# Signature Page

**COLLEGE OF MARIN**

**Credit-ESL-2009**

**I. Team Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Bonander</td>
<td>Primary Team Member</td>
<td><a href="mailto:barbara.bonander@marin.edu">barbara.bonander@marin.edu</a></td>
<td>7351</td>
<td></td>
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</tr>
<tr>
<td>Wendy Walsh</td>
<td>Team Member</td>
<td><a href="mailto:wendy@marin.cc.ca.us">wendy@marin.cc.ca.us</a></td>
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<tr>
<td>Blaze Woodlief</td>
<td>Team Member</td>
<td><a href="mailto:blaze.woodlief@marin.edu">blaze.woodlief@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>
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</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
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<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
<td></td>
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<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>
<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>Program Review Committee Chair and SLO Coordinators</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 Schultz</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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<tr>
<td>Nick Chang</td>
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**IV. Board of Trustees President**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Eva Long</td>
<td></td>
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</table>
Program Overview—Introduction
Credit-ESL-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 credit ESL program offers instruction for non-native English speakers with intermediate to advanced levels of English proficiency. Our students come with a variety of goals, from transferring and earning degrees to improving their skills for the workforce and for everyday life. Our program prepares them with the academic language and student skills they will need to succeed in their other credit-level coursework.

The core of the Credit ESL program encompasses 4 levels in ESL (50-60-70-80) plus two more parallel sections of the English 98SL and 120SL, which prepare students for English 150 (freshman comp). At each level separate classes are offered to cover Grammar/Writing and Reading/Vocabulary. In addition, there are pronunciation classes and listening/speaking classes.

Students' learning is also supported by two on-campus labs, the HC 128 ESL lab, which has a comprehensive set of resources including specialized software, books, audio and video resources, and instructors to assist students as needed. We also use, to a limited extent, the LC 150 Language and Culture lab, which is designed for whole classes to use, with software designed to assist them in all their language skills but particularly with speaking/listening and pronunciation. This lab is scheduled for classes to use on a regular basis and is not an open lab.

II. Program Purpose
Pathway:
Basic Skills/ESL

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

Mission of ESL Program

As part of the ESL Task Force effort in 2002-2003, the ESL program developed a mission statement for the overall program which continues to reflect our purpose: The College of Marin provides excellent academic programs and comprehensive services that inspire and support ESL students to transform themselves linguistically, enabling them to achieve their educational and career goals. To meet this overall mission, we have the following objectives for our students: ESL students will be able to:

- effectively communicate in all English language skill areas (speaking, listening, reading, writing) in all aspects of their lives in the U.S. (at work, in college, in social settings, etc.)

- effectively navigate the U.S. college system and develop the skills and knowledge needed to bridge successfully to an academic or workforce path;

- improve their connections and interpersonal skills in English;

- build a foundation in English with which they can gain new job skills and obtain higher paying jobs.

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

Our ESL programs are designed to respond to the needs of the growing English learner population in Marin. While Marin is less ethnically diverse than the rest of...
California, the populations growing most quickly in the county are Latino and Asian/Pacific Islander, most of whom are English learners. Almost a fifth of Marin residents speak a language other than English at home, according to the 2000 Census. Credit ESL students come from over 30 countries, with the most currently coming from Mexico, Guatemala, and Brazil, though no one nationality dominates the program. The largest ethnic groups are: Hispanic, Asian, and White and about 60% of them are female. As a group, our students are older than the "traditional" college student, with about a third being 35-39 years old and only about 25% falling in the 18-24 year-old age group. While their educational levels vary, 14% of credit ESL students in Spring 2007 already had an Associate or Bachelor's degree, and 46% had completed more than 15 units in college. Most do not come from the U.S. secondary school system, but instead have graduated from a secondary school in their home countries. About 75% of our students work more than 20 hours a week, with a third working 40+ hours/week. According to our 2007 student survey, credit ESL students have several goals in improving their English: -- for their current life and work needs (82%) -- to get a better job (49%) -- to earn an AA/AS (29%) -- to preare for other credit classes (27%) -- to transfer (26%) -- to earn a certificate (24%) Our program's goals and courses are all designed to help them meet these goals.

