I. Team Members

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<th>Name</th>
<th>Member Type</th>
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<th>Responsible for what part</th>
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<tbody>
<tr>
<td>Sara McKinnon</td>
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<td>ext. 7924</td>
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II. Program Review Committee

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

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<td>Nick Chang</td>
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IV. Board of Trustees President

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<td>Eva Long</td>
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Program Overview—Introduction
ESL-Noncredit-2009

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

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

The English as a Second Language program at College of Marin serves primarily the burgeoning immigrant population of Marin County. We have been the primary resource for adult second language learners in Marin for over 30 years. Through free noncredit ESL classes, credit ESL classes and a fee-based Intensive English Program, College of Marin has helped countless Marin residents and international students from over 75 countries fulfill their educational, career and personal goals to become productive members of our community. Our ESL programs are designed to respond to the needs of the growing English learner population in Marin. While Marin is less ethnically diverse than the rest of California, the populations growing most quickly in the county are Latino and Asian/Pacific Islander, most of whom are English learners. Almost a fifth of Marin residents speak a language other than English at home, according to the 2000 Census.

Noncredit ESL Program Classes at Kentfield Campus The College offers over 35 classes on campus which range from 4-hour Saturday classes to 6 hours classes (2 nights a week) to 4 night/week 11-hour classes. Classes are open entry and open exit. There are no fees. We have over 1400 students enrolled and another 3-400 on waiting lists. We have a very careful system of first-come first-served for registration and taking from the wait lists. For any one semester, we have 30-35 teachers - all but one of whom are part time. Noncredit Vocational ESL In noncredit, we have developed two areas for Vocational ESL so far – for landscapers and childcare providers. These are 6-week classes, and we have two levels for each. Both classes have been offered at College of Marin and at the Marin Conservation Corps (MCC) in San Rafael. Community-based Noncredit ESL Offerings Off campus we offer a T/W/TH afternoon class at the Margaret Todd Senior Center, three Monday/Wednesday afternoon classes at Whistlestop in San Rafael (also a senior center), and finally, two two-night/wk classes and a drop-in computer lab at the Marin Conservation Corps in the Canal in San Rafael. In the summer of 2007, NC ESL returned to Indian Valley College after a 20-year absence! At present, we are offering one 4-night/wk section of Level 10 and a 2 night/wk level 20 and a 2 night/wk level 30.

II. Program Purpose
Pathway:
Basic Skills/ESL

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

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

-- effectively communicate in all English language skill areas (speaking, listening, reading, writing) in all aspects of their lives in the U.S. (at work, in college, in social settings, etc.)
-- effectively navigate the U.S. college system and develop the skills and knowledge needed to bridge successfully to an academic or workforce path
-- improve their connections and interpersonal skills in English
-- build a foundation in English with which they can gain new job skills and obtain higher paying jobs
III. Students Served
Briefly outline what students are served in your program.

These classes serve a wide cross-section of the local population. Ages range from 16 to 85. Education levels range from no formal education at all to doctors and lawyers. Most students have jobs or are looking for work. Many have families with children in the local schools. Their primary focus is on survival English related to their everyday lives and work and eventually on career-related training either in vocational classes or by transferring to a four-year college.

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

Kentfield Campus For over twenty-five years, College of Marin has been addressing the needs of English learners through its high quality English as a Second Language (ESL) Programs. The ESL program began in response to the influx of Southeast Asian refugees in the late 1970s and early 1980s. At that time we offered a full 10-15 hour/week noncredit program mornings (survival English), afternoons (pre-vocational English) and evenings (survival English). Noncredit encompassed 6 primary levels plus 3 in-between levels when needed as well as a literacy class. Credit ESL was offered at a very high academic level for college-bound students. As the 1980s progressed, our student population began to include more and more Mexicans, Central Americans and Haitians. From the fall of 1988 through the spring of 1990 we offered classes specifically for the Amnesty program.

Around 1986 as these ESL students completed the noncredit program and moved into college credit classes, it was clear that they would need some extra help. At that point a 62 SL with an attached spelling course and a 92 SL with an attached lab were added to the College's English Skills Department. In the early 1990s two full time teachers were hired at the same time state funding changed. So four more levels of credit ESL were developed (30-40-60-80) and the new teachers taught these levels. All but the lowest two levels of noncredit were moved to credit. Noncredit was cut significantly not only in terms of levels offered (2 instead of 6+) but in number of hours (4 hours/week instead of 15 hours/week).

In the late 1990s realizing that it was taking a long time for students to move from noncredit to credit, weekly class hours were increased from 4 to 6 or 12 hours/week. This increase coupled with an increase in the number of levels in 2004, has given rise to an extremely vibrant and growing noncredit base. Through the noncredit offerings students are able to progress successfully to the credit level. By using a common placement test and making a clear sequence from noncredit to credit, students are able to transition seamlessly from one program to the other.

Indian Valley College Campus: In the 1980s we offered a full morning and partial evening noncredit program at Indian Valley College until the college was shut down for repairs in 1985. We moved to San Jose Middle School for the summer in 1985 and then to a church in Novato for 1985-6. Noncredit ESL never really returned to IVC (until recently) but instead was incorporated into the Kentfield campus offerings. However, the Intensive English Program relocated to IVC from the Kentfield campus in 1989.

As of Fall 2009, Noncredit ESL, Credit ESL and English Skills have been incorporated into a new department, College Skills.

Attachments:
List and briefly describe any attachments
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
ESL-Noncredit-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: To a great extent/ a majority of the students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as Nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: None
Transfer Major: None

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

Basic Skills:
● improve their connections and interpersonal skills in English.
● effectively navigate the U.S. college system and develop the skills and knowledge needed to bridge successfully to an academic or workforce path.
Noncredit ESL is the first step for immigrant students in the basic skills pathway. Providing basic in intermediate integrated skills classes for students whose first language is not English, noncredit ESL prepares students for better jobs and for eventual movement towards credit ESL (higher level basic skills) and finally to transfer-level mainstream credit courses.
Career and Technical Education:
● improve their connections and interpersonal skills in English.
• build a foundation in English with which they can gain new job skills and obtain higher paying jobs.
• effectively navigate the U.S. college system and develop the skills and knowledge needed to bridge successfully to an academic or workforce path.

Some of our students are preparing for classes in career and technical education. In particular, NC ESL provides English instruction to students enrolled in the Spanish Early Childhood Education Courses in order to prepare them for their eventual next steps in higher level English only courses in ECE. NC ESL also provides two special short-term courses for basic vocabulary and communication skills development for students presently employed in childcare or landscaping.

