## I. Team Members

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<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
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<tbody>
<tr>
<td>Ingrid Kelly</td>
<td>Team Member</td>
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<tr>
<td>Windee Cottle</td>
<td>Team Member</td>
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<td>John Marmysz</td>
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<tr>
<td>John Sutherland</td>
<td>Team Member</td>
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## II. Program Review Committee

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<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
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<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>
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<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
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<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
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<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
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<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
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<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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## III. Vice President of Academic Affairs

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<tr>
<th>Name</th>
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<tr>
<td>Nick Chang</td>
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## IV. Board of Trustees President

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<th>Name</th>
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<tr>
<td>Eva Long</td>
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Program Overview—Introduction
English-and-Humanities-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.

1. Description

The allocation of teaching units for the Department has remained relatively constant for the past several years: 186.650 total, 3 of which are for Humanities and 15 for Philosophy. Class sizes range from 25 to 35 in Composition courses, with class maximums set slightly higher in electives, as well as in Philosophy and Humanities.

As of Fall Semester 2010, the full time faculty and their specialties will be as follows:

   Win Cottle: Developmental Writing, Reading, and Composition

   John Marmysz: Philosophy, Humanities

   Ingrid Schreck: Composition, Developmental Writing, Post Secondary Reading, Critical Thinking

   John Sutherland: Composition, Critical Thinking, American Literature, Children’s Literature

The specialties within the discipline are as follows:

   Composition
   Creative Writing
   Critical Thinking
   Literary Studies
   Philosophical Studies
   General Humanities
   Reading

   All courses above the level of English 120 are university-level transfer courses with articulation agreements in place with CSU, UC, and many private institutions, such as Dominican University. Put another way, only two of our offerings, English 98 and English 120 are pre-college, developmental courses. All Humanities and Philosophy courses are university-level transfer courses. A.A. degrees
are offered in English and Humanities.

As core courses for students, whether vocational or transfer, English offerings have maintained their scope and diversity even in the general atmosphere of decline that has befallen our college. Because of their appeal to life long learners and to essential issues that retain their appeal to all students, Philosophy and Humanities offerings, likewise, are healthy and diverse. Literature elective offerings are the exception to these facts, to some extent in keeping with a general cultural decline in literate skills and in the mass appeal of literature. Even so, our literature elective program when looked at as a whole is respectable for a school of our size. One factor that has helped preserve the elective offerings is the fact that we have been proactive in offering Distance Learning alternative deliveries for many of the Lit. courses: American Short Story, The Popular Novel, Detective Fiction, and Survey of English Literature. These DL offerings attract a new population of students and help us keep our enrollments up.

English offers a mode of delivery from basic Composition courses from 98 through 151 unique to the College of Marin: BC101, the Computer Writing Center. This facility enables us to modernize our delivery of Composition teaching by employing computers, word processing, web research and supplementary materials from the Internet. As many publisher's reps have told us, our facility is unique in that, rather than a computer lab where Composition lessons are supplemented, it is an actual classroom where student writers can write, edit, revise, research, collaborate, and more.

We offer classes throughout the day and evening hours and, on the Internet, extended into cyber time in English and Philosophy both.

We have formal partnerships with Dominican University and Mills College for mentoring graduate students in English as apprentices in the English classroom. We have formal and informal connections with UC Berkeley, San Francisco State University, and other institutions where our faculty has received fellowships, conducted research, guest lectured, taught courses, presented papers, and engaged in collegial exchange.

We have relationships with local writers organizations, the San Francisco Maritime Museum, and even the Wordsworth Trust in Grasmere, U.K. Additionally we have ties with national and state organizations such as NCTE, CCCC, NRA, NCCRA.

Philosophy Program
Currently the Philosophy Department consists of one full-time faculty member, John Marmysz. The department also keeps a list of qualified candidates for adjunct employment opportunities. In the Fall 2005 semester, the Philosophy Department offered only two classes. Currently the Philosophy Department offers at least four courses per semester on a regularly rotating schedule. All philosophy courses at COM transfer to four year institutions in fulfillment of the humanities requirement.

Since 2005, John Marmysz, has reorganized the philosophy courses at COM and has introduced an internet based Introduction to Philosophy course. During the Spring 2008 semester, two sections of this internet course will be offered in addition to the regular rotation of traditional courses.

Humanities
Current Analysis
The Humanities Department at COM is interdisciplinary in nature, with classes
cross listed between a broad spectrum of departments, including: History, Art, Ethnic Studies and Film. Most of these course offerings are scheduled at the discretion of the individual departments that cross listing is shared with. Four courses, Introduction to Humanities A, Introduction to Humanities B, Introduction to World Religions and Myth, Symbol and the Arts, are scheduled on a regular rotation by the Humanities Department itself. Currently I, John Marmysz, am the only full-time faculty member charged with coordinating this department. The Humanities Department does, however, maintain a list of qualified candidates for adjunct employment.

All Humanities courses at COM transfer to four year institutions in fulfillment of the humanities requirement. COM also offers an AA degree in Humanities that requires students to sample a broad range of courses in such diverse areas as: Architecture, Art, Ethnic Studies, Dance, Communications, English, Music and Philosophy.

II. Program Purpose
Pathway:
Briefly describe how your program fits into the pathways you have chosen.

English department course offerings are designed to guide our students toward a number of closely-related goals: we want our students to develop critical thinking abilities, to be aware and appreciative of their own and other cultures, and to pay disciplined, informed, and critical attention to language in print and visual media as well as in their own writing. Our faculty serves an increasingly multiracial and multiethnic student population, as well as the wider community. The faculty is committed to helping students learn to understand, interpret, and analyze a variety of texts from different ages and social contexts, and in different genres. The faculty encourages students to develop as writers and thinkers, learning to express their own opinions and to incorporate information and critical opinions of others. Guiding students to consider multiple perspectives, which both challenge and confirm their own developing points-of-view, accomplishes these goals.

The focus of English studies at its inception was on close readings of literature from Great Britain, Germany, France, and later the United States. Such curricula have failed to take into account changes in population patterns, developing technologies, and intellectual thought. Recognizing the shortcomings of traditional models, and in order to respond to the new developments in Literary and Composition theory as well as to meet the needs of our students in the new century, the English Department revised many of its courses during the Discipline Review process of 1998, requiring that specific attention be paid to issues of gender, race, class, sexuality, and multinational studies. A revision of the program and the major has provided students and faculty with new perspectives, which we expect to be the foundation of our work in the next decade. All of our current course offerings immerse students in approaches to writing and reading that are firmly grounded in contemporary theory. This is a practice that requires ongoing professional development and constant adjusting and refining. Above all, our goal is to enable our students to join us as careful discerning readers, incisive writers, critical scholars, scholarly critics, and innovative thinkers. We expect that these critical thinking abilities will allow students to draw connections between the intellectual activities of the classroom and the world.

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

Demographics (Students in English Humanities courses)

<table>
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<th>Age, gender, ethnicity</th>
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<tr>
<td>Age 24 and under:</td>
<td>70%</td>
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</table>
25-29: 8.7%
30-34: 4.9%
35-49: 11%
50+: 2.7%
Male: 44.2%
Female: 55.8%
Am. Ind: .4%
Asian: 8.3%
Black: 4.6%
Hispanic: 14%
White: 63.5%

Age 24 and under: 0-70%

25-29: 8.7%
30-34: 4.9%
35-49: 11%
50+: 2.7%
Male: 44.2%
Female: 55.8%
Am. Ind: .4%
Asian: 8.3%
Black: 4.6%
Hispanic: 14%
White: 63.5%

*Additional data re: grades, success rates, etc. in research attachment.

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

The English Department at College of Marin has a long tradition of high standards and an impressive success rate for transfer students. As we now serve an increasingly multiracial and multiethnic population, we have tried to adapt our approach to accommodate our student demographic. The English sequence offers broad opportunities for transfer students in addition to providing a solid foundation for our many
students who are seeking an A.A. degree.

Our course offerings, though diminished, are still as varied as circumstances allow: a sequence of composition courses designed to prepare our students for English 150/151 or 155, the English 1A/1B equivalent, which transfers to the UC or CSU system. In addition, we offer electives and are continually trying to rebuild the elective program.

The English department's writing program is sound. Typically, students from College of Marin do well in English and other classes that require writing after they transfer. In fact, College of Marin students who transfer to San Francisco State consistently outperform San Francisco State's students on the Junior English Proficiency Essay Test.

As enrollment at College of Marin has declined, the composition of the department has changed dramatically. We used to have more than a dozen full time English faculty, in addition to the instructors in Philosophy/Humanities. Continuity and consistency were easy to maintain. By the end of this semester, however, we will have just five full-time English faculty and one full-time instructor in Philosophy/Humanities. Our part-time faculty are skilled and dedicated, but it is understandably difficult to coordinate course expectations and grading standards when many of our instructors must rush to other colleges to fulfill the rest of their teaching obligations.

To some extent, declining enrollment college-wide has also affected the English Department's course offerings. The elective program, formerly very diversified and a major draw for the larger community, shrank dramatically when the college began charging substantially higher fees to students who already had a B.A. degree -- a significant proportion of Marin County residents. Despite eventual adjustments in fees, we have never fully recovered from that setback. When electives are not offered at College of Marin, students often look elsewhere for the classes that interest them. At least, we should promote more cross discipline classes, for example, The Renaissance in the Humanities (including writing, art, and history), or Native American writing, paired with history.