IV. Program History

Briefly outline the recent history of your program.

For over twenty-five years, College of Marin has been addressing the needs of English learners through its high quality English as a Second Language (ESL) Programs. The ESL program began in response to the influx of Southeast Asian refugees in the late 1970s and early 1980s. At that time we offered a full 10-15 hour/week noncredit program mornings (survival English), afternoons (pre-vocational English) and evenings (survival English). Noncredit encompassed 6 primary levels plus 3 in-between levels when needed as well as a literacy class. Credit ESL was offered at a very high academic level for college-bound students.

As the 1980s progressed, our student population began to include more and more Mexicans, Central Americans and Haitians. From the fall of 1988 through the spring of 1990, we offered classes specifically for the Amnesty program. Around 1986 as these ESL students completed the noncredit program and moved into college credit classes, it was clear that they would need some extra help. At that point a 62 SL with an attached spelling course and a 92 SL with an attached lab were added to the College's English Skills Department.

In the early 1990s, two full time teachers were hired at the same time state funding changed. So four more levels of credit ESL were developed (30-40-60-80) and the new teachers taught these levels. All but the lowest two levels of noncredit were moved to credit. Over time, more non-credit levels have been added while credit ESL remained with 3 levels. Several years ago, based on a review of credit ESL programs across the state, we increased the number of credit levels to 4 and combined grammar and writing skills, which made our program more in line with other ESL programs and which should better prepare students for their credit coursework. We also added pronunciation classes, based on students' requests. We continue to examine our program structure and number of credit levels to best meet students' needs.

Attachments:
List and briefly describe any attachments
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Credit-ESL-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: Some students

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: Some students

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: A good proportion of the students, but not a clear majority
Transfer Major: None

II. What are your program’s goals for each pathway?

The credit ESL program offers instruction for non-native English speakers with intermediate to advanced levels of English proficiency. Our students come with a variety of goals, from transferring and earning degrees to improving their skills for the workforce and for everyday life. Our program prepares them with the academic language and student skills they will need to succeed in their other credit-level coursework.

III. How does your program/discipline help students meet these goals?
The core of the Credit ESL program encompasses 4 levels in ESL (50-60-70-80) plus two more parallel sections of English 98SL and 120SL, which prepare students for English 150 (freshman comp). At each level separate classes are offered to cover Grammar/Writing and Reading/Vocabulary. In addition, there are pronunciation classes and listening/speaking classes.

Students' learning is also supported by two on-campus labs, the HC 128 ESL lab, which has a comprehensive set of resources including specialized software, books, audio and video resources, and instructors to assist students as needed. We also use, to a very limited extent, the LC 150 Language and Culture lab, which is designed for whole classes to use, with software designed to assist them in all their language skills but particularly with speaking/listening and pronunciation. This lab is scheduled for classes to use on a regular basis and is not an open lab.

IV. How do you measure your success?
Success is measured at the course level through the course SLOs. As a program, success is tied to student retention and persistence.

V. How do you make sure your students are able to get through your program in a timely fashion?
Every semester, two sections of each of the core classes (Writing and Grammar and Reading and Vocabulary) are offered: one during the day and one in the evening. In addition, ESL 60 and ESL 80, the Speaking and Listening classes, are offered alternately each semester. In the evening, there is at least one pronunciation and one Speaking and Listening class offered each semester.
Student Access and Success
Credit-ESL-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?

This year the Credit ESL program instituted new placement test guidelines. Prospective students are required to fill out an application form prior to testing. This procedure is the same one that other students must follow when they take the math and English placement tests. However, a number of our ESL students have encountered problems with the process. Sometimes there are questions concerning their residency, and the process stops. We are not sure how many prospective students did not complete their application because of this issue. At this point, all of our information is anecdotal, but it is clear that the number of students taking the ESL placement test was lower than in previous semesters. Credit ESL is working with all those involved to seek ways to support these potential students.

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.

The success and retention rates increased from Fall 07 to Fall 08. In Fall 08 the success rate was 78.5%, which is a 9.5% increase from the year before.

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.