Lifelong Learning:
• improve their connections and interpersonal skills in English.
• effectively communicate in all English language skill areas (speaking, listening, reading, writing) in all aspects of their lives in the U.S. at work, in college, in social settings, etc.

Noncredit ESL students come from a wide variety of educational backgrounds - from zero education to doctorate degrees. Learning a new language in order to live, raise children and work in a new society is perhaps the ultimate reason for "lifelong learning".

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

Basic Skills: Noncredit ESL is the first step for immigrant students in the basic skills pathway. Providing basic in intermediate integrated skills classes for students whose first language is not English, noncredit ESL prepares students for better jobs and for eventual movement towards credit ESL (higher level basic skills) and finally to transfer-level mainstream credit courses.

Career and Technical Education: NC ESL provides English instruction to students enrolled in the Spanish Early Childhood Education Courses in order to prepare them for their eventual next steps in higher level English only courses in ECE. NC ESL also provides two special short-term courses for basic vocabulary and communication skills development for students presently employed in childcare or landscaping.

Lifelong Learning: To begin with they want to be able to survive in a new country and culture, to ask for what they need and to answer questions about themselves. As time goes on they need to understand rules, laws, cultural expectations. Noncredit ESL offers instruction not only in the mechanics of the English language, but in the culture and laws of the United States. It offers practice in a safe environment for students trying to develop confidence and skills for work and daily life.

In addition, Noncredit ESL offers several classes at senior centers in Novato and San Rafael geared toward older adults who want to develop their communicative skills in English in order to talk with their children and grandchildren and to be able to navigate in a new world.

IV. How do you measure your success?

Noncredit ESL measures success by a variety of methods:
• Persistence of students continuing in the program from one semester to another.
• Number of students remaining in class from the beginning of the semester to the end (since it is open entry/open exit, students can leave at any time).
• Number of students moving from one level to another.
• Number of students who successfully pass faculty-written level-wide promotion tests based on course level SLOs at the end of each semester.
• Number of students who successfully pass the credit placement test and/or transition into credit ESL classes.

V. How do you make sure your students are able to get through your program in a timely fashion?

Department Goals -
• Coordinate Noncredit ESL and Credit ESL programs.
• Offer flexible scheduling to meet the needs of our students.
- Maintain institutional recognition of and support for sufficient offerings to maintain a coherent and smooth progression and ultimately transition to credit ESL.
- Fully utilize the Language and Culture Lab ensuring that all noncredit classes have access to it throughout the semester at regularly scheduled times.
- Provide professional development opportunities for faculty to be informed about changes and innovations in the field.
- Eventually as more ESL students have their own computers, develop hybrid and Internet courses that will support ESL instruction.

**Classes scheduled at convenient times for students:** Noncredit ESL offers several options to students to take into account their work schedules. We offer 3 and 4 day/week classes for students who are able to commit to 8 to 11 hours/week in class. For students with less time, we offer 4-6 hr/week classes. We offer classes both in the morning and in the evening and on Saturdays. We offer classes in Kentfield, at IVC, in the canal area of San Rafael and at two senior centers in the afternoons.

**Classroom Practices:** Because NC ESL is open entry-open exit, the content of each course is recycled throughout the semester to accommodate new students and students who may have missed some classes. Teachers give many opportunities for homework which while not mandatory, help students to progress more quickly. End of semester promotion tests give students a goal to work towards.
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?

There are no particular barriers influencing student access to our courses except wait lists for some levels and time periods.

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

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

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

N/A

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.

ESL is not a prerequisite until ESL 83 at the end of the credit sequence.

In noncredit ESL the only factors that influence students' ability to succeed are the student's own ability to attend classes regularly and complete homework assignments. These factors are related to their family obligations and work obligations.

As far as moving on to credit ESL, the major factor is cost and time commitment - being sure of a specific work schedule for a 4 month semester.

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:

V. Please explain and provide additional details regarding your choices above:

Additional sections of impacted times and levels would be helpful to alleviate wait lists.

Counseling for noncredit students – available on Saturdays or in the evenings.
Facilities Questionnaire
ESL-Noncredit-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, features, a/c, lighting, adjacencies, other.)

Summary from my perspective of teaching in almost every building/room on campus:

Lighting:
- Many lights are dim, flickering or out along main pathways around the campus.

Parking:
- Lack of disabled parking spots especially near the LC building since that is where DSPS is located now.

Oney Hall:
- Heating/AC generally blows the wrong temperature of air at any time of year. That's when they aren't rattling or blowing up!
- The rooms are full of chalk and mold.
- The bathrooms have no handicapped access from upstairs classroom. Our blind student had to go outside past BC and into HC to find one.

Harlan Center:
- Continued issues with heating/AC and little control over it aside from opening windows which seems to defeat the whole purpose.
- Building is otherwise very well-kept up by Scott!

Business Center:
- BC 103 - Office space leaks regularly. BC 101 - a leak gave way mid way through class one night dead center in the classroom which is filled with computer equipment. It has also leaked above the windows. These leaks may have been fixed or not.
- People smoking outside the doors blow the smoke directly into the intake vents which then blow the smoke directly on the teacher in BC 101. (can't speak for the other rooms).

Science Center:
- The amount of chalk is astounding - bad for the health of everyone and especially the instructors not to mention any equipment.
- I taught in SC 133 in the fall - a room that I love for its AV capabilities and size, but it was constantly dirty. The carpet is beyond filthy. Not only was it rarely if ever vacuumed let alone shampooed, there was garbage on the floors daily. Every night I picked up bottles, papers and trash left by other classes and never cleaned up by custodial staff.
- We think this is probably true for most rooms in the SC.

Learning Center: See below for LC 36.

PE: New rooms - (91 and 92) - teachers report that because they have high ceilings and no carpet on the floors, these rooms are "loud" when doing any kind of pair work or group discussions.

Portable Village:
- Noncredit ESL has been given a common area for its large part-time faculty for the first time starting in January 2010. We are clearly looking forward to this space! Unfortunately, it is far from the rest of the campus, but most classes will be nearby.
- Another issue addressed by the move to the PV portables is classroom size - these rooms hold more students which will help our wait list issues.
- Saturday classes remain scheduled in HC/OH because of proximity to the language lab in LC 150. It doesn't make sense for classes that only meet 4 hours/week to have to spend 20 minutes of that time walking back and forth to the lab. This is, of course also a consideration for day and evening classes, but they have more hours.
- We hope that lighting for the portables and for the adjacent parking lots will have improved...Also we are hoping that Swinerton will be able to install some kind of outside drinking fountain for students in studying in these classrooms.
- We also hope that Media Services will be able to supply overhead projectors and other AV equipment to these classrooms including projectors and computers if necessary.

