-English-2009

II. Other Non-Instructional Costs

This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Other</td>
<td>New and will be ongoing</td>
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</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>
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<tbody>
<tr>
<td>300.0</td>
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</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 will be growing in July 2010, and, therefore, needs to have funds to cover office costs.
Faculty Members
Basic Skills-English-2009

I. Program Faculty
List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara</td>
<td>Bonander</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status: Shared W/other program(s):
- Full-time, tenured: Yes

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
- 3.5

Years of Service: Specialty:
- 20 ESL English Skills

Leadership: List involvement in committees or other service
- College Skills department chair

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Borenstein</td>
<td>Bonnie</td>
<td></td>
<td></td>
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</table>

Status: Shared W/other program(s):
- Full-time, tenured: Yes

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
- 3.5

Years of Service: Specialty:
- 6 Speech/Communications Women’s Studies English Skills

Leadership: List involvement in committees or other service
- Budget Committee
- Educational Master Plan Committee
- SLO Planning Committee
- Phase 3 Program Review Committee
- President, Latino Cultural Association
- Faculty Advisor, Students for Social Responsibility

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Carlson</td>
<td>Sharon</td>
<td></td>
<td></td>
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</table>

Status: Shared W/other program(s):
- Adjunct, ETCUM: No

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
- 5.6 00.000

Years of Service: Specialty:
- ESL and GED

Leadership: List involvement in committees or other service

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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</thead>
<tbody>
<tr>
<td>Drisdell</td>
<td>Lucas</td>
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Status: Shared W/other program(s):

-
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<th>Last Name</th>
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<tbody>
<tr>
<td>Hren</td>
<td>Kristen</td>
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<tr>
<td>Koenig</td>
<td>Karen</td>
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<tr>
<td>Pasquel</td>
<td>Alicia</td>
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Leadership: List involvement in committees or other service

<table>
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<th>Last Name</th>
<th>First Name</th>
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<th>Year Retired</th>
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<th>Shared W/other program (s):</th>
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Leadership: List involvement in committees or other service

<table>
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<th>Last Name</th>
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Leadership: List involvement in committees or other service

<table>
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<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
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Leadership: List involvement in committees or other service

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Leadership: List involvement in committees or other service

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Leadership: List involvement in committees or other service

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Leadership: List involvement in committees or other service

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<th>Last Name</th>
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<th>Year Retired</th>
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<tr>
<td>Patel</td>
<td>Beth</td>
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<tr>
<td>Simotas</td>
<td>Michelle</td>
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<td>Emergency Hire No</td>
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<tr>
<td>Timmel</td>
<td>Michael</td>
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<td>Full-time, tenured No</td>
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<tr>
<td>Tjernell</td>
<td>Larry</td>
<td></td>
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<td>Full-time, tenured Yes</td>
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<table>
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<tr>
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<tr>
<td>ESL English Skills</td>
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<tr>
<td>English Skills</td>
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<td>English Skills Lab Coordinator</td>
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http://programreview.marin.edu/TUReportFaculty.jsp 2/23/2010
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.

Previously there were three full-time faculty in the discipline. There is now one full-time faculty after two retirements.

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.

N/A

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

Two retired.
0 RETCUM units.

4. 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.

None

5. 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).

N/A

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

N/A

7. 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.

6 to 7 sections of ENGL 98 will be added to ENGLISH SKILLS starting July 2010. This will increase the discipline, so the need for full-time faculty is even greater than before.

8. 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.

The English Skills discipline needs a full-time reading skills specialist and an instructor capable of teaching all subject areas of the GED exam.

9. 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.

Replacement for recent faculty losses. Full-time faculty provide stability for programs and the institution.

10. 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.