In comparing Fall 07 to Fall 08, the retention rated climbed by 5.2% in Fall 08 to 93.2%. Based on this information, it would appear that Credit ESL is really excelling at meeting the needs of our students and ensuring their success.

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.

☑ 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

At this time, the faculty does not have access to the students' placement test results or academic histories as it once did prior to the advent of Banner. As a result, the faculty is, in the beginning of the semester, "teaching blind". By the time an instructor realizes that the student is in the wrong class, it is too late for the student to change. We understand that the IT department is working on this problem and trying to solve it.

V. Please explain and provide additional details regarding your choices above:
Facilities Questionnaire  
Credit-ESL-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.)

<table>
<thead>
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<th>Room:</th>
<th>Type:</th>
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<tbody>
<tr>
<td>Lecture</td>
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<th>Subject</th>
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<td>ALL</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</table>

**Facility has limitations:**

Credit ESL prefers the following rooms due HC 126, HC 127 and HC 129.

Additional rooms would be preferred in Harl. Credit ESL schedules 13-14 classes between Generally only 2-3 are at the same time. In the evening there are 4-5 classes on MW. The summer schedule requires 3 rooms - 2 in from 6-9pm.
Curriculum
Credit-ESL-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.

We have no course outlines that are over 5 years old. However, we have plans to revise some of our older course outlines.

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.

Not at this time

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.

Not at this time

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.

No
Student Learning Outcomes
Credit-ESL-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?

None

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?

N/A

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

http://programreview.marin.edu/SLOReport.jsp
2/23/2010
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?

Yes

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

As of Spring 2010, all faculty are required to include SLOs in their course syllabi.

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

   SLOs are assessed when course outlines are updated. They are also being examined as part of the work being done by the alignment task force, which includes faculty from English, English Skills, and Credit ESL.

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.

   Again these SLOs are being examined by the alignment task force mentioned above.

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

   Improvements will most probably be made after the conclusions are made by the alignment committee.

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

   Since we have started using Banner, the faculty of Credit ESL as well as English Skills no longer receive placement information or past academic history of students. Without this information, it has been extremely difficult to assess how well students are placed. It is our hope that we will be receiving this information in Spring 2010.
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

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<th>Category</th>
<th>Discipline Area</th>
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<tr>
<td>01</td>
<td>700 Students</td>
<td>Under $200 Each Credit ESL</td>
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Description and part number for ordering:
Books for the ESL Lab lending library available to support the reading classes.

<table>
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<th>Qty.</th>
<th>Unit Cost</th>
<th>Tax</th>
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<tbody>
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One-time expenses: (e.g. construction, electrical, installation)
none

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

Item to be shared with the following Department/Program: (Include any shared expenses)
These adapted readers and books on tape are shared with Noncredit ESL.

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.

   B. There are books presently in our collection, but there is a need to update, replace and increase the number of books available to our students. Yearly 30-50 books must be replaced due to wear and loss, both signs of passionate readers.

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?
The more students read the greater their improvement is. Thus far, the adapted books in the library have focused on lower level students, and the program would like to include more adapted books for the intermediate and advanced students. These specially adapted books are not readily available in public libraries or book stores.

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?

The library serves about 400 students annually. Part of the course requirements includes reading a certain number of books from our collection, so it is required for existing students. More reading material that is adapted for ESL students results in better access to reading materials for all our students.

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

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

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

We look at the number of books students are reading each semester. This number has been increasing, so there is a need to increase our offerings of adapted books.

Additional Justification for this item:
Technology Requests

Part I : Software
Credit-ESL-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.

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<tbody>
<tr>
<td>01</td>
<td>800 Students</td>
<td>Discipline-Related</td>
<td>Software Credit ESL</td>
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Description and part number for ordering:
Update software for Focus on Grammar

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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>$4,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$4,000.00</td>
</tr>
</tbody>
</table>

Type                  | How often? | College-wide | Discipline-Specific |
----------------------|------------|---------------|---------------------|
Upgrade               | One Time   | None          | Lab use             |

Item to be shared with the following Department/Program: (Include any shared expenses)
This item can be shared with noncredit ESL who uses it in the LC 150 lab during class visits as well as English Skills and can be used in the English Skills lab.