Specific room complaints from teachers:

LC Building:
My biggest complaint this semester is the noisy hallway outside LC 36 because it is so close to that small parking lot on College Ave across from Half Day Cafe. I would have just closed the door, which I do sometimes, but there are no windows in that room. So it can get stuffy in there with the door closed. Another complaint that I have is that the carpet is never cleaned; it has ugly black stains on it and it is so depressing to look at a dirty, stained carpet every day! The white boards should also be cleaned every night and are not! They could leave a rag and some cleaner in there, or better yet cleaning staff should clean boards and carpet. The cleaning staff could really do a better job and LC 36 really needs a new carpet and some new chairs too. Thanks for asking us about this.

The biggest issue in Room 7 (Portables) is the heating.
It's really crazy. It's very cold in the morning (often set at 50 or so) but when one turns on the heat, it gets too hot by 57. However, that's not consistent at all. It's a problem.
- We also don't have a small wastebasket inside the room (there's a big container outside) and the linoleum floors probably haven't been mopped all semester. This goes for the bathroom as well. We've solved the locked bathrooms I think although when I arrive at 8 a.m. they are sometimes still locked.
- My main complaint continues to be the problems with the old heaters in (or on the roof of) the Temporary Building. Otherwise I don't mind teaching in that building. I believe that all three of the classrooms suffer from the same problem. At least I know that Rooms 101 and 119 don't! It seems that there are five heaters for the building. Two have been replaced by newer ones, but they are not the ones for these classrooms. It has been explained to me that when the outside temperature is below a certain level, like between 40 and 50 degrees Fahrenheit, the heating system is frozen and then we only get cold air.

Too much heat and too little ventilation have been problems in several rooms I have been
assigned to - Olney Hall, Harlan Center, and Dickson Hall.

Calls to Maintenance to request resolution to the above issues have not been answered successfully.

Outdoor lighting needs improvement at night. Lights have been out and paths (esp. now with construction areas) seem uneven and potentially dangerous.

Staff parking lot adjacent to Library has too many signs that prohibit parking for regular staff (restricted "every day" to Vice President, President, Employee Appreciation stalls, bookstore staff). Several of those could be removed, creating more access especially for evening teachers. Does "every day" include night for prohibited parking?

Yep, Olney Hall especially is bad for our health: bad ventilation systems, noisy air conditioning. Also when we had the power outages, it was clear that skylights in the classroom would be helpful and energy saving. The other buildings don't bother me as much.

Indian Valley Campus:
I received the following from a night teacher there about a year ago. It sums up nicely a number of issues.
There are several challenges that our ESL students and faculty continue to be faced with at IVC.
1. The buildings and room numbers are very poorly marked. I searched 20+ minutes for my classroom tonight (1/20/09), MW140, without success. I went to the designated building, and only one room was labeled with a room number at all, #144. In desperation I returned to the admissions office to see whether anyone might help me find my room. With help, I located an evening administrator (Nanda) who accompanied me to the building again to try to find it. Fortunately, she knew the configuration of the building, figured out which room it would be, unlocked it; then hastened to make temporary room signs so folks could find the room. Only 3 of 17 students were able to find the room within the first half hour of class.
2. They don't post room changes at IVC. I just found out my room number on Friday, when I picked up a hard copy of my roster at the ESL office, and discovered it wasn't in the building that the ESL classes are in routinely (this happens, of course). Previous info I learned at MyCOM suggested the class would be in OH 156, so I guessed that most students would have been given this room number. Expecting students to come to OH 156 (the traditional room AND the MW section is in there this semester), I had the forethought to make a sign myself to post on the old classroom. 14 students arrived to the new room 1/2 hour late, once the signage was posted by the PM administrator, directing students to the new classroom. Last semester, I taught in room OH156, which had been double booked. I was unable to help students find the correct classroom because my door wasn't posted with the change of room for the other class.
3. The book store doesn't bring our books to IVC on time. This semester, just as last semester, our books weren't delivered on time, contrary to the assurances by the bookstore. Store employees give numerous excuses for the lapses and generally try to blame the instructors for their oversight. Last semester, it turned out that my books had never been ordered, although the book order had been submitted on time the previous semester.
4. Faculty services at IVC are almost invisible to either night or ESL faculty (I'm not sure which). There is a faculty workroom at IVC which I learned about very late last semester from a teacher in the IEP, rather than campus administration. I get info piecemeal, rather than having a printed notice at the beginning of the semester. For example, I learned from the evening administrator last night that there's a welcome/orientation next week for instructors. Apparently, this occurs every semester but I have never been invited. If I hadn't needed help last night, I still would be uninformed about it. The PM administrator says they have never invited the non-credit ESL instructors. Why is that?

To sum up, it seems that non-credit classes & instructors (at IVC in particular) do not receive the same level of information and support from the college which I presume is afforded credit instructors. I have some recommendations, which may not be within your purview:
1. IVC should have a prepared packet of information available for faculty coming onto the campus. This packet would contain info regarding various services available, times, locations, and names & phone numbers of contact people.
2. The campus needs to post room changes clearly.
3. From the quad, there should be eye-catching banners or sandwich signs or something to indicate critical locations for students and faculty: bookstore, admissions office, etc.
4. There should be folks circulating on campus to help direct the lost students during the first week of class at night.

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

All primary noncredit course outlines were updated in Fall of 2008 and approved by the BoT some time in the spring of 2009. Only the two vocational classes which were not 5 years old yet need revising.

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

N/A

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

Not at this time although there have been discussions with Early Childhood Education.

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

We have one outline to submit for a vocational ESL class in Service-related jobs such as in retail, hotels or restaurants. We will be submitting this outline in Spring 2010.
As part of a possible grant, we may submit course outlines for noncredit vocational ESL classes this Spring.

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.

Not at this time.

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

N/A
Five College Learning Outcomes:

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

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

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

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

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

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

   Noncredit ESL does not offer any degrees or certificates outside of internal departmental attendance certificates.

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

   NC ESL students will be able to:

   - effectively communicate at an intermediate level in all English language skill areas (speaking, listening, reading, writing) in all aspects of their lives in the U.S. at work, in class, in social settings, etc.
   - improve their communication and interpersonal skills in English.
   - build a foundation in English with which they can gain new job skills and obtain higher paying jobs.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

   i. Written, Oral and Visual Communication

      Students are informally assessed in all classes through their oral and written answers to questions. At higher levels, students may give a short oral presentation or write a narrative or descriptive paragraph.
      All noncredit courses give a promotion test at the end of each semester which include writing.

   ii. Scientific and Quantitative Reasoning

      N/A

   iii. Critical Thinking

      All ESL courses will support critical thinking and appropriate academic behavior by ensuring that the students meet the following outcomes:
ESL students are learning to think in a new language - they develop skills and vocabulary to respond to different situations at school, in their daily lives and at work. They learn to navigate through a new culture, through a new school system and through their jobs.