The Instructional Specialist program has been an integral part of the English Department for forty years. These dedicated professional have provided invaluable service to the program under a succession of various titles -- initially Readers, then Instructional Assistants, Instructional Aides, and finally their current title, Instructional Specialists. Without them, we could not possibly provide the accessible tutoring, specific conferencing, and detailed feedback on student writing that is essential to good composition pedagogy. They are patient and knowledgeable tutors as well as valuable adjuncts in course planning, pacing, and presentation.

This program has flourished for longer than most of us have been associated with College of Marin. In the late 1960s, the cap in developmental composition classes was raised from approximately 20 students to as high as 45 per class; in exchange for this cost-saving measure, English faculty were assigned Readers to assist with the overwhelming paper load. Readers evaluated student essays, graded grammar and mechanics tests, and eventually tutored students and assisted in classrooms if requested by the instructor. In the 1980s, their title changed to Instructional Assistants as their job description expanded to include more tutoring and staffing the Writing Lab. In the 1990s, the enrollment cap for developmental writing courses was finally lowered to 35, where it remains. Their current title, Instructional Specialist, accurately captures the level of expertise required for the complexity of their job: anything from tutoring students on the fine points of punctuation, or helping them to organize ideas to accommodate different rhetorical modes, or explaining logical fallacies, to helping students to analyze poems, plays, or novels.

Instructional Specialists are particularly valuable to the overall consistency of the program because they see at close range the various skills that are required for each course in the English sequence and thus can help students most effectively. They can anticipate which reading selections are likely to confuse students, and can assess which approach will be most effective. For several decades, a typical pattern has prevailed: After several years, an I.S. may compete for a part-time teaching position; and after several more years, may ultimately compete for a full-time
teaching position, should one eventually arise. Although this pattern is certainly no
guarantee of employment, it does promote and maintain essential continuity,
consistency, and norming of course standards at various levels.
The Instructional Specialist program should remain essentially as it is, under the
direction of faculty who are most familiar with the particular needs of students in a
given course each semester. Many students in English 151/155 still need guidance in
addressing more challenging topics as well as thorough feedback on their papers.
These specific concerns cannot be adequately met by extending lab hours. The
administration claims that the program has been abused, but in that case the logical
approach would be to address specific cases instead of dismantling a program that has
worked for forty years.

The proposed merger of the English Department with Basic Skills may appear to be a
logical next step, if only because we now have fewer faculty. However, having seen
both departments from the inside, I am convinced that this proposal deserves much more
thorough and informed evaluation. Prior to teaching in Basic Skills (the block
sequence, then numbered English 60, 61, etc.) I was a Reader -- back when
Instructional Specialists were called Readers -- for three Basic Skills instructors,
and I am convinced that there are fundamental differences between the two departments:
In the Basic Skills Department, an important part of the focus is on building
confidence, whereas in the English department, much of the focus is on preparing
students for the rigors of transfer. Basic Skills classes are typically small, whereas
English classes can have 35 students. The grading standards in Basic Skills are more
relaxed (as Carol Adair often said to her class, "We're just babies.") while the
grading standards in English are typically more stringent. In Basic Skills classes the
level of support is often generous -- understandably, as students need and deserve
help at that level -- but in English classes that support is spread thin, so students
are expected to work independently. Finally, the approach to the material is
different: in Basic Skills, lots of drill; in English, critical thinking, more
nuanced analysis. None of this is intended as a judgment, but only to point out the
many differences that will not be resolved by summarily joining us at the hip.

Attachments:
List and briefly describe any attachments

11. Philosophy Program

Philosophy

Current Analysis

Currently the Philosophy Department consists of one full-time faculty
member, John Marmysz. The department also keeps a list of qualified candidates for
adjunct employment opportunities. In the Fall 2005 semester, the Philosophy Department
offered only two classes. Currently the Philosophy Department offers at least six
courses per semester on a regularly rotating schedule. All philosophy courses at COM
transfer to four year institutions in fulfillment of the humanities requirement.

Since 2005, I, John Marmysz, have reorganized the philosophy courses at
COM and have introduced an internet based Introduction to Philosophy course. Each
semester, two sections of this internet course will be offered in addition to the
regular rotation of traditional courses.

Student enrolment in philosophy courses has dramatically increased at COM
since 2005. During the Fall 2005 semester, there were a total of 75 students who
completed philosophy courses. During the Spring 2006 semester, a total of 101 students
completed philosophy courses. During the Fall 2006 semester, 93 students completed
philosophy courses. During the Spring 2007 semester, 103 students completed philosophy
courses. During the Fall 2007 semester, there were 185 students enrolled in philosophy classes. During the Fall 2008 semester there were over 187 students who completed philosophy courses. During Spring 2009 semester over 189 students completed philosophy courses. During the Fall 2009 semester over 175 students completed philosophy courses. During the current, Spring 2010 semester there are over 200 students enrolled in philosophy classes.

Student satisfaction with the quality of philosophy courses at COM is consistently high. In addition to routine yearly administrative evaluations, I administer student satisfaction surveys each semester. The aspects of philosophy courses that students commonly highlight as strengths are the following: good organization, instructor enthusiasm, productive and intense class discussions, interesting material.

Future of the Department and Projected Needs

Given the documented increases in student enrollment and documented student satisfaction, I would recommend an expansion of the philosophy program at COM. Future plans should include the introduction of more diverse course offerings, more web based classes, more evening classes and the development of an AA degree program in philosophy. Expansion of this sort will require the hiring of new faculty, both adjunct and full time.

It has been suggested by the administration that the Philosophy Department be moved from its present home in the English Division in order to be housed in the Communications Division. After a great deal of consideration and research, I have come to the conclusion that the future of this department would best be served by retaining its current place in the English Division. The reasons supporting this conclusion are as follows:

1. Our committee's survey of California Community Colleges shows that there is no unanimity among colleges concerning where to house a philosophy department. It appears that philosophy departments are sometimes housed in departments of Communication, but just as often they are housed in departments of English, Social Science and even departments of Art.

2. The Philosophy Department has a tradition of being housed together with the English Department here at COM. Unless there is a very compelling reason to disrupt this tradition, this partnership should be respected.

While points #1 and #2 do not establish that Philosophy and English should necessarily remain together in the same division, they do suggest that there is no categorical reason why they should not stay in the same division. The following reasons lead me to conclude that in our particular circumstance, it would be best to retain the Philosophy Department within the English Division:

3. The missions of the English Department and the Philosophy Department at COM compliment one another. Both emphasize the development of critical thinking skills through reading, writing and the analysis of texts. Much of the literature studied in English classes is also studied in philosophy classes, and most philosophy classes are predominately focused on the reading and discussion of classic texts.

4. While there is some overlap in the sorts of material treated by the Philosophy and the Communications Division, the overlap is nowhere near as pronounced as that between Philosophy and English. Certainly the Communications Division is concerned with fostering skills in critical thinking, persuasion and communication. Nonetheless, the emphasis of the COM Communications Division, as stated in the college catalogue, is on mass media, television and film. It is true that philosophy has
something to contribute to all of these fields, but the philosophical approach of our department, as mentioned above in #3, is on classic texts rather than contemporary media.

5. There is a friendly working relationship that has developed between myself and other members of the English Division and this relationship is conducive to cooperative projects within the Division, which contributes to an enriching and lively environment for students. Since joining the faculty at COM, I have developed a team taught a course with a member of the English Department and conferred with other members of the English Department on the development of internet based classes. In addition, I have been mentored by members of this Department. Such familiarity fosters a creative and productive atmosphere that is good for everyone involved.

For all of these reasons, I suggest that the Philosophy Department remain housed within the English Division.

12. Humanities Program

Humanities

Current Analysis

The Humanities Department at COM is interdisciplinary in nature, with classes cross listed between a broad spectrum of departments, including: History, Art, Ethnic Studies and Film. Most of these course offerings are scheduled at the discretion of the individual departments that cross listing is shared with. Four courses, Introduction to Humanities A, Introduction to Humanities B, Introduction to World Religions and Myth, Symbol and the Arts, are scheduled on a regular rotation by the Humanities Department itself. Currently I, John Marmysz, am the only full-time faculty member charged with coordinating this department. The Humanities Department does, however, maintain a list of qualified candidates for adjunct employment.

All Humanities courses at COM transfer to four year institutions in fulfillment of the humanities requirement. COM also offers an AA degree in Humanities that requires students to sample a broad range of courses in such diverse areas as: Architecture, Art, Ethnic Studies, Dance, Communications, English, Music and Philosophy.

In 2005, I undertook a discipline review of the Humanities program at COM. In the process of conducting this review I came to understand the difficulty involved in overseeing such a broad and interdisciplinary program. Because of the fact that classes from so many different departments are cross listed as Humanities classes, it is quite difficult to monitor the content, scheduling and quality of the courses offered.

In Fall 2005, I taught two courses with a total enrollment of 63. In Spring 2006, I taught two courses with a total enrollment of 81. In Fall 2006, I taught one course with an enrollment of 26, and in Spring 2007 I taught one course with an enrollment of 38. In the Fall 2007 semester I taught one Humanities course with an enrollment of 31. During the current semester, Spring 2010, I am teaching one Humanities course with an enrollment of 51.

Student satisfaction with the Humanities courses, as measured by the
surveys I administer each semester, tends to be very high, although there are some courses that appear to be better received than others. In particular, the courses in World Religions and Mythology appear to be particularly popular. This course consistently has very long waiting lists and many students are turned away each semester that it is offered. I cannot vouch for the popularity or quality of the courses I have not taught as there is no standard survey that is applied consistently and campus wide in order to make this measure.