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 Focus on Grammar software is so old that it no longer corresponds to the latest editions of the books that we use. As a result, many teachers no longer use the Focus on Grammar series.

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?
   This software allows students to work on grammar while also practicing in the following language skills: reading, writing, and listening. It also includes excellent explanations of grammar points.

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 ESL students in ESL 53, 63, 73, 74, 83, and in ENGL 79 and 92 would benefit. Students in ENGL 98SL and ENGL 120SL also use this software to hone their skills
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

This software provides additional oral, aural, and written grammar practice and support for students learning English as a Second Language. The software gives instant feedback on student work which increases student understanding of their mistakes allowing faster acquisition.

All of our classes include critical thinking which in a language class means the ability to decide what word, phrase or grammatical structure to use in a particular situation. This program will help students meet the SLOs of the individual class they are taking.

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

The outcomes are measured in each class through ongoing assessment and final exams.

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>
<th>Discipline Area</th>
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</thead>
<tbody>
<tr>
<td>01</td>
<td>9 Classes</td>
<td>Computer</td>
<td>ESL</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Dell Computers with 17" monitors for LC 150 Language and Culture Lab. (9% tax?)

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<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>$1,150.00</td>
<td>$3,000.00</td>
<td>$0.00</td>
<td>$36,350.00</td>
</tr>
</tbody>
</table>

Type

College-wide

Replace

None

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 29 computers in LC 150 are from 2004. They break down frequently. (I'm sorry - I don't know shipping costs).

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

Noncredit ESL and Modern Languages (ASL, Chinese, French, Japanese, Italian, Spanish)

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?
   B. Twice we have requested this item.

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?
   These computers are necessary for the credit ESL pronunciation and listening/speaking classes.

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?
   With more computers in operating condition, more students in a class will be able to use them.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Improved pronunciation through the use of ESL software.
   Improved listening skills through the software as well as ESL websites.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Students will be assessed through student recordings made in the lab of their pronunciation as well as through assessment in class.

Additional Justification for this item:

This lab is presently used by classes from credit ESL, noncredit ESL and Modern Languages. Classes are scheduled for at least 36 hours each week. At night classes come in on a rotating basis. Presently 52 classes use the lab over a period of 2-3 weeks. In the case of noncredit ESL, this hour that students have every other week may be the only time they have access to a computer. This is vital not only to their
linguistic development, but to their informational and technical literacy as well. The computers we have now were purchased in 2004 with a San Rafael Redevelopment Fund Grant. In fact there was money left over in 4 accounts for the “high tech lab” (supplies/equipment) and the MCC lab (supplies/equipment). When the college moved to banner, this money disappeared from the accounts. No one has been able to explain where it went. According to the accounts on the intranet from 2006-2007:

<table>
<thead>
<tr>
<th>Account Number</th>
<th>Description</th>
<th>Amounts</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-1102-45000-410-0000</td>
<td>Other Supplies-SRR-High Tech Lang.Lab</td>
<td>$1,110.00</td>
<td>$722.76</td>
<td>$0.00</td>
<td>$722.76</td>
<td>$387.24</td>
</tr>
<tr>
<td>12-1102-64000-410-0000</td>
<td>New Equipment-SRR-High Tech Lang.Lab</td>
<td>$21,094.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$21,094.00</td>
</tr>
<tr>
<td>12-1100-45000-410-0000</td>
<td>Other Supplies - San Rafael Redevel-MCC project</td>
<td>$1,000.00</td>
<td>$668.60</td>
<td>$0.00</td>
<td>$668.60</td>
<td>$331.40</td>
</tr>
<tr>
<td>12-1100-64000-410-0000</td>
<td>New Equipment-San Raf.Redev-MCC project</td>
<td>$13,296.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$13,296.00</td>
</tr>
</tbody>
</table>

The second two accounts were for the Marin Conservation Corps Lab in San Rafael which we run in conjunction with the conservation corps.
II. Miscellaneous Instructional Materials Account