ESL students learn to apply their language skills to intra-personal, interpersonal and intercultural contexts in order to work cooperatively in large and small groups and to show respect to their classmates and teachers.

iv. Problem Solving

A common activity in ESL is to provide students with a "jigsaw" where each group of students research different sets of information about a common problem. By sharing information, asking questions, and filling in missing parts, students are able to solve the problem.

v. Information Literacy

All levels of noncredit ESL go to the Language and Culture Lab twice a month as a class. Here they hone their English skills at the same time they learn to use a mouse and navigate computer programs.

The highest levels of noncredit ESL also use the lab to do basic internet research to prepare for oral presentations.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

   No

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

   i. Written, Oral and Visual Communication

      N/A

   ii. Scientific and Quantitative Reasoning

      N/A

   iii. Critical Thinking

      N/A

   iv. Problem Solving

      N/A

   v. Information Literacy

      N/A

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

   Yes, they do.

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

Noncredit ESL in the lower levels (10-25) have not given students a syllabus since students are
not likely to understand it. They receive the basic information regarding schedule, rooms, holidays and textbooks. Level 30, 35 and 40 students do receive syllabi with SLOs included. All students receive a handbook detailing the ESL program and behavioral expectations. Starting Spring 2010, 100% of noncredit teachers will be giving "syllabi" to their students. They have been given an modified version of the Academic Senate template to use and have been advised to write the SLOs in language that their level of student will understand.

3. Assessment:
i. How often do you assess these SLOs?
At the end of every fall and every spring semester in all of our classes except the VESL and the afternoon classes held in senior citizens centers.

3. Assessment:
ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.
Noncredit ESL has developed promotion tests for each level of its program. These tests are related to the course outline student learning outcomes and critical thinking components generally for the course rather than any specific textbook or teachers materials. All students at each level take the same test. The tests for level 10 and 20 cover listening, reading, writing and grammar.
Over the last three to four years (2005 to 2009) we have tested:
* 1612 level 10 students
* 1531 level 20/25 students
* 906 level 30/35 students
* 443 level 40 students
Level 10 encompasses three steps from literacy to literate but beginning and students who have some street knowledge but do not know how to put it together yet. Since 2005, there has been a significant increase from a 36% pass rate to 78% pass rate in the writing part of the test. Listening has always been a strong point for level 10 with an increase from 79% passing to 90% passing. The grammar test had very low pass rates so we revised it to make it clearer and less confusing and the pass rates went up. The reading section pass rate has increased from 74% to 80%. The overall pass rate has increased from 49% in 2005 to 87% in 2009.
Level 20 has two parts (20 and 25) and so students may pass to level 25 or 30 based on the promotion test. The results show overall pass rates of between 54% and 70% with a a three year pass rate of 66%. Listening and Reading have the highest scores (87% and 85% respectively) followed by grammar and writing (51% and 35%). Again, production is lower at the beginning of second language acquisition. In addition, the writing test is not the best test of our SLOs. So we will be revising this part in Spring 2010.
From 2006 to 2009, the test for levels 30 and 35 has been the CELSA test which noncredit also uses for initial placement. The CELSA is a reading/grammar cloze test. Because they were taking the test that we use for placement, we were able to see not only if they passed to the next level, but if they passed even higher.
* 66% of the level 30 students passed the test with 33% passing to level 40 and 14% potentially passing to credit and if not to level 40. (score does not include writing sample)
* 64% of the level 35 students passed the test with 40% passing to level 40 and 25% potentially passing to credit and if not to level 40. (score does not include writing sample)
In Fall 2009 we piloted a new promotion test for these two levels. We are analyzing the results of this test and will revise it for the spring.
From 2006-2009 we have used the credit placement test for the level 40s. The only way a student can move into credit which is the next level after 40 is through this test. It includes the
CELSA and a 25 minute writing sample which is graded holistically with a rubric. 43% of the level 40 students based only on the CELSA passed to level 50 or above. (score does not include writing sample) However, in 2010 we will be creating an additional test for level 40s which specifically addresses 40 level student learning outcomes.

In addition to overall success rates, the teachers do item analyses of specific parts of the tests to see what areas students are having the most trouble with. This information helps guide them to improve their curriculum, choose the best textbooks as well as to see that certain mistakes are constant regardless of the level from 10 to 120.

3. Assessment:

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

The Level 10 grammar test had very low pass rates so we revised it to make it clearer and less confusing and the pass rates went up.

The Level 20 writing test is not the best test of our SLOs. So we will be revising this part in Spring 2010.

We wrote a new promotion test for level 30/35 in the Spring and summer of 2009. In Fall 2009 we piloted the new test for these two levels. We are analyzing the results of this test and will revise it for the spring.

In 2010 we will be creating an additional test for level 40s which specifically addresses 40 level student learning outcomes.

3. Assessment:

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

We assess all our students with the level-wide promotion tests described above.
Technology Requests
Part I : Software
ESL-Noncredit-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 80 Classes Discipline-Related Software ESL

Description and part number for ordering:
Update software for Focus on Grammar

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$4,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$4,000.00</td>
</tr>
</tbody>
</table>

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

Item to be shared with the following Department/Program: (Include any shared expenses)
This item can be shared with credit ESL in HC 128 lab as well as with English Skills and can be used in the English Skills lab.

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?
The Focus on Grammar software is so old that it no longer corresponds to the latest editions of the books that we use. As a result, many teachers no longer use the Focus on Grammar series.

2. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
no

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
This software allows students to work on grammar while also practicing in the following language skills: reading, writing, and listening. It also includes excellent explanations of grammar points.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
Noncredit Students in over 30 classes on the Kentfield campus use this software during class visits to the LC 150 lab at least twice a month every semester plus the summer.
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

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

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

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

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

Additional Justification for this item:

Higher levels of noncredit ESL use this software in the LC 150 lab during class visits to the lab.
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>100 Classes</td>
<td>Computer</td>
<td>Noncredit ESL</td>
</tr>
</tbody>
</table>

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

Qty. | Unit Cost: | Tax: | Shipping: | Total:  
---|------------|-----|-----------|---------|
29  | $1,150.00  | $3,000.00 | $0.00 | $36,350.00 |

Type              | College-wide | Discipline-Specific |
Replace            | None          | Lab use             |

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
The 29 computers in LC 150 are from 2004. They break down frequently.
(I'm sorry - I don't know shipping costs).