11. 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-2009

### I. Current Support Staff

<table>
<thead>
<tr>
<th>Name:</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>None</td>
<td>0</td>
<td>Classes</td>
</tr>
</tbody>
</table>

**Leadership: List involvement in committees or other service**

### List of Support Staff

<table>
<thead>
<tr>
<th>Name:</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alicia Pasquel</td>
<td>Instructional Specialist</td>
<td>37</td>
<td>12</td>
<td>Classes</td>
</tr>
</tbody>
</table>

**Leadership: List involvement in committees or other service**

One full-time classified position of 37.5 hours per week is used to support the English Skills Lab. In addition to working one-on-one with students, as needed, the position requires secretarial work in designing, preparing, and updating study guides for 18 separate one-unit, self-paced mini-courses. All lab materials including orientations, student record sheets, unit tests, pretests and postests, and other miscellaneous paperwork involved in running this lab are included in the duties of the lab assistant.

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### II. Request for additional support staff

(clerical, lab tech, IS, comp tech, tutor, etc.)
Program Summary
Basic Skills-English-2009

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. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

"Best Practices" from Basic Skills as a Foundation for Student Success in California Community Colleges by the Center for Student Success (2007).

The English Skills Program used the following "Best Practices" in guiding this review and in the planning of our goals and outcomes:
~ The developmental education program is centralized or highly coordinated.
~ Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.
~ A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.
~ Faculty who are both knowledgeable and enthusiastic about the developmental education are recruited and hired to teach in the program.
~ Orientation, assessment, and placement are mandatory for all new students.
~ Counseling support provided is substantial, accessible and integrated with academic courses/program.
~ Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.
~ The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).
To maintain and expand our program, we recommend that the college:

~ Provide a better teaching environment for the English Skills Lab.
~ Enhance and support the college's GED program, testing and preparation
~ Hire a full-time reading specialist with experience and training in developmental education and learning lab supervision/development
~ Hire one full-time faculty able to teach all basic skills, including math for GED
~ Offer staff development activities for developmental teachers
~ Reassign a personal/crisis counselor (or hire a personal/crisis counselor) with training in developmental and ESL education.
~ Create some way students who need financial aid can have their textbooks during the first week of classes.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?
The English Skills program investigates its performance by gathering and analyzing both qualitative and quantitative data about our students with its integrated Student Learning Outcomes, its course evaluations written by students, anecdotal and other information shared during discipline meetings. We have been gathering SLO data and meeting to adjust goals and methods each semester. We have implemented changes in the English Skills lab, specifically with its reading curricula, in response to our data. Student-written course evaluations have helped us make changes in some of our lab assignments that the students indicate were particularly helpful or not so useful.

**ENGLISH SKILLS DISCIPLINE**

**Critical Thinking - Student Learning Outcomes (SLO'S)**

In our discipline, students approach problem solving in reading by

* using context clues to find meanings of unfamiliar words
* identifying and explaining key ideas
* identifying and listing appropriate supporting ideas
* recognizing implied main ideas
* understanding relationships that involve addition, time comparison, contrast, cause and effect, and examples
* distinguishing between facts and opinions

and in writing by

* employing the writing process: prewriting/brainstorming, outlining, drafting, editing, and finalizing
* choosing appropriate writing strategies to support ideas
* supporting a main idea with concrete and logical support
* using a variety of sentence types to accomplish tasks
* using interesting and descriptive words

**ENGLISH SKILLS LAB COURSES**
English 70, Phonics

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 70, Phonics, students will increase their post-test score by 20 points on the El Paso Phonics Survey which will indicate that they have developed the problem solving skills of

* distinguishing the relevant phonemes in a given target sound group.

* associating the correct set of phonemes with correct letter group.