**Future of the Department and Projected Needs**

Given the diverse nature of the courses offered by the Humanities Department, the difficult complications that are involved in overseeing this program and given that the college offers an AA degree in this field, I would suggest that in the future, a full time faculty member, with a degree in Humanities, be hired whose exclusive duties are to teach Humanities courses and coordinate and review this program.

It has been suggested by the administration that the Humanities Department be moved from its present home in the English Division in order to be housed in the Communications Division. After a great deal of consideration and research, I must remain neutral on this issue. What follows are relevant facts that should be taken into consideration before any final decision is made on this issue:

1. Our committee's survey of California Community Colleges shows that there is no unanimity among colleges concerning where to house a humanities department. It appears that humanities departments are sometimes housed in divisions of Communication, but just as often they are housed in divisions of English, and even departments of Art. Humanities divisions also sometimes appear as autonomous divisions.

2. Unlike the Philosophy Department, which clearly has more affinities with the English Department than with the Communications Department, the Humanities Department does share crossover with courses offered in the Communications Department. For instance, film history courses such as HUM 109A and 109B are cross listed as Communications courses.

3. However, many of the courses offered in the Humanities Department do focus on classic literature and texts that cross over with the content of courses in both Philosophy and English. Introductory Humanities courses such as HUM 100A and 100B, for instance, deal with themes from the history of literature and philosophy. Additionally, the courses in World Religions and Mythology are often, and in my opinion best, taught from a philosophical perspective.

By its very nature, the Humanities Department is interdisciplinary. Taking this into account, there may be justification for housing it within any number of divisions. However, since there is a tradition at COM of the Humanities Department being housed along with the Philosophy Department in the English Division, any changes to this structure should be treated carefully and with due consideration.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan. English-and-Humanities-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: A good proportion of the students, but not a clear majority

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: To a great extent/ a majority of the students

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: To a great extent/ a majority of the 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: Exclusively/ primarily
Transfer Major: Some students

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

III. How does your program/discipline help students meet these goals?

IV. How do you measure your success?

V. How do you make sure your students are able to get through your program in a timely fashion?
Student Access and Success
English-and-Humanities-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?

Student access could be improved by offering courses in different modalities. Creating hybrid and online courses at all levels, including basic skills would improve access. Our at-risk students need classes that offer more flexibility. Offering online sections and hybrid sections would likely increase student success since students are challenged with finding a class that fits into their work schedule. Recent research for basic skills students also indicates that this at-risk population would also benefit from online, or hybrid instruction which offers more flexibility with work schedules.

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 us 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 numbers in English 98 and 120 courses indicate low rates in moving to the next level of English. Informal student surveys indicated these low success rates are related to weak time management and study skills. Many students in these classes work full time or part time, have children and school is not the first priority in light of these other demands. Learning strategies to help balance these demands would likely help this population.

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.

Retention in English 98 and 120 would likely be improved if we offer a variety of modalities for each course in the sequence. Offering students traditional, hybrid, and online sections for each level would likely help in student retention and success as life demands often get in the way of these at risk students. If these students had the opportunity to check the class work online, to attend class once a week instead of twice, to find a course that they can fit into their lives which often includes children or work responsibilities, then the likelihood of finishing the course is more likely.

Students in English 98 and 120 who struggle with the academic course material would benefit from reading instruction, smaller class sizes, as well as linked courses to bolster their connection and skills to reading and composition. The department has incorporated some of these ideas but emphasis on teaching reading strategies and aligning course objectives throughout the composition sequence should continue in order to increase success and retention from one class to the next in the composition series.
The absence formalized mechanism for outreach to these students by a Basic Skills Counselor and/or by teachers/tutors could also be a barrier to student 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
- Faculty availability
- Facilities & technology
- Professional development

Other:

Student success and retention would be greatly improved by access to different classes in different modalities which also include training and support for using these different modalities. If we offer online or hybrid sections, we also need to offer student orientations, online support services and recruitment/outreach services to insure the success of these new modalities.

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

Harlan Center has no handicap accessibility to the upstairs offices.

Harlan Center needs Smart Classrooms desperately.

BC 101 is used primarily by English students and needs increased funding to maintain computers/monitors/printers, etc

LC 110, the campus Writin Center, is using computers that are over 9 years old. These computers need replacement and upgrades; additionally, more computers in the Writing Center would provide students with more support. These computers are in high demand and students must often wait to get a chance to access a computer.
Curriculum
English-and-Humanities-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.

   Course outlines have been regularly updated. We are again in the process of updating.

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.

   We will revise after our Alignment Project is complete and after the abrupt shift of English 98 into College Skills has taken place.

   We're also looking at a 2 year study of the IS Program, during which we will conclude the above studies and look at other schools' IS Programs.

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.

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.

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.

   The philosophy department plans on adding more online classes, but this depends on the hiring of additional full-time and part-time faculty.

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.
Technology Requests
Part I : Software
English-and-Humanities-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.

Priority: To Support: Category Discipline Area
01 Students Discipline-Related Software English

Description and part number for ordering:
A tracking system to replace the outdated Positive Attendance—Argos is a possible solution if we could have training

Qty. Unit Cost: Tax: Shipping: Total:
0 $0.00 $0.00 $0.00 $0.00

Type How often? College-wide Discipline-Specific
None None None

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?
   B

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)

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?

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?

Currently, the Positive Attendance tracking system in LC 110, COM's Writing Center, does not accommodate existing students because it requires a student's social security number for all students to log in. This outdated system is an inconvenience to foreign students and non-citizens who do not have SSNs and are therefore not able log in. The SSN log in procedure should be replaced with the student MOO as well as more sophisticated options for monitoring student access and usage patterns. Eventually students would benefit from this new procedure because it would let us treat all students the same and also could lead to improved scheduling of support staff.
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

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

   This change would enable us to make measurements so that we can make future planning.

Additional Justification for this item:
## Technology Requests

### Part II: Hardware for Lab and Classroom

#### English-and-Humanities-2009

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

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>250 Students</td>
<td>Printer</td>
<td></td>
</tr>
</tbody>
</table>

### Description and part number for ordering:

Monitors in BC 101

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>$130.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$1,300.00</td>
</tr>
</tbody>
</table>

Type: College-wide

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

Replacement of monitors is needed. The monitors are 3 years old, and monitors have been breaking down unexpectedly.

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

Could be shared by Testing/Assessment

### 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?
   - A

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?

   Monitors are necessary for students to complete work in English courses, since courses are taught using Blackboard, the school's CMS. Monitors are also necessary for students to take COM's placement exams.

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 classroom seats 35, and when monitors are in need of repair, students do not have their own station to work at.

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

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

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>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>250 Students</td>
<td>Printer</td>
<td>English/Assessment and Testing</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**
printers to replace 9 year old printers in BC 101

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>$300.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$1,200.00</td>
</tr>
</tbody>
</table>

**Type**
Replace

**Discipline**
College-wide
Open Lab

**Specific**
Classroom use

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
Printers are 9 years old. In BC 101, printers are being used by the Testing Office during Math and English placement exams, which is an extra burden on the equipment.

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

**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

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?

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

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

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

   The printers are old. The school has a 3-5 year replacement policy which these printers have outlasted, since they are 9 years old.

Additional Justification for this item:
## Faculty Members
### English-and-Humanities-2009

### I. Program Faculty

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

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

**Status:**
- Shared W/other program (s):
  - No

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

**Years of Service:**
- 6

**Specialty:**
- Reading, Composition

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

The English Department as of the end of this spring 2010 semester will have just three full time instructors--John Sutherland, Win Cottle and Ingrid Kelly--two of whom (Kelly and Cottle) have been approved for sabbatical beginning spring 2011.

Within the last 6 years, 7 full-time instructors have retired from the combined English/Humanities Dept: John Taylor, Eugenie Yaryan, Leah Shellida, Nancy Cavendar, Janet Mackintosh, Donna Monahan, David Rollison and (as of the end of spring 2010) Sandra Douglass.

**NO POSITIONS HAVE BEEN REFILLED!**

Two other instructors, Larry Tjernell and Blaze Woodlief, teach one to two class in English per semester.

The remainder of the courses are taught by ETCUM’s (10), instructors from the part-time pool (3) and emergency hires (5).

The English Department desperately needs to fill full-time openings!

Philosophy also needs a new full-time hire since the retirement of Leah Shellida has left a vacancy and Philosophy classes are bursting.

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**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>Cottle</td>
<td>Win</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Full-time, tenured
- No

**Years of Service:**
- 6

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

Win Cottle co-coordinates the Writing Center and supervises the implementation of placement testing for the department. She is also involved in numerous committees.
involving technology and curriculum development.

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>Kelly</td>
<td>Ingrid</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status: Shared W/other program (s): Full-time, tenured 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>00.000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Years of Service: 9

Specialty: Composition, Reading, Literature, Critical Thinking

Leadership: List involvement in committees or other service

Ingrid Kelly currently co-coordinates the campus-wide Writing Center, the Online Writing Center and the English Writing Classroom (BC 101).

The Online Writing Center provides online access to tutoring for students, an important student service at the college which supports teaching in different modalities to support student needs. The English Department has traditionally been a key support for offering students in all disciplines with help in writing. Ingrid Kelly is also involved in the planning of the Distance Education program at the college, participating in the Program Review process and in the technology planning for the college.

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.

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?

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.

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.

Cutbacks at UC and CSU have impacted English and Philosophy classes at CoM. Our unit allocation has risen steadily and we have constantly filled all classes.

Due to 7 recent retirements, we desperately need full-time replacements in both disciplines.