Item to be shared with the following Department/Program: (Include any shared expenses)
Credit ESL and Modern Languages (ASL, Chinese, French, Japanese, Italian, Spanish)

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?
   B. Twice we have requested this item.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   NO

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   While these computers are not necessary to a specific course in noncredit ESL, they greatly enhance noncredit students experience. This lab is often the only access NC students have to computers. It is vital to their becoming computer literate as well as providing many opportunities for them to develop their linguistic skills.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   With more computers in operating condition, more students in a class will be able to use them. All NC ESL classes at Kentfield come to the lab twice a month. This is approximately 100 classes total per year (Fall, Spring, Summer combined). YES, this is for existing students.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   1) Basic information literacy for noncredit ESL students - how to mouse and use a keyboard; how to use the internet at the higher noncredit levels.
   2) Improved reading comprehension through the use of ESL software.
   3) Improved pronunciation through the use of ESL software.
   4) Improved listening skills through the software as well as ESL websites.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Teachers will assess their students' ability to use a mouse and navigate the desktop.
Linguistic outcomes are measured through our promotion test process as well as individually in specific classes.

Noncredit classes have been using this lab since it opened. They come twice a month with their teacher and class. It is one of their favorite things – which they have mentioned in evaluations frequently. Their main complaint is that they don't get to go more often.

**Additional Justification for this item:**

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

<table>
<thead>
<tr>
<th>Account</th>
<th>Description</th>
<th>12-1102-45000-410-0000</th>
<th>12-1102-64000-410-0000</th>
<th>12-1100-45000-410-0000</th>
<th>12-1100-64000-410-0000</th>
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<tbody>
<tr>
<td></td>
<td>Other Supplies-SRR-High Tech Lang.Lab</td>
<td>$1,110.00</td>
<td>$722.76</td>
<td>$0.00</td>
<td>$722.76</td>
</tr>
<tr>
<td></td>
<td>New Equipment-SRR-High Tech Lang.Lab</td>
<td>$21,094.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td></td>
<td>Other Supplies - San Rafel Rede - MCC project</td>
<td>$1,000.00</td>
<td>$668.60</td>
<td>$0.00</td>
<td>$668.60</td>
</tr>
<tr>
<td></td>
<td>New Equipment - San Raf. Rede-MCC project</td>
<td>$13,296.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Books and AV supplies for faculty and for students in lab

Justification for Item (See Rating Rubric)

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

While some of these materials are shared between credit and noncredit ESL and across 3 labs, we have a separate budget from the credit budget for instructional materials. Materials may be used by any of 23 credit classes/semester and 35 noncredit classes/semester + 3 CR and about 30 classes in the summer.

We use this money to update and add to our HC 128 and LC 150 lab materials - software, lending library books, books on tape, videos, etc. We also use it to update the teacher's resource closet.

2. How will these materials benefit student learning?

These materials provide additional practice in a variety of areas - aural practice, videos to practice listening and to stimulate discussion; pictures and realia to facilitate new vocabulary/grammar development; supplementary reading material, etc.

These materials allow the program to keep up to date, to provide additional materials to use in class and in the labs and to provide students with materials on additional topics beyond what is in their textbooks. ESL not only teaches the language, but also the culture, job preparation, civics and day to day survival skills.
Non-Instructional Requests

Part I : Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair

ESL-Noncredit-2009

I. Non-Instructional Equipment and Supplies

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>5000 Students</td>
<td>Office Computer</td>
</tr>
</tbody>
</table>

Type: Replacement  
Status: New and will be ongoing

Description and part number for ordering:

2 new computers with at least 1GB of memory and two monitors (1 22" and the other 17" - to be used in the College Skills Office (HC 101) by administrative assistants. This isn't really "ongoing" - we just need it once.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$1,000.00</td>
<td>$90.00</td>
<td>$0.00</td>
<td>$2,090.00</td>
</tr>
</tbody>
</table>

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

Presently the two office computers have 256 MB memory and slow processors. The new computers should have at least 1GB of memory so that the admin. assistants can run at least 5 applications simultaneously. Often our administrative assistants have to close an application so that the computer can run more efficiently.

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

The office serves the English Skills, Credit ESL, and Noncredit ESL programs. It is being requested in the credit ESL program review as well as this one.

Justification for Item (See Rating Rubric)

1. Who will use these supplies or equipment?

   The administrative assistants will use these computers.

2. How will access for students be improved?

   The computers are used to enter student data and to register Noncredit ESL students. They are also used to do contracts for over 35 noncredit teachers as well as to produce change orders etc for the credit parts of English Skills. They are used to sign up students for placement tests, write up purchase orders for the department and to communicate with over 60 faculty members.
01 100 Classes Faculty Computer

**Type**  | **Status**  
---|---
New  | New and will be ongoing

**Description and part number for ordering:**
Dell computers with monitors (17”)

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
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<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$1,150.00</td>
<td>$207.00</td>
<td>$0.00</td>
<td>$2,507.00</td>
</tr>
</tbody>
</table>

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

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

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

1. **Who will use these supplies or equipment?**
   These computers will be used by 35 part time ESL faculty to use in the ESL common room, PV1. PT teachers need to be able to access their email and MyCOM portal accounts.

2. **How will access for students be improved?**
   Noncredit Faculty will be able to access their mycom portals and college email accounts, print rosters, communicate with students, prepare lessons etc. Presently, teachers have no computer access on campus.
Non-Instructional Requests

Part II : Other Non-Instructional Costs/Contract Services

This section will be filled out by the Department Chair

ESL-Noncredit-2009

II. Other Non-Instructional Costs

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

Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
ongoing office supply budget

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Justification

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

This is a budget for an office that provides ongoing matriculation and support services for over 1800 noncredit ESL students each semester as well as support for 35 faculty members. The office and its staff and supplies are shared with Credit ESL and English Skills as part of the College Skills Department.