English 71/72, Spelling I and II

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 71/72, Spelling I and II, students will increase their post-test score by 15 percentile points which will indicate that they have developed the problem solving skills of

* recognizing patterns of letters

* contrasting and comparing letter patterns

* identifying key spelling rules in context

English 73/74, Vocabulary I and II

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 73/74, Vocabulary I and II, students will increase their post-test score by 30 percentage points which will indicate that they have developed the problem solving skills of

* using context clues to find the meanings of unfamiliar words

* identifying and explaining word meanings by composing sentences

* recognizing implied ideas by forming word analogies

* comparing meanings by finding and using synonyms

English 75, Reading Improvement

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.
In English 75, Reading Improvement, students will increase their post-test score by 10 percentage points which will indicate that they have developed the problem solving skills of:

- identifying main ideas and subordinate ideas in paragraphs
- indicating stated as well as unstated main ideas
- identifying paragraph patterns of addition, time comparison, contrast, cause and effect, and example

English 76, Reading Comprehension

Each student is tested at the beginning and the end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 76, students will increase their post-test score by 12 percentage points, which will indicate that they have developed the problem solving skills of:

- predicting the meaning of complex words from context
- identifying and distinguishing between main and subordinate points in paragraphs
- inferring main ideas from stated ideas
- identifying and distinguishing among three paragraph patterns: cause & effect; sequence; and compare/contrast

English 79 Grammar Review

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 79, Grammar, students will increase their post-test score by 10 percentile points which will indicate that they have developed the problem solving skills of:

- recognizing the basic subject/verb structure of clauses
- recognizing and creating simple, compound and complex sentences
- applying the concept of modification to simple words, phrases and clauses
- analyzing sentence structure in order to use punctuation to enhance meaning
- evaluating work for sentence structure or punctuation error

English 95, Advanced Spelling

Each student is tested at the beginning and end of his/her course. A committee of English Skills
discipline teachers will interpret the results to improve curriculum.

In English 95, Advanced Spelling, students will increase their post-test score to the 90th percentile which will indicate that they have developed the problem solving skills of

* recognizing patterns of letters
* contrasting and comparing letter patterns
* identifying key spelling rules in context

English 96, Advanced Vocabulary

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 96, Advanced Vocabulary, students will increase their post-test score to the 90th percentile which will indicate that they have developed the problem solving skills of

* using context clues to find the meanings of unfamiliar words
* identifying and explaining word meanings by composing sentences
* recognizing implied ideas by forming word analogies
* comparing meanings by finding and using synonyms

English 97, Critical Reading

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 97, Critical Reading, students will increase their post-test score to the 90th percentile which will indicate that they have developed the problem solving skills of

* identifying main ideas and subordinate ideas in paragraphs
* indicating stated as well as unstated main ideas
* predicting the meaning of complex words from context
* identifying and distinguishing between main and subordinate points in paragraphs and short essays
* inferring main ideas from stated ideas
* identifying and distinguishing among three academic thought patterns: cause & effect; sequence; and compare/contrast
* identifying paragraph and essay patterns of addition, time comparison, contrast, cause
and effect, and examples

**ENGLISH SKILLS LECTURE CLASSES**

English 12, College Skills: Reading and Thinking in Math.

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 12, Reading and Thinking in Math, students will increase their posttest score by 20 percentage points in math thinking which will indicate that they have developed the problem solving skills of

* using context clues to find key words that indicate numerical operations
* using context clues to choose from the available tools of problem solving
* distinguishing the relationship between the calculated answer and reasonable estimate

English 62, Developmental Reading and Writing.

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 62, Developmental Reading and Writing, students will increase their posttest score by 10 percentage points in reading which will indicate that they have developed the problem-solving skills of

* identifying main ideas, both stated and implied
* identifying details which support the main idea
* identifying the relationships of examples, addition, time, comparison, contrast, cause, and effect

In English 62, Developmental Reading and Writing, student will increase their posttest score by 8 points on the rubric in writing which will indicate that they have developed the problem-solving skills of

* planning a paragraph
* using a variety of sentence types appropriately to accomplish communicative tasks
* supporting a main idea with appropriate and specific detail
* understanding the relationships between ideas by developing paragraphs using different strategies

English 92, Reading and Writing Skills.