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.

http://programreview.marin.edu/TUReportFaculty.jsp 2/23/2010
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.

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
English-and-Humanities-2009

I. Current Support Staff
List of Support Staff
Name: Type Purpose: Hours/Week To support:
Instructional Specialist Other 20 30 Classes

Leadership: List involvement in committees or other service
Approximate Cost: $5,000

Recent reduction and redistribution of Instructional Specialist hours has made student access inequitable; the Department fall 2007 advocated for the Instructional Specialist program, yet the redistribution was conducted against Department wishes. Currently, a study group is being formed to study the IS configuration. At least three Department members are taking part in the study.

In question is the reduction and/or elimination of Instructional Specialist hours from upper level, transfer courses. These courses (E 150, 151 and 155) put greater demands on student writing, so the impact of the reduction of hours in the IS program on students in these upper level transfer courses must be studied thoroughly in order to ensure that our students receive equitable support.

Additionally, the recent implementation of Accuplacer has impacted students in upper level courses, and we are still in the beginning stages of determining the accuracy of placement. In spring 2007, we made adjustments to placement scores; however, consensus in the Department is that further adjustments must be made to ensure student success. Many students have been inappropriately placed in English 150, and the reduction of IS support has proven detrimental to overall student success in this class level. A rigorous study in the interest of student success must be undertaken, and we have determined to continue such study.

Furthermore, the inaccurate placement endangering student success entails, by Department consensus, that we reinstate a writing component to the existing placement test. For this writing test, we will need additional Instructional Specialist support hours to monitor placement results, the exact number of which must be determined by further investigation.

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>Full-Time</td>
<td>37</td>
<td>0 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?

Due to administrative agendas to cut costs and increase spending in the Basic Skills

http://programreview.marin.edu/TUReportSS.jsp

2/23/2010
areas, the IS Program has been decimated in recent years. With the influx of students, the English Department needs additional full- and part-time IS support. Recent redistribution of IS hours under the guise of "equitability" have left nearly all transfer students without any IS writing support.

We need additional support so that ALL students in the English sequence have equal IS support.

**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
English-and-Humanities-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.

The English Department offers tutoring to all CoM students in any discipline supporting student success at the college. In fact, WASC recognized the important role the Department plays in student access and success by indicating that one of the strengths of the college was the development and implementation of the Online Writing Center which offers students access to tutors 24/7.

Our English Writing Lab facility, LC110 is poised to become a College Wide Writing Center where any COM student can receive help with writing projects. Currently, the Online Writing Center offers 24/7 assistance with writing projects to COM students. We have begun to explore reviving tutoring connections with Behavioral and Social Sciences, helping their students with term papers and reports. We have begun discussions with Library faculty on ways to incorporate fully developed research components into Composition courses and have begun exploring ways to partner English and Library on the information competency requirement that looms on the horizon.

Partnerships
Following the model of our agreements with Dominican University and Mills College, we wish to pursue the same kind of mentoring agreement with SFSU as well as maintain and strengthen the ties described at left. We will encourage a revival of the Josephine Miles Fellowship with U.C. Berkeley in which community college English faculty were reassigned to a semester's teaching undergrads at Berkeley.

Student satisfaction with the quality of philosophy courses at COM is consistently high. In addition to routine yearly administrative evaluations, student satisfaction surveys are administered each semester. The aspects of philosophy courses that students commonly highlight as strengths are the following: good organization, instructor enthusiasm, productive and intense class discussions, interesting material.

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).

The English Department could better improve access and success of students if the following key resources were provided:

1. Hiring of at least 4 full-time instructors

The English Department has had 7 retirements with no replacements in 7 years. The department will only have three full-time instructors in English by fall 2010, so hiring at least 4 new tenure-track instructors is a vital goal.

2. Upgrades to the Writing Center (LC 110)

The English Department has been a leader in providing all COM students in any discipline with a Writing Center, a student service that provides writing support to all students at COM. More and more students use this service each term; as a result, the equipment is in much need of upgrade and repair. The Writing Center houses computers and monitors that are over 7 years old. Due to the increased traffic over the past few semesters many students are not able to work on the computers or must wait in line to use the equipment. Upgrading and purchasing more computers to serve the students would benefit their access and success.

3. Increased staffing the Writing Center.
The Department coordinates a traditional Writing Center and an online (virtual) Writing Center to meet the varied needs of students and to offer access to students who may be unable to visit a tutor in person. Both of these services require the staffing of Instructional Specialists to tutor students. Increased hours for the staff would enable the department to expand tutoring hours for night classes and early morning classes.

Current arrangement is unfair to transfer students who need as much if not more help than basic skills students.

4. More course offerings in diverse modalities.

Offering courses in a variety of formats, traditional with web enhanced tools, hybrid, and online would allow students to choose the format that they are most comfortable with and that works best with their schedule. The ultimate goal of offering English 98, 120, 150 & 151 in these varied formats would provide students with improve access to these courses. Many students have difficulty completing their educational goals, especially if they cannot kind a traditional course to meet their schedule needs. Offering hybrid and online formats each semester would provide students with these alternative courses to meet these scheduling demands.

5. Upgrades to the computer classroom (BC 101).

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

6. Improved faculty training opportunities and Coordination with the Distance Education Program in using online tools for courses.

Instructors should be encouraged to develop online tools such as Blackboard web sites to use in conjunction with their existing courses. Offering instructors and students access to online course management systems like a Blackboard site would also encourage the development of more hybrid and online courses in the department. These tools would also allow students access to instructional materials such as handouts and syllabi throughout the semester.

Data/Background/Explanation of key resource needs:

Need for Full-Time Instructors:

English Courses alone serve approximately 1,000 students per semester, and recent retirements have depleted our full-time instructional staff. In the fall 2010 semester the English Department will have only 3 full-time English instructors. The majority of the teaching units in the English department are earmarked for part time staffing. This is in excess of three full time positions. Clearly the College needs to hire new full-time English instructors. Four full-time positions are needed due to recent retirements and program growth.

Furthermore, enrollments in Philosophy and Humanities course have surged with hiring of John Marmysz, calling for another full-time instructor to serve student demands in these fields. Along with the need for additional full-time instructors is both English and Philosophy/Humanities, we request office space-holders for the new members of our Department. Once hired, English/Humanities instructors will need offices in Harlan Center where they can most effectively communicate with their colleagues in the Department. Proximity to other Department members is crucial in networking among instructors as well as being essential for student access.

The Philosophy and Humanities programs are quite healthy as well and a part time pool should be developed immediately. It's conceivable that with careful enrollment management, an additional full time Philosophy/Humanities instructor could be hired within the next year. In order to continue to offer students access to quality education and to insure
success services like the Online Writing Center, online class offerings and offerings in different modalities must be supported, specifically by making sure these services and the DE program has strong leadership and administrative support. Currently there is no such position at the college. Other colleges have a separate staff member whose job it is to run the Distance Education program. Hiring such a staff person, like a Coordination for DE Courses, would insure that these online services and courses would be supported.

The English Department students and students in other departments would benefit from a strong Distance Education program. The DE program could offer training and support for students and faculty in the development and maintenance of online tools for teaching and learning.

**Professional Development**

Ongoing technology training is needed in order to encourage the use and development in existing courses. Additionally, professional development workshops on issues such as plagiarism, copyright laws, ESL and DSPS tutoring and initiating a professional lecture series such as Bay Area Writer would improve the program.

Instructional Specialists are particularly valuable to the overall consistency of the program because they see at close range the various skills that are required for each course in the English sequence and thus can help students most effectively. They can anticipate which reading selections are likely to confuse students, and can assess which approach will be most effective. For several decades, a typical pattern has prevailed: After several years, an I.S. may compete for a part-time teaching position; and after several more years, may ultimately compete for a full-time teaching position, should one eventually arise. Although this pattern is certainly no guarantee of employment, it does promote and maintain essential continuity, consistency, and norming of course standards at various levels.

The Instructional Specialist program should remain essentially as it is, under the direction of faculty who are most familiar with the particular needs of students in a given course each semester. Many students in English 150, 151/155 still need guidance in addressing more challenging topics as well as thorough feedback on their papers. These specific concerns cannot be adequately met by extending lab hours. The administration claims that the program has been abused, but in that case the logical approach would be to address specific cases instead of dismantling a program that has worked for forty years.

**Need for Additional Instructional Units:**

Due to budget cuts on the state level in California, the CSU system alone has announced that it will turn back approximately 10,000 students next year. This number warrants that we brace for the projected influx of students. In fall, 2008, VP Martinez directed Dean Snyder to open additional sections based on projected fallout form the UC and CSU systems, and we opened three new sections in the English composition sequence. Additionally, because of Janet MacKintosh?s retirement, one course that she developed, taught and brought to popularity, English 237, The Literature of American Cultures, was canceled due to low enrollment as it was listed in the schedule as being taught by a junior member of the Department. We have always maintained that a diverse curriculum is crucial to the well-being of the Department?s offerings and to the general health of the overall offerings of the college. Transfer students, in particular, need a rounded curriculum from which to acquire necessary transfer requirements, and lifelong learners have been a mainstay of the Department?s elective offerings. Though English 237 was canceled in the fall 2008 semester, the projected influx of UC and CSU students, as well as the need for a well-rounded list of offerings, speaks to the need to continue the units for this and other electives. English 237 fulfills transfer requirements in several areas including cross-cultural.