In the case of noncredit ESL, this office sends out applications, letters for wait lists and letters for enrollment to students each semester and summer. This requires printer toner. It also provides basic supplies (such as white board markers) for faculty and for placement tests.
# Faculty Members
## ESL-Noncredit-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>Beal</td>
<td>Rebecca</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bradley</td>
<td>Kathleen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brousse</td>
<td>Elizabeth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burnett</td>
<td>Liinda</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Status:
- **Shared W/other program**
- **(s):**
- **Part-time, ETNUM:**
- **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>2.12</td>
<td>7.2</td>
<td>7.09</td>
<td>00.000</td>
</tr>
<tr>
<td>4.02</td>
<td>4.5</td>
<td>4.41</td>
<td>00.000</td>
</tr>
<tr>
<td>2.75</td>
<td>9</td>
<td>8.9</td>
<td>00.000</td>
</tr>
</tbody>
</table>

#### Years of Service:
- **5**
- **1.5**
- **9**

#### Specialty:
- **ESL**
- **ESL**
- **ESL**

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

- **Teacher mentor for student teachers.**
- **SLOs and promotion test redesign committee.**
- **ESL Committees; VESL curriculum development.**
- **Committee work within noncredit ESL.**
### Years of Service and Specialty

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlson</td>
<td>Sharon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casper</td>
<td>Harris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chan</td>
<td>Sheila</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooper</td>
<td>Geri</td>
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</tr>
</tbody>
</table>

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

- ESL Department Committee working on test development.
- Mentor Teacher.

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlson</td>
<td>Sharon</td>
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<tr>
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<tr>
<td>Chan</td>
<td>Sheila</td>
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</tr>
<tr>
<td>Cooper</td>
<td>Geri</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Status:

- Shared W/other program

#### Years of Service:

- ESL
- ESL/VESL, GED and Basic Skills
- ESL

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlson</td>
<td>Sharon</td>
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<tr>
<td>Casper</td>
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<td>Chan</td>
<td>Sheila</td>
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</tr>
<tr>
<td>Cooper</td>
<td>Geri</td>
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</tr>
</tbody>
</table>

#### Status:

- Part-time, ETNUM

#### Years of Service:

- ESL/VESL, GED and Basic Skills
- ESL

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

- Various College of Marin ESL Committees; Member of TESOL, Modern Language Association, and the American Dialect Society.
- Many ESL Committees

- Various ESL Committees; former CBET Instructor, & Parent Educator for West Contra Costa Adult Education. a Mediator for SEEDS, (formerly East Bay Mediation Center in Berkeley), where she mediates disputes between neighbors, family members, etc.
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa</td>
<td>Carol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status:</td>
<td>Part-time, ETNUM (s): No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2009 TU</td>
<td>Fall 2009 TU</td>
<td>Spring 2010 TU</td>
<td>Reassigned (Total)</td>
</tr>
<tr>
<td>0</td>
<td>7.8</td>
<td>7.62</td>
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<tr>
<td>Years of Service:</td>
<td>Specialty: ESL, VESL</td>
<td></td>
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</tr>
<tr>
<td>Leadership: List involvement in committees or other service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Various ESL committees, ESL Teachers’ Resources organizer (volunteer); Teacher Mentor. Member of CATESOL.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
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<tbody>
<tr>
<td>Cox</td>
<td>Charlotte</td>
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<td>Shared W/other program (s): No</td>
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<tr>
<td>Summer 2009 TU</td>
<td>Fall 2009 TU</td>
<td>Spring 2010 TU</td>
<td>Reassigned (Total)</td>
</tr>
<tr>
<td>1.06</td>
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<td>0</td>
<td>00.000</td>
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<tr>
<td>Years of Service:</td>
<td>Specialty: ESL lower levels</td>
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<tr>
<td>Leadership: List involvement in committees or other service</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Besides serving on many many ESL committees, she was a part time UPM rep and served on the Health and Safety Committee, the Sabbatical Leave Committee. Presently the UPM rep to the North Bay Labor Council.</td>
<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
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<th>Year Retired:</th>
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<tbody>
<tr>
<td>Davies</td>
<td>Marianne</td>
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<td>Status:</td>
<td>Emergency Hire (s): No</td>
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<tr>
<td>Summer 2009 TU</td>
<td>Fall 2009 TU</td>
<td>Spring 2010 TU</td>
<td>Reassigned (Total)</td>
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<td>Specialty: ESL</td>
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<tr>
<td>Leadership: List involvement in committees or other service</td>
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<td></td>
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</tr>
<tr>
<td>Last Name</td>
<td>First Name</td>
<td>MI</td>
<td>Year Retired</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>----</td>
<td>--------------</td>
</tr>
<tr>
<td>Dutton</td>
<td>Caroline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escobar</td>
<td>Linette</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fletcher</td>
<td>Sandy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hayne</td>
<td>Kate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

- Spends summers working in Thailand along the Burmese border with Burmese refugees.
- She also teaches in the Intensive English Program.
- Various ESL committees including SLOs and testing development. Co-developed curriculum for the level 40s.
### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

#### Last Name  | First Name | MI | Year Retired:
--- | --- | --- | ---
Hilty | Nancy |  |  |

**Status:**  
Shared W/other program(s):  
Part-time, ETNUM: No

#### Summer 2009 TU  | Fall 2009 TU  | Spring 2010 TU  | Reassigned (Total)
--- | --- | --- | ---
0 | 2.47 | 2.36 | 0.000

#### Years of Service:  
17

#### Specialty:  
ESL, pronunciation

**Leadership: List involvement in committees or other service**  
Various ESL committees including SLOs and testing development.  
A member of both CATEROL and TESOL.

---

#### Jacunski Neal

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

#### Summer 2009 TU  | Fall 2009 TU  | Spring 2010 TU  | Reassigned (Total)
--- | --- | --- | ---
0 | 0 | 2.33 | 0.000

#### Years of Service:  
New

#### Specialty:  
ESL

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

---

#### Johnson Phyllis

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

#### Summer 2009 TU  | Fall 2009 TU  | Spring 2010 TU  | Reassigned (Total)
--- | --- | --- | ---
0 | 3 | 3 | 0.000

#### Years of Service:  
3

#### Specialty:  
ESL

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

---

#### Karel Ellen

**Status:**  
Shared W/other program(s):  
Part-time, ETNUM: No

#### Summer 2009 TU  | Fall 2009 TU  | Spring 2010 TU  | Reassigned (Total)
--- | --- | --- | ---
0 | 0 | 3.6 | 0.000

#### Years of Service:  
11

#### Specialty:  
ESL, Spanish and French

**Leadership: List involvement in committees or other service**  
Various ESL committees including SLOs and testing development. (Also teaches French in...
Community ED.) Ellen developed the English for Childcare curriculum.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaufmann</td>
<td>Michael</td>
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**Status:**
- Shared W/other programs
- Emergency Hire: No

<table>
<thead>
<tr>
<th>Semester</th>
<th>TU</th>
<th>Semester</th>
<th>TU</th>
<th>Reassigned (Total)</th>
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</thead>
<tbody>
<tr>
<td>Summer 2009</td>
<td>0</td>
<td>Fall 2009</td>
<td>0</td>
<td>0.000</td>
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<tr>
<td></td>
<td></td>
<td>Spring 2010</td>
<td>3.6</td>
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</tbody>
</table>

**Years of Service:**
- New
**Specialty:**
- ESL

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
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<tbody>
<tr>
<td>Leung</td>
<td>Dionna</td>
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**Status:**
- Shared W/other programs
- Part-time, ETNUM: Yes

<table>
<thead>
<tr>
<th>Semester</th>
<th>TU</th>
<th>Semester</th>
<th>TU</th>
<th>Reassigned (Total)</th>
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<tbody>
<tr>
<td>Summer 2009</td>
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<td>Fall 2009</td>
<td>4.8</td>
<td>0.28</td>
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<tr>
<td></td>
<td></td>
<td>Spring 2010</td>
<td>.28</td>
<td></td>
</tr>
</tbody>
</table>

**Years of Service:**
- 5
**Specialty:**
- ESL and Intensive English

**Leadership:** List involvement in committees or other service
- She did the Program Review for the Intensive English Program in the Spring of 2007.
- She also teaches in the Intensive English Program.