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

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

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000.0</td>
<td>1000.0</td>
<td>CR ESL</td>
</tr>
</tbody>
</table>

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

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

Justification for Item (See Rating Rubric)

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

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

2. How will these materials benefit student learning?

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

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

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

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

This section will be filled out by the Department Chair
Credit-ESL-2009

I. Non-Instructional Equipment and Supplies

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>6000 Students</td>
<td>Office Computer</td>
</tr>
</tbody>
</table>

Type: Replacement
Status: None

Description and part number for ordering:

2 new computers and monitors for the College Skills Department Office

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$2,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$4,000.00</td>
</tr>
</tbody>
</table>

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

Both computers date back to 2002. In technology terms, they are ancient. They have very little memory, and because they use old memory technology, the cost just to upgrade the memory is quite high. David Gardner of IT recently saw these computers and agreed that it would be more cost effective to replace them.

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

These computers are used by the COSK office staff and the staff serves English Skills, Credit ESL, and Noncredit ESL.

Justification for Item (See Rating Rubric)

1. Who will use these supplies or equipment?

The COSK administrative assistants

2. How will access for students be improved?

The staff will be able to work more efficiently, thus becoming more productive. For example, presently, the staff cannot open multiple programs at the same time because of the negative effect it has on the computer. The staff must then constantly close and open programs. As a result, students must often wait to be served.
New and will be ongoing

**Description and part number for ordering:**
2 faculty computers and 2 monitors for Barbara Bonander and Wendy Walsh

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$1,150.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$2,300.00</td>
</tr>
</tbody>
</table>

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

This request was made in the last program review but not yet funded. This year both computers broke and had to be replaced with old but functioning computers on an emergency basis.

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

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

1. **Who will use these supplies or equipment?**
   The two full-time Credit ESL faculty: Barbara Bonander (Chair) and Wendy Walsh

2. **How will access for students be improved?**
# Non-Instructional Requests

## Part II: Other Non-Instructional Costs/Contract Services

This section will be filled out by the Department Chair

**Credit-ESL-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>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>New and will be ongoing</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**

Invite educational consultants to provide specialized in-service presentations to the credit ESL faculty.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>600.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Justification**

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

With expert input faculty will be better able to meet the needs of students and the SLO's of their particular classes.

---

### 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>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**

Office supplies, etc.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>900.0</td>
<td>900.0</td>
</tr>
</tbody>
</table>

**Justification**

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

Funds are need to supply office with the necessary supplies such as toner, paper, mailings, etc.
# Faculty Members
## Credit-ESL-2009

### I. Program Faculty

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

#### Status:
- Adjunct, ETCUM

#### Shared W/other program (s):
- (s):

#### Summer 2009 TU |
- Fall 2009 TU |
- Spring 2010 TU |
- Reassigned (Total)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>6.1</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Years of Service:
- 2

#### Specialty:
- ESL

#### Leadership: List involvement in committees or other service
- List involvement in committees or other service

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

#### Status:
- Full-time, tenured

#### Shared W/other program (s):
- (s):

#### Summer 2009 TU |
- Fall 2009 TU |
- Spring 2010 TU |
- Reassigned (Total)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>13.8</td>
<td>8.0</td>
</tr>
</tbody>
</table>

#### Years of Service:
- 22

#### Specialty:
- ESL and English Skills, Composition

#### Leadership: List involvement in committees or other service
- Chair, College Skills
- Previously: Academic Senate, College Council, Ed Planning committee, UPM Executive Council, etc. Mentor Teacher

---

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

#### Status:
- Adjunct, ETCUM

#### Shared W/other program (s):
- (s):

#### Summer 2009 TU |
- Fall 2009 TU |
- Spring 2010 TU |
- Reassigned (Total)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Years of Service:
- 8

#### Specialty:
- ESL, English grades 7-12,
- also ETNUM in NC ESL

---

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

#### Status:
- Adjunct, ETCUM

#### Shared W/other program (s):
- (s):

#### Summer 2009 TU |
- Fall 2009 TU |
- Spring 2010 TU |
- Reassigned (Total)

<p>| | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
### Leadership: List involvement in committees or other service

Tech Committee member, former UPM Executive board member, ESL Placement Testing committee, ESL Lab and Library Committee; Mentor Teacher

### 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>Fitzpatrick</td>
<td>Mary</td>
<td></td>
<td></td>
</tr>
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</table>

**Status:**
- Shared W/other program
- Adjunct, ETCUM: No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5.2</td>
<td>5.4</td>
<td>00.000</td>
</tr>
</tbody>
</table>

**Years of Service:**
12 ESL

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

Author of ESL composition textbook: "Engaging Writing".