**Need for Additional Instructional Specialist Hours:**

Recent reduction and redistribution of Instructional Specialist hours has made student access inequitable; the Department fall 2007 advocated for the Instructional Specialist program, yet the redistribution was conducted against Department wishes. Currently, a study group is being formed to study the IS configuration. At least three Department members are taking part in the study. In question is the reduction and/or elimination of Instructional Specialist hours from upper level, transfer courses. These courses (E 150, 151 and 155) put greater demands on student writing, so the impact of the reduction of hours in the IS program on students in these upper level transfer courses must be studied thoroughly in order to
ensure that our students receive equitable support.

Additionally, the recent implementation of Accuplacer has impacted students in upper level courses, and we are still in the beginning stages of determining the accuracy of placement. In spring 2007, we made adjustments to placement scores; however, consensus in the Department is that further adjustments must be made to ensure student success. Many students have been inappropriately placed in English 150, and the reduction of IS support has proven detrimental to overall student success in this class level. A rigorous study in the interest of student success must be undertaken, and we have determined to continue such study.

Furthermore, the inaccurate placement endangering student success entails, by Department consensus, that we reinstitute a writing component to the existing placement test. For this writing test, we will need additional Instructional Specialist support hours to monitor placement results, the exact number of which must be determined by further investigation.

Need for Study of Proposed Merger of English, Basic Skills Labs:

Original Program Review findings point away from merger of Basic Skills and English. In issuing the call for our fall 2007 Program Review, President White guaranteed the Departments that she would honor the results of the program review as to the department structure, whatever it is determined to be through program review. The Review concluded that in the interest of student success, the departments should not be combined.

However, a new proposal out of the Basic Skills Initiative is to combine the English writing Lab with the Basic Skills Writing Lab. As this is a new development, one not suggested in either the Basic Skills Program Review or the English Review, it will need thorough study. A call for participants has gone out through the Academic Senate, and volunteers from the English Department have already committed to take part. Perhaps thorough study is needed. However, the English Program Review includes thirty years of research compiled and prepared by Hunter R. Boylan and D. Patrick Saxon through the National Center for Developmental Education, which shows that the key to successful remediation are remedial courses that have coordination and communication afforded by a centralized structure. The research also shows that successful remediation includes coordination between instruction and the labs. Thus, the English Review suggests that improved coordination among remedial courses including coordination in the labs is a means of better supporting our students. It is reasonable to conclude that our students could be more successful if teachers who work in the labs across the composition sequence had coordinated curriculum and opportunity share their strategies in a centralized location.

Distance Learning Offerings

Offering more sections of online courses in the English program at CoM would serve student needs at COM by offering courses that are more accessible. Online and hybrid sections of developmental English classes (English 120 and English 98), online and hybrid sections of English 150 and online and hybrid sections of English 151 should be offered every semester to promote growth of the online offerings.

Additionally, supporting online student services by staffing and running the Online Writing Center will help with student retention. The OWC offers online tutoring for all students enrolled in the area of writing. Student surveys indicate that the tutoring support offered by the Online Writing Center in addition to the on-campus tutoring service has helped to improve writing and success in classes.

Recent research shows that in states of economic decline (like the one the nation is currently facing) students turn to community colleges for retraining or for continuing to pursue educational goals. Research also confirms an increased demand for Distance Education classes. According to Ken Nathar, a Specialist in the Academic Planning & Development System Office for California Community Colleges, the Distance Education Report for the period of FY 1995/96 though 2005/06 that was presented to the Board of Governors at their July 9th, 2007 meeting indicates that:

During the downturn in the state economy beginning in FY 2002/03, system-wide the student enrollments in traditionally delivered courses (i.e., classroom-based, face-to-face) declined. Beginning in 2003/04, traditional student headcount declined 10.1%; in FY 2004/05, another 9.7%; and, most recently, in FY 2005/06, 6.2%. Since FY 2002/03, the colleges have lost over 463,000 student headcount, a drop of 17% in the traditional student headcount.

In contrast, since FY 2002/03, DE student headcount grew by nearly 55%, adding 106,823 students to the DE student headcount. The current DE student headcount of 301,073 in FY 2005/06 represents an opportunity for those students to continue their education at a distance. A look at the types of courses students are taking at a distance reveals that these students enroll in transferable courses used to help accelerate their completion of a degree or program. The top five courses taken by DE students based on FTES generation includes Mathematics, History, Psychology, English, Sociology--all
degree applicable and transferable subjects.
The FTES generated by DE courses during the last five fiscal years (FY 2001/02 through 2005/06) has grown by over 38,000 FTES, starting at 20,008.15 in FY 2001/02 to last year’s 58,135.26 FTES. This represents a significant source of revenue to the colleges.
Other projections show that 50 percent of high school courses will be taught online by 2019, according to the Executive Director of Education at Innosight Institute, a nonprofit research group.
An increase of online offerings in COM's English department would meet this rising student need.
Increasing student support services, especially in online formats, to combat attrition, rather than adding restrictions on instructor loads and/or canceling sections would increase student retention and success.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

Coordinated Department Planning to improve enrollment, student learning, access & success:

- The Department has been involved in continued and frequent curriculum planning and alignment workshops move students through the English series of core composition courses. The curriculum planning includes frequent and continual analysis of the Five College Learning Outcomes: Written, Oral and Visual Communication, Scientific and Quantitative Reasoning, Critical Thinking, Problem Solving, and Information Literacy.

  The Department also reviews of the course outline of records on a continual basis, to insure the inclusion of Student Learning Outcomes.

- In coordination with the Distance Education program at COM, the department has been working to offer more sections of online and hybrid courses in the Department.

- The Department has also coordinated student success services such as the campus-wide Writing Center and the Online Writing Center to improve enrollment, student learning, access and success.

Further, the Department has used enrollment figures, student feedback and classroom assessments to establish the following short and long term goals in order to improve enrollment, student learning, access and success.

Short-Term Goals to be implemented in fall 2010 and spring 2011:

1. Hiring

   of tenure-track instructors. Due to several recent retirements, the department will only have three full-time instructors in English by fall 2010, so hiring at least 4 new tenure-track instructors is also a goal. For a department that serves as a foundation to the transfer program and that also serves provides the pre-requisite classes to many other disciplines and programs, it is imperative to have more full-time instructors responsible for developing the program, revising curriculum, and for participating in college-wide committees to strengthen the teaching and learning at COM.
2. More

course offerings in diverse modalities. Offering courses in a variety of formats, traditional with web enhanced tools, hybrid, and online would allow students to choose the format that they are most comfortable with and that works best with their schedule. The ultimate goal of offering English 98, 120, 150 & 151 in these varied formats would provide students with improve access to these courses. Many students have difficulty completing their educational goals, especially if they cannot kind a traditional course to meet their schedule needs. Offering hybrid and online formats each semester would provide students with these alternative courses to meet these scheduling demands.

3. Improved

faculty training opportunities in using online tools for courses. Instructors should be encouraged to develop online tools such as Blackboard web sites to use in conjunction with their existing courses. Offering instructors and students access to online course management systems like a Blackboard site would also encourage the development of more hybrid and online courses in the department. These tools would also allow students access to instructional materials such as handouts and syllabi throughout the semester.

4. Upgrades

to the computer classroom (BC 101). Since the birth of the Computer Classroom students have had the opportunity to learn using modern writing and research tools. This classroom equipment is in need of repair and upgrades so we can continue to prepare students to write using tools that are now considered common to a writer in any workplace. Students who take writing courses in a computer classroom are better equipped to meet the challenges of a technical work place.

5. Upgrades

to the Writing Center (LC 110). The English Department has been a leader in providing all COM students in any discipline with a Writing Center, a student service that provides writing support to all students at COM. More and more students use this service each term; as a result, the equipment is in much need of upgrade and repair. The Writing Center houses computers
and monitors that are over 7 years old. Due to the increased traffic over
the past few semesters many students are not able to work on the computers
or must wait in line to use the equipment. Upgrading and purchasing more
computers to serve the students would benefit their access and success.

Increased funding for staffing the Writing Center
would also improve student access and success. The Department coordinates a
traditional Writing Center and an online (virtual) Writing Center to meet the
varied needs of students and to offer access to students who may be unable to
visit a tutor in person. Both of these services require the staffing of
Instructional Specialists to tutor students. Increased hours for the staff
would enable the department to expand tutoring hours for night classes and
early morning classes.

Long Term Goals Developed by the Department and included in the Official English
Department Plan
GOAL 1:   DIVERSITY AND ACCESS.
To provide our students a supportive and cohesive environment for transfer needs and
lifelong learning
Objective 1.1:   Attract larger number of students representing diverse language and
cultural groups.
   Strategies:
   ? Review, revise and advertise to the community the courses that reflect diversity.
   ? Initiate communication with COM Alumni Association so it can be used as a
     recruiting resource.
   ? Apply for outside funding from agencies such as ETF to facilitate effective
     articulation with the County?/s high school English teachers.
   ? Contact Community-based organizations and other community resources to recruit a
     more diverse student population.
   ? Investigate developing a high school outreach program
     Assessments:
     ? Increased contacts with local highs and community resources.
     ? Increase retention rates annually.
     ? Develop intersession and/or summer programs.

Objective 1.2:   Attract and retain historically under-represented students into
the English Department.
   Strategies:
   ? Establish baseline of historically under-represented students.
   ? Form Department connections with COM?/s ESL Program.
   ? Do outreach into the community to recruit non-native speakers into the College.
   ? Offer at least one literary event a semester through the College?/s Community
     Education program. These events would focus literature that reflects the diversity of
     Marin?/s population.
     Assessments:
     ? Document number of students of diversity; increase this number annually.
     ? Document the attendance at the events, noting those that attract the most
       participants.