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

**Status:**
- Shared W/other programs
- Part-time, ETNUM: Yes

<table>
<thead>
<tr>
<th>Semester</th>
<th>TU</th>
<th>Semester</th>
<th>TU</th>
<th>Reassigned (Total)</th>
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</thead>
<tbody>
<tr>
<td>Summer 2009</td>
<td>1.06</td>
<td>Fall 2009</td>
<td>2.4</td>
<td>2.4</td>
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<tr>
<td></td>
<td></td>
<td>Spring 2010</td>
<td>2.4</td>
<td></td>
</tr>
</tbody>
</table>

**Years of Service:**
- 3
**Specialty:**
- List all areas of specialty and/or equivalency

**Leadership:** List involvement in committees or other service
- Also teaches in the Intensive English Program.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lopez-Gutierrez</td>
<td>Gloria</td>
<td></td>
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**Status:**
- Shared W/other programs
- Part-time, ETNUM: Yes

<table>
<thead>
<tr>
<th>Semester</th>
<th>TU</th>
<th>Semester</th>
<th>TU</th>
<th>Reassigned (Total)</th>
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</thead>
<tbody>
<tr>
<td>Summer 2009</td>
<td>0.02</td>
<td>Fall 2009</td>
<td>2.4</td>
<td>0</td>
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<tr>
<td></td>
<td></td>
<td>Spring 2010</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Years of Service:**
- 6
**Specialty:**
- ESL and Spanish
Leadership: List involvement in committees or other service
She has also taught Spanish through Community Education and in the credit Spanish Department.

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

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

**Status:**
- Shared W/other program(s):
  - Part-time, ETNUM Yes

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)**
--- | --- | --- | ---
3.81 | 4.95 | 0 | 0.000

**Years of Service:** 2.5

**Leadership:** List involvement in committees or other service
She also teaches Credit ESL.

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>McKinnon</td>
<td>Sara H.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)**
--- | --- | --- | ---
4.66 | 6.0 | 6.0 | 12.000

**Years of Service:** 29

**Leadership:** List involvement in committees or other service
Many many ESL committees; Co-developed curriculum for level 40s. Coordinator of Noncredit ESL since Jan 2001; Committees include: ESL placement testing, course outline revision, lab resources, Accuplacer for ESL, numerous hiring committees; member of the Academic Senate, and the IPC, Curriculum, Compressed Calendar, and Equivalency committees, BSL, and the State Academic Senate Ad Hoc Committee on Noncredit. 2008 to present - SLO Facilitator for the College of Marin Academic Senate. Revised all noncredit course outlines fall 2008.

**Became full time instructor Fall 2009.**

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>McMillan</td>
<td>Jerry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Shared W/other program(s):
  - Part-time, ETNUM No

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)**
--- | --- | --- | ---
2.75 | 9 | 8.90 | 0.000

**Years of Service:** 4

**Leadership:** List involvement in committees or other service
Promotion test redesign committee.

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>
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<tbody>
<tr>
<td>Middleton</td>
<td>Holly</td>
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<tr>
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<td>MI</td>
<td>Year Retired:</td>
</tr>
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<td>-----------</td>
<td>------------</td>
<td>----</td>
<td>---------------</td>
</tr>
<tr>
<td>Molloy</td>
<td>Josette</td>
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<tr>
<td>Murphy</td>
<td>Ron</td>
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</tr>
<tr>
<td>Privitt</td>
<td>Karen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Leadership:** List involvement in committees or other service
- The interim Director of ESL in 2001.
- Various ESL committees. He has also been teaching TOEFL prep classes through Community Education.
- Student Teacher mentor.

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

<table>
<thead>
<tr>
<th>Status: Shared W/other program (s):</th>
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</thead>
<tbody>
<tr>
<td>Part-time, ETNUM No</td>
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<tr>
<td>Summer 2009 TU</td>
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<td>0</td>
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<tr>
<td>Years of Service: Specialty:</td>
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<tr>
<td>1 ESL</td>
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<tr>
<td>Summer 2009 TU</td>
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<td>Years of Service: Specialty:</td>
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<td>13 ESL; Adult Ed and GED</td>
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<td>2.96</td>
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<td>Years of Service: Specialty:</td>
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<td>4 ESL/TOEFL PREP</td>
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<table>
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<td>Part-time, ETNUM No</td>
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<td>Summer 2009 TU</td>
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<td>1.90</td>
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<td>Years of Service: Specialty:</td>
</tr>
<tr>
<td>4 ESL, VESL, Intensive English, Spanish</td>
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</table>

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tr>
<td>Last Name</td>
<td>First Name</td>
<td>MI</td>
<td>Year Retired:</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>----</td>
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</tr>
<tr>
<td>Quinn</td>
<td>Denise</td>
<td></td>
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**Status:**
- Shared W/other program(s): No

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)** |
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<tbody>
<tr>
<td>0</td>
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<td>2.4</td>
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**Years of Service:**
- Specialty: many ESL and VESL

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

Denise has worked here on and off for many years. About 20 years ago, she was our coordinator. She works FT at CCSF.