### 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>Koffman</td>
<td>Linda</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Shared W/other program
- Adjunct, ETCUM: No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>8.7</td>
<td>8.7</td>
<td>00.000</td>
</tr>
</tbody>
</table>

**Years of Service:**
18.5 ESL

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

Placement Testing Committee, Promotion test committee, Mentor for student teachers.

### 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>Lieberman</td>
<td>Linda</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Shared W/other program
- Adjunct, ETCUM: No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>8</td>
<td>8.35</td>
<td>00.000</td>
</tr>
</tbody>
</table>

**Years of Service:**
22 ESL

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

Summer Task Force on ESL Curriculum Design.

### 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>Massion</td>
<td>Cheo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Shared W/other program
- Adjunct, ETCUM: Yes

2/23/2010
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>McKinnon</td>
<td>Sara</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Shared W/other program

**Leadership:**
- Member of ESL Steering Committee.

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
<td>5.4</td>
<td>00.000</td>
</tr>
</tbody>
</table>

**Years of Service:**
- 1.5

**Specialty:**
- Credit and Noncredit ESL

---

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

**Status:**
- Adjunct, ETCUM

**Leadership:**
- Coordinator Noncredit ESL, Academic Senate, SLO Coordinator, IPC/Planning and Resource Allocation Committee, Curriculum Committee, Chair of Program Review Committee and has served on various screening committees.

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5.8</td>
<td>4.2</td>
<td>00.000</td>
</tr>
</tbody>
</table>

**Years of Service:**
- 28

**Specialty:**
- Noncredit ESL

---

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

**Status:**
- Adjunct, ETCUM

**Leadership:**
- served on numerous ESL committees;

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>8.7</td>
<td>0</td>
<td>00.000</td>
</tr>
</tbody>
</table>

**Years of Service:**
- 28

**Specialty:**
- ESL credit and noncredit

---

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

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

---

http://programreview.marin.edu/TUReportFaculty.jsp 2/23/2010
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statucki</td>
<td>Cara</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sukoski</td>
<td>Marti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terhune</td>
<td>Jamie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terplan</td>
<td>Elizabeth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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.
   For Spring 2010, it was necessary to assign 4 units to an emergency hire.

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?
In Credit ESL, there have been two FT faculty that have retired. There are no units taught by RETCUM faculty.

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.

No FT faculty have been hired in Credit ESL since 1992.

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).

None

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

No

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.

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.

In the last four years, there have been two full-time faculty retirements in the Credit ESL discipline. There are presently only two full-time faculty members in a program with over 10 part-time faculty. In addition, there is no lab coordinator for the ESL lab and Language Lab. In order for ESL to continue to provide excellent instruction and to grow enrollment, more full-time faculty in credit is necessary. The workload in the areas of program review and SLOs is increasing, but there are fewer FT faculty available to do the necessary work.

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.

It is obvious that the trend here is that when a full-time faculty member retires, that position is not going to be filled.

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
Credit-ESL-2009

I. Current Support Staff

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>Alejandro Suarez</td>
<td>Full-Time</td>
<td>Clerical</td>
<td>40</td>
<td>6000 Students</td>
</tr>
</tbody>
</table>

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

This full-time administrative assistant position is shared by Credit ESL, English Skills, and Noncredit ESL.

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>Guadalupe R. Padilla</td>
<td>Part-Time</td>
<td>Clerical</td>
<td>20</td>
<td>6000 Students</td>
</tr>
</tbody>
</table>

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

This position serves all three programs in COSK and is scheduled for MTWR 3:30-7:30 and Saturdays 9:00 to 1:00.