Objective 1.3    Increase the number of students enrolled in courses that focus on
diversity.
   Strategies:
   ? Increase the number of courses reflecting diversity taught each semester.
   ? Insure that issues of diversity are considered in all courses;
   ? Provide resources for faculty who wish to develop new courses.
   Assessments:
   ? Measure number of students taking courses that have a diversity component.
   Increase this number annually.
   ? Measure number of student taking courses that focus on diversity.
   Increase this number annually.

Objective 1.4    Maintain and increase awareness of diversity in the Department.
   Strategies:
   ? Offer Flex Time activities and other opportunities to discuss learning styles and
pedagogy.
? Insure compliance with ADA and EEOC issues in the Department.
? Emphasize diversity in the hiring of new faculty.
Assessments:
? Number of opportunities to meet with focus on diversity.
? Compliance with regulations.
GOAL 2: CURRICULUM DEVELOPMENT
To develop curriculum that promotes academic success and lifelong learning
Philosophy: The English Department writing program covers a range of courses from
Basic Skills to (transfer level) College Composition. Students are placed into
courses on the basis of their performance on placement tests. As they move from one
level to the next, students strengthen their skills in sentence construction,
paragraph development, essay construction, research techniques, critical reading,
critical thinking, and appreciation of a variety of texts. The Literature electives
are essential to our overall program.
Objective 2.1: To provide richness, variety, thematic and historical curriculum,
and opportunities to investigate theory by providing Literature electives that serve
both majors and non-majors.
Strategies:
? Clarify course requirements and strategies for all instructors
? Coordinate writing requirements, reading assignments, and grading policies for all
sections of the same course.
? Provide readers or tutors for all composition courses to ensure that students write
frequently, get expert tutorial advice, and receive in-depth evaluations of their
papers.
? Continue to develop the Writing Lab.
? Maintain clear coordination between levels & between faculty members.
? Offer workshops in basic skills for advanced students that are widely publicized.
? Increase the number of literature or creative writing courses offered in traditional
and online formats.
? Develop curriculum that builds upon previous experiences, either at this institution
or from transfer institutions
? Conduct assessment and placement by faculty familiar with the range of the program.
? Offer a wider range of literature classes each semester.
? Revive courses that are listed in the catalogue and have not been taught for several
years, e.g. Introduction to Poetry, Advanced Composition, Introduction to the Novel.
? Introduce cross discipline classes, e.g. The Renaissance in the Humanities, covering
writing, art, and history.
Objective 2.2: Develop beginning writing courses that include explicit reading
instruction reflective of current reading pedagogy to more effectively promote student
academic success.
Strategies:
? Investigate approaches to integrate reading instruction.
? Introduce courses that are directed at contemporary needs, e.g. Post-colonial World
Writing, Film and Literature, The Holocaust in Writing and Film.
? Implement faculty discussions/panels/seminars on program development and current
practices.
? Integrate critical thinking, reading, writing, and other modes of communications
such as speaking, and listening.
? Address directly students? reading practices. Reading is critical to academic
success, and we strive to include a greater range and depth of reading in our program
since students who improve their reading tend to improve their writing and vice-versa.
? Encourage readers to read for ideas and to process units of meaning rather than
focus on word-by-word reading since an active reading style is vital to improving
reading comprehension.
? Approach the teaching of writing by inviting students to write prose pieces of
varying length and complexity. Writing is not exclusively taught in a progression
from the sentence to the paragraph to the essay but also, like reading, addressed on
levels of increasing complexity and depth (the whole language approach, involving
reading, writing, speaking and listening).
? Emphasize critical thinking not limited to concepts of formal logic nor to entirely
personal problem-solution paradigms. Rather, critical thinking in academic settings
is textually-based; thus, student writings should largely be based upon a response to a
reading, a chapter, a book, a movie, a television show, and so on. Consequently,
academic critical thinking includes grouping items and seeing patterns; drawing
inferences; evaluating for purpose, synthesis and argumentation; differentiating fact
from opinion; asking questions; evaluating for standards of fairness and accuracy; and
making judgments. In other words, students in developmental composition classes
should practice response, summary, analysis, evaluation, and argument.
Employ a process-oriented rather than a product-oriented approach to writing. Students should be encouraged to write and revise preliminary drafts of substantial written work, to improve their writing through focused peer discussions, and to provide self-evaluation of their written works. Additionally, students should receive prompt feedback throughout the process from their instructors, from their peers, from Instructional Specialists, and, as appropriate to the individual needs of the student, from the Writing Center.

Include full-length works, defined as any work that sustains themes, including a book of short essays by a single author. We suggest that the work(s) be integrated into the course thematically. On the developmental level, we recommend that non-fiction be used; that if fiction or autobiographical works are assigned, they be analyzed for issues, themes, and aspects of composition pedagogy connected to other readings in the course rather than for literary aspects; that a combination of book-length works and short essays be used to provide a variety of models; and that students be asked for both personal and analytical responses.

Increase students’ familiarity with and knowledge of academic culture, themselves as learners, and the relationship of the two.

Objective 2.3: Support new teaching techniques introduced by educational technology, integrating these techniques in existent courses and providing new sections to meet the new technology.

Strategies:

- Encouragement to participate in professional training, workshops and conferences.
- Sponsorship of faculty discussions/panels/seminars on current research and work, together with members of other Department.
- Offer Flex Time activities each semester to familiarize faculty with current practices and potential opportunities.

Objective 2.4: Continue to successfully prepare transfer students for further education, as well as in satisfying demands for an A. A at graduation.

Strategies:

- Development of new curriculum
- Working with counseling to substantiate new requirements
- Attempt to reach students who have passed through the program for their responses to levels of preparedness.

Objective 2.5: Develop new courses in literature or creative writing online.

Strategies

- Conduct feasibility studies
- Identify likely courses and faculty
- Advertise course offerings locally and on Departmental web site

Objective 2.6: Develop, establish, and market non-credit courses aimed specifically at senior citizens and retirees.

Strategies

- Participate in campus-wide elder-hostel courses.
- Determine appropriate courses.
- Select faculty interested in participating.
- Promote courses through local media and through the Department’s web site.

Curriculum Development Assessments

- Transfer rates to state colleges and universities, in comparison to programs at similar institutions statewide.
- Success rates of transfer students in passing competency exams at transfer institutions.
- Number of students going on to graduate work, in comparison to programs at similar institutions statewide.
- Number of repeat students.
- Number of students participating in various programs.
- Number of faculty participating in various programs.
- Number of courses offered, particularly online literature or creative writing courses.
- Data analysis of feasibility studies.
- Course evaluations of online courses.
- Number of hits on promotional web site.

Objective 3.1: Develop a strategic plan for the English Department technology needs.

Strategies:

To maximize effective use of technology in all facets of the English Department’s mission.

GOAL 3: TECHNOLOGY
Create an English Department Technology Committee and expand its mission to all aspects of computer-assisted instruction and web use in the Department. This committee will oversee the following goals:

1. To provide technology resources suited to the professional teaching, research, and service missions of all faculty: full-time, part-time, and all full-time staff in the Department.
2. To consider expectations of future needs, and to use imaginative speculation about how the digital distribution of knowledge will affect English studies.
3. To offer a climate and philosophy of technology support that recognizes the role of faculty leadership in determining both classroom and lab technology needs, improving how we serve students.
4. To create productive dialogues and working relationships with technical support staff.
5. To establish adequate technological training and support of faculty.
6. To develop systematic, documented, and continually reviewed overview of all English Department technology needs, strategies, implementations, and goals.
7. To search out, categorize, and apply for technology-related grants and Awards applicable to English Department administration, instruction, and research.
8. To develop budgeting strategies, in cooperation with appropriate College and University programs and officials, that will allow the Department to provide its faculty and students with access to reasonably up-to-date, well-maintained workstations and current versions of necessary software.
9. To actively promote the use of computer-based resources for administration, instruction, and research within the English Department.
10. To provide increased technical support within the Department, for faculty acquiring new information-technology skills.
11. To provide equipment that will allow the Department to begin producing multimedia instructional materials.
12. To formally address the use of computers in the classrooms by instituting a mentoring program for faculty and who wish to explore the use of computers in the classroom.
13. To continue development of the Department’s World-Wide Web site with the aim of eventually transferring the Department’s public information, and (as appropriate) its internal communications and record keeping, to the Web.
14. To streamline administrative operations within the Department by taking advantage of the World-Wide Web.

Assessment:

1. Consult the International Society for Technology in Education to promote appropriate uses of information technology to support and improve learning, teaching, and administration education and teacher education.
2. Consult Technology Committees, labs and computer classrooms at other Bay Area Community Colleges.

Objective 3.2: Maintain Administrative Support.

