## 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>Michael Timmel</td>
<td>Primary Team Member</td>
<td><a href="mailto:michael.timmel@marin.edu">michael.timmel@marin.edu</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>budget requests</td>
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</tr>
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</table>

## II. Program Review Committee

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

## III. Vice President of Academic Affairs

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

## IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Instructional Equipment

## Basic Skills-English-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

<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>300 Students</td>
<td>Over $200 Each</td>
<td>English Skills</td>
</tr>
</tbody>
</table>

### Description and part number for ordering:

Computer desks and chairs for 14 computer stations

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>$200.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$2,800.00</td>
</tr>
</tbody>
</table>

### One-time expenses:

(e.g. construction, electrical, installation)

installation

### 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)

none

### 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.

A. 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.

Also, we need to serve ENGL 98 students. Since we do not have the necessary space, they now go to the Writing Center. In Fall 2011, the English Skills Lab will serve the ENGL 98 students. This change represents an increase of about 175 students.

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?

see above.

The EnglishSkills Lab serves over 300 students a semester and will serve more in Fall 2011.

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 II: Hardware for Lab and Classroom
Basic Skills-English-2010

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>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>300 Students</td>
<td>Monitor</td>
<td>English Skills</td>
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Description and part number for ordering:

<table>
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<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>$200.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$2,000.00</td>
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</table>

Type: College-wide
Discipline-Specific

New Open Lab 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.
   This request was made in 2008 and 2009. We have never received any reply to this request.

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 SLO's

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:

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>300 Students</td>
<td>Computer</td>
<td>English Skills</td>
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Description and part number for ordering:
Computers

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<td>$6,000.00</td>
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</table>

Type
New

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?
Six to seven sections of Eng 98 have been 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. Presently, these students fulfill their lab requirement in the WRiiting Center because the English Skills Lab cannot accommodate them.

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 should be attending our lab.
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
See SLO's for ENGL 98.

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:
Non-Instructional Requests

Part II: Other Non-Instructional Costs/Contract Services

This section will be filled out by the Department Chair

Basic Skills-English-2010

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>
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</tbody>
</table>

Description and part number for ordering:
Funding for non-instructional costs incurred by the College Skills Department.

Annual Cost 300.0
Previous Cost 0.0

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

When English Skills joined the College Skills department, no funds were given to cover non-instructional costs. The COSK office serves this program, which grew in July 2010 when six sections of ENGL 98 were added to the department, and, therefore, needs to have funds to cover office costs. Since English Skills has been added to the College Skills department no non-instructional costs were added to the department budget. This request was made in Program Review 2009. However, there has been no reply to this request. Since 2009, ENGL 98 has been added to the program, so the program has grown by 36 units a year. It would seem only logical that English Skills have some funds for the non-instructional costs that the College Skills office incurs.
### Faculty Members

**Basic Skills-English-2010**

#### 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
- Full-time, tenured: Yes

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Units</th>
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<tbody>
<tr>
<td>Summer 2009 TU</td>
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<tr>
<td>Fall 2009 TU</td>
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<tr>
<td>Spring 2010 TU</td>
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<tr>
<td>Reassigned (Total)</td>
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</table>

**Years of Service:** 20

**Specialty:** 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>
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<th>Year Retired</th>
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</thead>
<tbody>
<tr>
<td>Borenstein</td>
<td>Bonnie</td>
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**Status:**
- Shared W/other program
- Full-time, tenured: Yes

<table>
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<th>Time Period</th>
<th>Units</th>
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<tbody>
<tr>
<td>Summer 2009 TU</td>
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<tr>
<td>Fall 2009 TU</td>
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<td>Spring 2010 TU</td>
<td>3.5</td>
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<td>Reassigned (Total)</td>
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**Years of Service:** 6

**Specialty:** 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>
</tr>
</thead>
<tbody>
<tr>
<td>Carlson</td>
<td>Sharon</td>
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**Status:**
- Shared W/other program
- Adjunct, ETCUM: No

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**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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<tbody>
<tr>
<td>Drisdell</td>
<td>Lucas</td>
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**Status:**

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<tr>
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<td>Fall 2009 TU</td>
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**Years of Service:**

**Specialty:**

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

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<table>
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<th>MI</th>
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<tbody>
<tr>
<td>Hren</td>
<td>Kristen</td>
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<tr>
<td>Koenig</td>
<td>Karen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pasquel</td>
<td>Alicia</td>
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<td>Last Name</td>
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</tr>
<tr>
<td><strong>Patel</strong></td>
<td>Beth</td>
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<tr>
<td><strong>Status:</strong></td>
<td>Shared W/other program (s):</td>
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<tr>
<td>Adjunct, ETCUM</td>
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<td><strong>Summer 2009 TU</strong></td>
<td>Fall 2009 TU</td>
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<td>Specialty:</td>
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<tr>
<td><strong>Leadership:</strong></td>
<td>List involvement in committees or other service</td>
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<table>
<thead>
<tr>
<th>Last Name</th>
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<tbody>
<tr>
<td><strong>Simotas</strong></td>
<td>Michelle</td>
<td></td>
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<tr>
<td>Emergency Hire</td>
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<tr>
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</table>

<table>
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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timmel</strong></td>
<td>Michael</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Status:</strong></td>
<td>Shared W/other program (s):</td>
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</tr>
<tr>
<td>Full-time, tenured</td>
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</tr>
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<td>Specialty:</td>
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<td><strong>Leadership:</strong></td>
<td>List involvement in committees or other service</td>
<td>English Skills Lab Coordinator</td>
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<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Tjernell</strong></td>
<td>Larry</td>
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<td><strong>Status:</strong></td>
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<td><strong>Leadership:</strong></td>
<td>List involvement in committees or other service</td>
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</tr>
</tbody>
</table>
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.

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 FT faculty have retired. No units are 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 new FT faculty have been hired.
Blaze Woodlief retreated from management to faculty, but her FT load is shared by English, ESL, and English Skills.
Bonnie Borenstein also retreated. The majority of her load is in Communications.

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).

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

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 have been added to ENGLISH SKILLS. With these added section, the discipline has grown, 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.

We have enough faculty that are shared. English Skills needs FT faculty dedicated to English Skills only.
I. Current Support Staff
List of Support Staff

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

Leadership: List involvement in committees or other service

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

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

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

In July 2010, ENGL 98 became part of College Skills. This course has a mandatory one-hour a week lab component. ENGL 98 represents about 175 students, yet there was no increase in IS hours for the program. Since we are unable to serve these students, they now go to the Writing Center to complete their lab obligation. English Skills needs to increase the number of IS hours in order to serve these students in the English Skills lab. We believe that usually 6 weekly IS hours are assigned to each ENGL 98. Since the course has been transferred to College Skills, the number of IS hours should be increased.

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.
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. Also, since the program has grown, the English Skills lab should grow as well. With the increase of ENGL 98 students and the necessary furniture and computers, the lab may not be big enough. It may be necessary to reconfigure the space in LC 120.

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.

Right now because there are not enough computer stations, instructional specialists, and space, the English Skills program is not able to serve the ENGL 98 students in its lab.

3. Please comment on the faculty and staff sections.

As department chair, I strongly support the increase in Instructional Specialist hours and the hiring of two full-time faculty to replace those that the program has lost through retirement.

4. Other comments

By adding ENGL 98, the program has grown; however, there is still only one full-time faculty to shoulder the burden. As the program grows, so should the number of full-time faculty.