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>Workstudy Students</td>
<td>Work Study</td>
<td>Clerical</td>
<td>25</td>
<td>6000 Students</td>
</tr>
</tbody>
</table>

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

The College Skills office uses workstudy students to supplement the staff during the semester and also between semesters to help with registration. These work study students must be bilingual.

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>Clerical</td>
<td>Hourly</td>
<td></td>
<td>6000 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?

Hourly clerical support would help during peak registration times. We anticipate needing 25 hours a week for a maximum of 12 weeks a year, or for a total of 300 hours a year. The COSK office is responsible for much of the registering of the Noncredit ESL students, so during those periods support would be helpful.

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

1. Faculty who are both knowledgeable and enthusiastic about ESL are recruited and hired to teach in the program.
2. Counseling support provided is substantial, accessible and integrated with academic courses/program.
3. ESL department offers programs to support ESL students in other disciplines such as CIS, ECE, and Landscape.
4. ESL services are centralized: ESL classes, instructors' offices, the ESL lab, and the ESL office are all located in the same building. This centralization serves to give students a sense of "home".
5. ESL faculty are encouraged to attend professional conferences.
6. For professional development, speakers are brought on campus for the ESL faculty.

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).

1. Coordinator units are needed to oversee two on-campus labs.
2. In addition, the two full-time faculty positions that we have lost to retirement should be filled.
3. The College should expand marketing and outreach for credit ESL, including a better and updated website presence.
4. ESL needs better access to office space for part-time instructors.
5. As modernization occurs, the College must ensure that ESL continues to have sufficient, centralized classroom space for ESL 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?

1. To increase connections with English Skills to better meet the needs of "generation 1.5" students.
2. To create promotion criteria tied to SLOs for each level.
3. To create more partnerships with other disciplines to support ESL students in those disciplines.
4. To implement new placement testing procedures.

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?

Credit ESL is now part of a new department, College Skills. This department is huge. It consists of three programs (English Skills, Credit ESL, Noncredit ESL), offers over 300 units, and has over 50 faculty, 4 of which are FT in the department.

Since the last program review, a FT Noncredit ESL position has been filled, and there is now a FT administrative assistant in the College Skills office.

Credit ESL looks forward to growing and continuing to help our students in their transition from Noncredit to Credit ESL to the rest of the College. It is also looking forward to working closely with the English Skills faculty, particularly in the area of serving our bilingual students in that program.

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.

Credit ESL needs to add more full-time faculty. Through retirements, two positions have been lost and not filled. There is enormous work to do in this program, yet we do not have the personnel to do it.

There are two labs: ESL and the Language lab, but no one coordinates these labs.

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

Credit ESL, as well as English Skills, are important components of basic skills. When measuring success, it should be done in light of basic skills and not transfer. At times, it has been mentioned that our program could do better in the area of transfer. While this may be true, transfer should not be the criteria used to assess our success. Many of our students do not transfer because it is not their goal. Some go on to better jobs or certificates.

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.

3. Please comment on the faculty and staff sections.

Credit ESL and English Skills are facing a crisis due to the loss of four full-time faculty in the last five years. In English Skills, there is only one full-time faculty and in Credit ESL just two. At this point, there are number of projects that the programs would like to be involved in, such as creating a GED Center to serve ESL, bilingual, and native speakers seeking a GED. However, it is difficult to create such a project without full-time input. Simply put, the full-time faculty is stretched and cannot take on more work. There is much to be done, but the man power is lacking. College Skills is the largest department at College of Marin, but fewer than 20% of the teaching load is covered by our full-time faculty. Also, in English Skills, we need a reading specialist to help develop a strong reading curriculum.

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

Excellent program review for an excellent program. One caution: the alignment task force discussed under SLOs has been discontinued for the present. I would favor its reorganization to meet together across the three departments involved.

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 lab software (Focus on Grammar) for $4,000. I also support the 29 new computers for the Language and Culture lab.

3. Please comment on the faculty and staff sections.

The request should include $3,000 for coverage of staff in the ESL office who may be absent or sick. This office provides an essential student service that must be provided and currently there are no funds to cover absences.

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

5. Other comments