Strategies:

1. Hire support staff who understand both the emerging technologies and the discipline of English.
2. Support faculty development in technology to require:
   1. Release time
   2. Other forms of support or compensation
   3. Adequate training opportunities
3. Support that individual advances in classroom technology implementation and related Web and media materials deserve:
   1. Appropriate Tenure & Review recognition, and corresponding incentives for non-tenured faculty members.
   2. Support policies that provide for the following computing and media equipment needs:
      1. Office and classroom computer workstation resources that meet the needs of all English Department teachers: full-time and part-time faculty, adjuncts, and teaching assistants. (Basics include up-to-date processor speed, memory capacity and display hardware; convenient large-file storage features; multimedia and other peripheral support to suit the academic needs of the individual user.)
      2. Appropriately parallel software access and upgrades in classrooms and faculty offices, and among English faculty, administrative, and support staff offices.
      3. Regular office and classroom hardware and software upgrades, in line with satisfactory academic computing standards.
   4. Adequate (full-time) staff computing resources
   5. Ceiling-mount classroom computer projection units
   6. Adequate classroom shared-drive storage with read/write/modify access for students
   7. Faculty office access to: adequate networked back-up storage; Department shared-drive storage; student shared-drive space
   8. Office desktop access from faculty?: off-campus personal or home computing desktop
9. High-resolution flatbed scanner in the main office
10. Expanded support for early adopters learning non-standard software
11. A classroom outfitted for training in popular, non-standard software such as Macromedia (Dreamweaver) and Adobe (Photoshop) products as needed for instruction

Support of Media and Telecommunication Needs
1. Convenient CD burner station with adequate storage
2. Well-maintained classroom overhead projectors
3. Sufficient VCR/DVD playback units (or other appropriate media)
4. Sufficient office telephones, with message service, for full-time faculty and adjunct faculty
5. Well-maintained main office fax, and copy machines.
6. Department-owned up-to-date digital camera with such features as preview option, in-camera jpeg formatting
7. Study and development of improved methods of disseminating course materials, such as creation of faculty-authored CD-ROM (or other media-based) course materials
8. CD-ROM/DVD (or other appropriate media) bookstore agreements involving faculty-authored materials
9. High-resolution flatbed scanner in the main office.

Assessments
? Inventory equipment available to English Department staff to ensure the staff's needs are met.
? Document the presentation of workshops and the effectiveness of workshops through participant evaluation.
? Interview staff to determine an increase in their access to and use of English Department technology resources
? Interview English Department faculty regarding their understanding and use of Department Technology resources for their teaching and research.

Objective 3.3: Encourage online communication within the Department and ensure greater access to technology for English Department faculty.

Strategies
? Utilize e-mail for Department communication.
? Develop the English Department Web page for increased communication among students and staff.
? Ensure that faculty has access within the English Department to a ratio of up-to-date desktop computers to be determined by the Technology Committee and to fit within practical limits of the purchase and maintenance of equipment.
? Provide regularly scheduled workshops on use of the various kinds of technology actively used in the English Department.
? Ensure that clear documentation, both online and in print, is readily available describing in detail what English Department technology capabilities are available and how to use them.

Assessments
? Inventory computers in the CWC and labs regularly available to English Department students to ensure a proper ratio of capable machines.
? Document the presentation of workshops and the effectiveness of workshops through participant evaluation.
? Interview students to determine an increase in their access to and use of English Department technology resources.

Objective 3.4: Continue the English Department's development of and support for innovative on-site computer-based instruction, including the growth and extension of Computer Writing Classroom.

Strategies
? Continue funding of English Department's Computer Writing Classroom, computer-support staff, software upgrading, and equipment upgrading.
? Continue and increase administrative encouragement of teaching through the English Department that uses theory-support, computer-based interactive processes.
? Create more computer writing classrooms like the classroom in BC 101 to support and encourage computer integrated instruction.
? Continue funding of the Writing Center (LC110) including upgrading of equipment and adding additional computers for student use.

Assessments
? Assess funding levels for supporting computer-related instructional levels.

Objective 3.5: Increase distance learning courses offered.

Strategies
? Publish on the English Department's web page information and narratives from faculty and students promoting the development of distance learning courses.
? Provide an English Department faculty workshop presenting the characteristics,
possibilities, and implementation of web-based distance learning and other web-based
instructional support as well as other delivery modes of Distance Learning courses
such as streaming video, DVD, radio, and television.

? Establish a Distance Learning Committee in support of online instruction

Assessments
? Mark the existence and use of relevant web pages
? Mark the existence of a faculty workshop promoting student distance learning and
evaluate through workshop participant surveys

Objective 3.6: Obtain significant technology-related grants and financial support
for English

Department technology initiatives.

Strategies
? Collect information regarding Department capabilities, national grant opportunities,
and how the two intersect in order to generate grant proposals.

Assessments
? Review grant opportunities within the English Department.

Objective 3.7: Strengthen the Department web site

Strategies
? Encourage all administrative and instructional documents be placed on the English
Department?s web site.

Assessments
? Review by the Technology Committee of all administrative materials placed on the
English Department?s web Internet to document both the increase in such material and
the effectiveness of its presentation.

Objective 3.8: Increase advocacy for access through the library of online
journals and documents for research and instruction.

Strategies
? Create a Technology Committee liaison with relevant personnel in the library to gain
continually upgraded knowledge of library online resources and publish such
information on the English Department web page.

Assessments
? Interview English Department faculty and students regarding their understanding and
use of online journals and documents in their teaching and research.
? Review English Department Technology Committee reports of liaison activity with
library personnel to ascertain an increasing Departmental understanding and use of
such resources.

GOAL 4: COLLEGE OF MARIN WRITING CENTER PLAN:
A partial restructuring of the Instructional Specialist Program

Philosophy
The English Department at COM recognizes the need for further development of an
Interdisciplinary writing center to promote writing across the curriculum and to
provide students with help on writing assignments in a variety of disciplines. The
goal of the Writing Center (WC) will be to encourage students to examine their own
writing process to further refine these processes in light of the response they
receive from the instructor, Instructional Specialists, fellow students, and tutors.
The WC will also encourage instructors across disciplines to include more writing
assignments in their courses by providing the necessary tutoring support for their
students. Although attention to matters of correctness will be discussed during
tutoring, the emphasis during the tutoring sessions will focus on getting students to
write in an engaged manner with a clear sense of purpose and audience.

Adapt aspects of the existing Instructional Specialist Program to help staff and
administrate the Writing Center. The English Department must maintain flexibility in
employing I.S.?s in a variety of ways to meet student needs, including as
tutor/readers assigned to specific classes and in staffing the Online Writing Center.
The philosophy of the WC will incorporate research in recent composition theory to
help improve student writing with an increased attention to the whole process
of writing, including the thinking that goes on before words are put to paper (or to
screen); increased awareness of writing as communication; increased attention to the
social context within which writing occurs (audience and purpose); increased awareness
of the extent to which all writing is collaborative.

The WC facility should be a place where new epistemological weaves can be realized.
As technology shifts, so does writing instruction. Preparing students for
technological literacy in a variety of disciplines requires recognition of electronic
texts. New definitions of literacy, influenced by the changes in technology, remind
educations that traditional textual rhetoric should be augmented by the rhetoric of
new text forms, rhetoric that will continue to evolve as technology shifts. The WC
should support instructional goals and operational goals to meet these changing
needs.
Objective 4.1: Develop Instructional Goals.

Strategies:
? Encourage students to practice writing as often as possible and to improve their skill as writers.
? Support the concept of writing for a variety of purposes, using a variety of writing strategies, aiming for a variety of audiences.
? Promote a socially situated, process-based approach to writing.
? Help students recognize that all writing takes place within and is shaped by social and political contexts.
? Encourage collaborative exchanges among writers and teachers of writing: peer feedback, student-teacher conferences, and student-tutor conferences.
? Support effective process-based writing instruction for students and teachers who request it: writing intensive classes, conferences, and individual practice with writing.
? Help writers learn to be critical readers of their own and others’ writing.
? Encourage writers to learn and share successful writing strategies.

Objective 4.2: Develop Operational Goals.

Strategies:
? Purchase and maintain software and hardware that will support a socially situated, process-based approach to writing and the teaching of writing.
? Provide access to any student in need of writing instruction and to any instructor who includes writing in the curriculum.
? Incorporate flexibility to support writing communities of all sizes: individuals, small groups, whole classes, etc.
? Administer the WC on a policy level with writing faculty members and staff on a daily basis by consultants who have expertise in both writing and the teaching of writing.
? Provide hours that are flexible enough to accommodate individuals’ writing habits and needs as well as groups’ writing habits and needs.
? Provide adequate technical support for maintaining, repairing, and modifying computer hardware and software so that writing faculty does not have to assume this role.
? Ensure that the WC policies encourage process-based writing, writing as thinking, and writing as social action.

Objective 4.3: Adapt aspects of the existing Instructional Specialist Program to help staff and administrate the Writing Center and the Online Writing Center. The English Department must maintain flexibility in employing I.S.?s in a variety of ways to meet student needs. This adaptation may require more than one kind of approach to I.S. assignments, depending on the instructor and the class.

Strategies:
? Hire a director for the WC with training in composition theory to oversee administration of the WC. Knowledge of computers is only one skill that a director needs. The more difficult aspect of directing a writing center is knowing how to introduce the value of the computers to students.
? Hire tutors from a variety of disciplines to add to the already experienced, proficient and knowledgeable staff.
? Involvement of tutors in monthly training sessions to model effective tutoring strategies.
? Staff faculty members, tutors, and students to provide for a wide range of instruction—personal tutoring, group tutoring, and workshops.

Objective 4.4: Implement Training.

Strategies:
? Develop training sessions pertaining to WC technology use.
? Establish monthly training sessions pertaining to WC technology use and effective tutoring strategies.
? Implement Student (or peer) tutoring which is supported by composition research and theory identifying writing as a form of communication that improves in a collaborative setting with increased audience awareness.
? Offer a peer-tutoring program involving participation of English instructors as well as an English Teaching Assistance course. The peer-tutor should be sponsored by an English instructor and scheduled to tutor in the WC under the direct supervision of this instructor for one to two hours per week. The peer-tutor should be enrolled in the course proposed below:

English 10 -- Undergraduate English Teaching Assistant 1.0 ? 2.0 units
Provides the opportunity for students interested in a teaching career to assist students in the WC. Course entails practice in presenting lessons,
responding to students? written work, and facilitating discussions. Recommendation of English instructor and consent of Office of Academic Services required. Prerequisite: English 150 (with a grade of B or higher)

Objective 4.5: Establish integrated Infrastructure & Equipment.