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 92, Reading and Writing Skills, students will increase their posttest score by 12 percentage points in reading which will indicate that they have developed the problem-solving skills of

* identifying main ideas, both stated and implied
* identifying details which support the main idea
* identifying the relationships of examples, addition, time, comparison, contrast, cause, and effect

In English 92, Developmental Reading and Writing, students will increase their posttest score by 8 points on the rubric in writing which will indicate that they have developed the problem-solving skills of

* planning a paragraph
* using a variety of sentence types appropriately to accomplish communicative tasks
* using the appropriate writing strategy to write a short paragraph
* supporting a main idea with appropriate and specific support
* understanding the relationships between ideas by developing paragraphs using different strategies.

English 116 College Reading Skills

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 116, College Reading Skills, students will increase their posttest score by 10 percentile points in reading, which will indicate that they have developed the problem-solving skills of

* independently varying the use of critical reading techniques according to the type of material and the purpose for reading.
*adapting reading strategies in order to use written materials at each level of academic thinking: knowledge, comprehension, application, analysis, synthesis, and evaluation.

*analyzing written materials for the following elements: writer's purpose, main idea, organizational patterns, tone, audience, bias, and point of view.

*determining, understanding, and recalling meanings of new vocabulary words through context clues

*evaluating the logic and accuracy of evidence in support of the writer's main idea

*independently applying critical reading skills to support acceptance or rejection of written materials

Learning Behaviors - Student Learning Outcomes (SLO'S)

In our discipline, students are academically at risk, so we incorporate strategies to help them take personal responsibility for their learning by

· Attending classes promptly and as scheduled.
· Demonstrating appropriate classroom behavior.
· Bringing textbooks and study materials to class.
· Keeping records of their progress.
· Turning in presentable academic assignments on time.
· Scheduling time so that they are prepared for each class.
· Using the lab services.
· Seeking the instructor in the lab and during office hours.
· Using academic support services appropriately.

ENGLISH SKILLS LECTURE CLASSES

English 12, College Skills: Reading and Thinking in Math.

At three specific times during the semester, usually during the first two weeks of class, near midterm, and again during the last two weeks of class, a ?Learning Behaviors? survey will be given. The results of these surveys will be shared at discipline meetings to improve curriculum and teaching methods.
In English 12, Reading and Thinking in Math, students will take personal responsibility for their learning by:

- acquiring their materials within one week of enrollment
- attending classes
- arriving on time
- listening attentively
- participating in class discussions
- turning in assignments on time and in the proper format
- seeking help from class instructor, lab instructor or other students
- taking notes during class lectures
- annotating reading assignments
- following the correct learning process to improve skills
- keeping a record sheet for their completed work
- evaluating their progress

English 62, Developmental Reading and Writing

At three specific times during the semester, usually during the first two weeks of class, near midterm, and again during the last two weeks of class, a “Learning Behaviors” survey will be given. The results of these surveys will be shared at discipline meetings to improve curriculum and teaching methods.

In English 62, Developmental Reading and Writing, students will take personal responsibility for their learning by:

- acquiring their materials within one week of enrollment
- attending classes
- arriving on time
- listening attentively
- participating in class discussions
- turning in assignments on time and in the proper format
· seeking help from class instructor, lab instructor or other students
· taking notes during class lectures
· annotating reading assignments
· following the correct learning process to improve skills
· keeping a record sheet for their completed work
· evaluating their progress

English 92, Reading and Writing Skills

At three specific times during the semester, usually during the first two weeks of class, near midterm, and again during the last two weeks of class, a "Learning Behaviors" survey will be given. The results of these surveys will be shared at discipline meetings to improve curriculum and teaching methods.