Strategies:
? Connection of the WC to the college?s main computer system, allowing for tracking of students.
? Provide writing software and hardware that recognizes the changing needs of student writers.
? Include access to scanners, image editing software, web page development programs, and high-end multimedia programs that support the generation, revision and publication of graphic and auditory images as well as text.
? Establish a network system that allows for the formation and operation of a variety of student-based writing communities and that depends on a team of student consultants to keep it going. The model also allows for a fuller vision of how computer-supported writing facilities are designed and redesigned.

Writing Center Assessments
? Interview Writing Center staff and students regarding their understanding and use of WC resources.
? Document the presentation of workshops and the effectiveness of workshops through participant evaluation.
? Interview students and staff to determine an increase in their access to and use of Writing Center resources.
? Inventory computers in the WC regularly available to students and staff to ensure a proper ratio of capable machines.

GOAL 5: TRADITION AND PRIDE

To maintain and establish a sense of connection among the students, graduates, and the English Department that increase interest and promote pride.

Objective 5.1: Make the accomplishments of the English Department available to campus and local news.

Strategies
? Establish more regular communication with the Echo Times, the Pacific Sun, and the Marin Independent Journal, resulting in at least two items about the Department annually, with the Department Chair (or rotating committee) assuming responsibility for fostering relationships.

Assessments
? Number of items about the Department appearing in the local press.

Objective 5.2: Establish a Departmental Archive.

Strategies
? Write a history of the Department, of accomplishments, of graduates, of faculty.

Assessments
? Web publication of the Department archive.

Objective 5.3: Increase majors? sense of identification with the Department and increase intellectual and social cohesion among English majors.

Strategies
? Publicize the list of professional options for English majors.
? Establish annual events that will bring together majors with faculty members. Possibilities include picnics, reading, sonnets on Shakespeare?s birthday, open mike readings from major authors, etc.

Assessments
? Publication of professional options.
? Number and success of events involving majors and faculty.

Objective 2.4: Establish a speakers? series of least two speakers each year, attracting majors, faculty, and community.

Strategies:
? Establish at least one "intellectual tradition? within the Department. (Example: Speakers? Series like Bill Kester?s Hopkins scholar, or the Wordsworth scholar David brought in.) Invite more speakers like the Hopkins scholar, or the Wordsworth scholar.
? Invite local writers to read and to speak to the Department, English majors, and interested community members.

GOAL 6: COMMUNITY OUTREACH

To build quality community connections between the English Department and entities internally, locally, and regionally.
Objective 6.1: Improve awareness of what we do throughout the COM community as well as beyond the College’s boundaries.

Strategies
? Put all ongoing research or published research citations on the web.
? Put on at least one or two events per year advertised to and directed towards the COM community at large.
? Investigate the possibility of developing an inter-session and/or summer program for juniors and seniors at local high schools to prepare them for entrance into college.

Assessments
? Number of posts that appear on the web.
? Completeness and timeliness of web-based information.
? Number of visitors to the site over time.
? Number of community events, attendance at those events, and feedback from audience members.

Objective 6.2: Develop and promote service-learning courses.

Definition: Service learning involves tying a class pedagogy and student grades to working for community groups or individuals in the area emphasized by the course.

Strategies
? Pool the faculty to determine courses that are well suited to add a service component.
? Advertise service opportunities to local organizations by word of mouth and on the Department web site.
? Include a comprehensive list of professional options for English majors and community contacts.

Assessments
? Number of courses with a service-learning component
? Number of organizations assisted by Department students
? Number of students participating in community service

Objective 6.3: Initiate a for-credit internship program suited to English majors with particular interests in publishing, journalism, creative writing, public relations, and (especially) technical writing fields. 

Strategies
? Determine existing internships, formal or informal, that students have held.
? Develop technical writing program
? Establish contact with journalism
? Contact groups in the above-mentioned areas about sponsoring an intern.
? Promote the caliber of our students to potential host organizations in e-mail, PR, and on a dedicated web site.
? List available internships and student experiences of completed internships on a dedicated Department web site.
? Follow up student experiences with a survey instrument that we can use to track effectiveness, assign internship grades, and improve the program.
? Survey students after graduation to determine effectiveness of the program.

Assessments
? Number of internships held.
? Number of organizations contacted, served.
? Number of college-related offices participating.
? Number of hits on promotional internship web page.
? Survey data of organizations and students.

Objective 6.4: Increase connections between the Department’s first-year writing classes other discipline areas.

Strategies
? Expand existing writing support services (English Writing Lab) to students in all disciplines: Open-lab on campus; cyber-lab
? Implement writing exam on our campus (entrance and exit) for first-year writing classes
? Develop special curriculum for linked courses
? Place students who demonstrate strong writing skills (as evidenced by our new exam) in special sections that are linked to first-year courses in biology, engineering, history, and so on.

Assessments
? Implementation of a writing placement exam
? Implementation of linked-course syllabi
? Number of disciplines participating in linked courses
Objective 6.5: Develop an on-line book club discussion group.

Strategies

? Establish joint project with ?Friends of the Library?

Assessments

- Number of participants in online discussions
- Number of connections made with literacy organizations
- Number of participating faculty.

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?

We have not been granted the resources requested from any previous program review, so we cannot assess how these resources have improved access & success.

The administration has made the following unilateral decisions in spite of the recommendations offered in program review:

- to move English 98 to College Skills
- to reduce IS support to English students
- to proceed with its plan to "co-locate" the English writing Lab and the Basic Skills Writing Lab and to relocate the Media Center.

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.

The English Department could better improve access and success of students if the following goals were implemented:

1. Hiring of at least 4 full-time instructors

The English Department has had 7 retirements with no replacements in 7 years. The department will only have three full-time instructors in English by fall 2010, so hiring at least 4 new tenure-track instructors is a vital goal.

2. Upgrades to the Writing Center (LC 110)

The English Department has been a leader in providing all COM students in any discipline with a Writing Center, a student service that provides writing support to all students at COM. More and more students use this service each term; as a result, the equipment is in much need of upgrade and repair. The
Writing Center houses computers and monitors that are over 7 years old. Due to the increased traffic over the past few semesters many students are not able to work on the computers or must wait in line to use the equipment. Upgrading and purchasing more computers to serve the students would benefit their access and success.

3. Increased staffing the Writing Center.

The Department coordinates a traditional Writing Center and an online (virtual) Writing Center to meet the varied needs of students and to offer access to students who may be unable to visit a tutor in person. Both of these services require the staffing of Instructional Specialists to tutor students. Increased hours for the staff would enable the department to expand tutoring hours for night classes and early morning classes.

Current arrangement is unfair to transfer students who need as much if not more help than basic skills students.

4. More course offerings in diverse modalities.

Offering courses in a variety of formats, traditional with web enhanced tools, hybrid, and online would allow students to choose the format that they are most comfortable with and that works best with their schedule. The ultimate goal of offering English 98, 120, 150 & 151 in these varied formats would provide students with improve access to these courses. Many students have difficulty completing their educational goals, especially if they cannot kind a traditional course to meet their schedule needs. Offering hybrid and online formats each semester would provide students with these alternative courses to meet these scheduling demands.

5. Upgrades to the computer classroom (BC 101).

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

6. Improved faculty training opportunities and Coordination with the Distance Education Program in using online tools for courses.

Instructors should be encouraged to develop online tools such as Blackboard web sites to use in conjunction with their existing courses. Offering instructors and students access to online course management systems like a Blackboard site would also encourage the development of more hybrid and online courses in the department. These tools would also allow students access to instructional materials such as handouts and syllabi throughout the semester.

**VI. Other concluding remarks.**

Ignoring our previous Program Review and acting unilaterally, the
administration has killed any desire or incentive to participate in Program Review.

This year, against the VERY clear finding of the previous English Program Review, the administration chose to move English 98 to College Skills based on a proposal driven faulty research.

The administration has backed plans by Director of Learning Resources to redistribute inequitably and reduce IS support to English students. This redistribution was also based in faulty data.

The administration has announced that it will proceed with its plan to "co-locate" the English writing Lab and the Basic Skills Writing Lab and to relocate the Media Center.

ALL parties involved have argued against these moves but administrative leaders have closed their eyes and ears to our arguments and pleas. Requests for sample schedules have been promised but never produced.

In early presentations regarding these propositions, the administration announced that its intention was to cut costs. Currently, they hide behind the guise of pedagogy.

The administration's blatant disregard for program review has made it a farce.
Department Chair Comments
English-and-Humanities-2009

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

Computers (and monitors and printers and projectors) in BC 101 and LC 110 (The English Writing Lab) are no longer under warranty, monitors are faultering on a daily basis and printers are failing.

Students need appropriate tools with which to participate in English writing courses.

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.

Computers (and monitors and printers and projectors) in BC 101 and LC 110 (The English Writing Lab) are no longer under warranty, monitors are faultering on a daily basis and printers are failing.

Students need appropriate tools with which to participate in English writing courses.

3. Please comment on the faculty and staff sections.

We need six full time replacements in English and one in Philosophy.

4. Other comments

Ignoring our previous Program Review and acting unilaterally, the administration has killed any desire or incentive to participate in Program Review.

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