In English 92, Reading and Writing Skills, students will take personal responsibility for their learning by:
· acquiring their materials within one week of enrollment
· attending classes
· arriving on time
· listening attentively
· participating in class discussions
· turning in assignments on time and in the proper format
· seeking help from class instructor, lab instructor or other students
· taking notes during class lectures
· annotating reading assignments
· following the correct learning process to improve skills
· keeping a record sheet for their completed work
· evaluating their progress

English 116, College Reading Skills

At three specific times during the semester, usually during the first two weeks of class, near midterm, and again during the last two weeks of class, a "Learning Behaviors" survey will be
given. The results of these surveys will be shared at discipline meetings to improve curriculum and teaching methods.

In English 116, College Reading Skills, students will take personal responsibility for their learning by:

- acquiring their materials within one week of enrollment
- attending classes
- arriving on time
- listening attentively
- participating in class discussions
- turning in assignments on time and in the proper format
- seeking help from class instructor, lab instructor or other students
- taking notes during class lectures
- annotating reading assignments
- following the correct learning process to improve skills
- keeping a record sheet for their completed work
- evaluating their progress

IV. Assessment of 2008 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?

English Skills is now a part of the new College Skills department. These changes have just occurred so there are no results to report.

V. Fall 2009 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.

Faculty and staff needs:
- a full-time reading specialist
- a full-time developmental education faculty able to teach all basic skills, including math
- reassigned personal/crisis/mental health counselor with background in working with under-prepared students (to be shared with ESL)
- staff development activities for developmental teachers
- Manager or coordinator to facilitate liaisons with transfer programs, workforce programs and community programs such as union training facilities.

Facility Needs:
The English Skills Lab needs a large, dedicated space and 10 more computers to serve all the students that will be using the lab next fall.
VI. Other concluding remarks.

The English Skills Discipline wants to be able to offer flexible, academic services to our students in a place that is dedicated to the learning tasks our students have. Our classes are highly organized and our lab courses offer the students a choice of time frames for course completion. Our lab is open on a drop-in basis, provides learning resources, and offers one-to-one help.

As a part of the new College Skills department, we want to establish a hiring pool for English Skills. The English Skills ETCUM list does not always provide enough names to fill the available units. Our old pool list is no longer active. Full-time faculty hires might help with this issue.
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

   English Skills is an important component of the basic skills offerings here at COM. We hope that the College will understand the important role that English Skills plays and can play in the future at COM. In order to move forward, the discipline needs to hire two more full-time faculty.

2. Please comment on 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.

   As department chair, I strongly support these requests.

3. Please comment on the faculty and staff sections.

   English Skills needs to replace the two full-time faculty that have retired in the past five years. It is very difficult for the discipline to stay current with just one full-time faculty, especially when the program is growing by adding the English 98 sections.

4. Other comments
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

This is an excellent document and makes many valid recommendations that I endorse; however, the data discussed in the overview are out of date. Because of the sequential nature of program courses, the most important metric is the student improvement rate: that is, the percentage of students who not only pass the course but who enroll in and succeed in the following level. For that reason the department requested a 5-year cohort study in 2007 for the years from 2001 to 2006. A similar study needs to be conducted for the 5 years from 2006 to 2010 and this process should be annual.

I will add that I have a concern regarding the student success rates in the self-paced Basic English classes. Except for English 62L and 92L (labs associated with classroom courses and that have high rates of student success) the student success rate for these one-unit courses is only around 36% for all students, 24% for Hispanic students and 18 for black students. I recommend that the department examine these courses and look for curricula that better support student success.

Another area of concern is the low transfer rate for students who start in basic skills English. According to the program review resource Transfer Report, "about 10% of transfer students took English below level 98." Yet when I observe English 92 classes, most of the students say that they want to transfer. The report notes that completion of the English sequence is a significant hurdle for students who want to transfer and recommends making this a priority in funding.

2. Please comment on 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.

I support the request for Focus on Grammar software--it really is essential-- and the 29 replacement computers for LC 150.

3. Please comment on the faculty and staff sections.

The lack of a full-time reading instructor is a serious problem for program development in this department.

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

5. Other comments