---

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
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<tbody>
<tr>
<td>Reilly</td>
<td>Sheila</td>
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**Status:**
- Shared W/other program(s): No

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)** |
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<tr>
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<tbody>
<tr>
<td>1.90</td>
<td>3</td>
<td>2.91</td>
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**Years of Service:**
- Specialty: 14 Literacy and VESL

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

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<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Rivera</td>
<td>Eloise</td>
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**Status:**
- Shared W/other program(s): No

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)** |
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<tr>
<td>0</td>
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**Years of Service:**
- Specialty: 7 ESL

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

Various ESL Committees

---

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<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Rivera</td>
<td>Teresa</td>
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**Status:**
- Shared W/other program(s): No

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)** |
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<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>2.4</td>
<td>0.000</td>
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**Years of Service:**
- Specialty: 23 ESL

**Leadership:** List involvement in committees or other service
<table>
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<tbody>
<tr>
<td>Roberts</td>
<td>Betty</td>
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**Status:** Shared W/other program (s):
- Part-time, ETNUM: No

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)** |
---|---|---|---|
0 | 3.6 | 3.6 | 0.000

**Years of Service:** 10

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

---

<table>
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<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Russell</td>
<td>Marian</td>
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**Status:** Emergency Hire:
- No

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)** |
---|---|---|---|
0 | 0 | 2.54 | 0.000

**Years of Service:** 0

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

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<table>
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<th>First Name</th>
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<tbody>
<tr>
<td>Saligman</td>
<td>Iris</td>
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</table>

**Status:** Shared W/other program (s):
- Part-time, ETNUM: Yes

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)** |
---|---|---|---|
0 | 5.4 | 6.3 | 0.000

**Years of Service:** 10

**Leadership:** List involvement in committees or other service
- Student Teacher Mentor, various ESL committees

---

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Schiff</td>
<td>Cynthia</td>
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**Status:** Shared W/other program (s):
- Part-time, ETNUM: No

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)** |
---|---|---|---|
0 | 6.6 | 7.09 | 0.000

**Years of Service:** 7

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

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seery</td>
<td>Patricia</td>
<td></td>
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**Status:**
- Shared W/other programs
  - (s): Part-time, ETNUM Yes

**Summer 2009 TU**
- Fall 2009 TU 2.4
- Spring 2010 TU 2.26
- Reassigned (Total) 00.000

**Years of Service:** 7

**Leadership:** List involvement in committees or other service
- Various ESL committees. She also teaches in the Intensive English Program.

---

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>Singer</td>
<td>Ann</td>
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**Status:**
- Shared W/other programs
  - (s): Part-time, ETNUM No

**Summer 2009 TU**
- Fall 2009 TU 4.5
- Spring 2010 TU 5.05
- Reassigned (Total) 00.000

**Years of Service:** 4

**Leadership:** List involvement in committees or other service
- Various ESL Committees

---

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

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<th>Last Name</th>
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<th>MI</th>
<th>Year Retired:</th>
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</thead>
<tbody>
<tr>
<td>Statucki</td>
<td>Cara</td>
<td></td>
<td></td>
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</table>

**Status:**
- Shared W/other programs
  - (s): Part-time, ETNUM No

**Summer 2009 TU**
- Fall 2009 TU 3.6
- Spring 2010 TU 2.4
- Reassigned (Total) 00.000

**Years of Service:** 2

**Leadership:** List involvement in committees or other service
- Promotion Test Development Committee; credit placement test reader.
- Also teaches credit ESL and ENGL 120SL.

---

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>Sukoski</td>
<td>Marti</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Shared W/other programs
  - (s): Part-time, ETNUM Yes

**Summer 2009 TU**
- Fall 2009 TU 3.6
- Spring 2010 TU 6.5
- Reassigned (Total) 00.000

**Years of Service:**
Leadership: List involvement in committees or other service
A classified employee for 19 years, she served as the CSEA Classified union job steward. In ESL she has worked on redesigning the promotion tests. She is also teaching in the credit ESL program. She is a member of CATESOL.

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>
<th>Status:</th>
<th>Shared W/other program (s):</th>
<th>Part-time, ETCUM</th>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<tbody>
<tr>
<td>Tudor</td>
<td>Connie</td>
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<td></td>
<td></td>
<td>Shared W/other program</td>
<td>No</td>
<td>1.90</td>
<td>3.6</td>
<td>3.6</td>
<td>0.000</td>
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<tr>
<td>Winfield</td>
<td>Adria</td>
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<td></td>
<td></td>
<td>Adjunct, ETCUM</td>
<td>Yes</td>
<td>.85</td>
<td>0</td>
<td>0</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service
Various College of Marin ESL committees; Mentor for Mentor Me Petaluma in the Petaluma Public Schools.

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>
<th>Status:</th>
<th>Shared W/other program (s):</th>
<th>Part-time, ETCUM</th>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service
Shared with the Intensive English Program and Credit ESL.

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.

Noncredit ESL has been a large and growing area of College of Marin for over 30 years. One FT instructor was hired in Fall 2009. However, we still have at least 9 FTE taught by part timers.

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.

We have a harder time during the summer session when our pay scale reverts from being based on the salary schedule to being hourly at the community education rates. For many of us, our pay is reduced $10-$15/hour because of this. Therefore, many regular teachers do not teach in the summer.

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?
   N/A

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.

One new PTER was hired in Fall 2009. (Thank you)

5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data
that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

N/A

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

N/A

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

Our enrollment has been pretty steady over the last 3 years with a consistent number of around 300 on our wait lists at the beginning of each semester. Most are absorbed into classes through the noncredit open entry/open exit process.

8. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

The immigrant population of Marin County has grown over recent years with the high schools in Novato and San Rafael reporting that from 20-50% come from families whose first language is not English. College of Marin's ESL program serves the parents and families of these students as well as the students themselves after graduation and occasionally before graduation.

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.

This year including Summer 2009, Fall 2009 and Spring 2010, we have taught the equivalent of 388 units. The majority of these units are taught by part timers. We have only one full timer. The College of Marin lists Basic Skills, of which noncredit ESL is a part, as one major component of its Mission. In addition ESL is mentioned in Goal number 2: Academic Excellence.

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.

While part-time faculty are often excellent classroom teachers, promoting long-term student success means providing faculty who are available to students outside of the classroom and for program assessment and development. Full-time faculty identify with, commit to, and serve their colleges, their programs, and their students in a way that part-time faculty cannot be expected to do; many institutions do not even commit to hiring them back the subsequent term. Absence of full-time faculty often means there is no meaningful faculty voice to advocate for noncredit students and programs.

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.

Since noncredit and credit ESL are in one department, College Skills, now, a number of our faculty teach in both areas.
Non-Instructional Support Staff
ESL-Noncredit-2009

I. Current Support Staff

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romo, Lupe</td>
<td>Part-Time</td>
<td>Clerical</td>
<td>20</td>
<td>6000 Students</td>
</tr>
</tbody>
</table>

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

Lupe is shared among the three disciplines of the College Skills Department and covers the office nights and Saturdays.

A student Ambassador for College of Marin.

---

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suarez, Alejandro</td>
<td>Full-Time</td>
<td>Clerical</td>
<td>37</td>
<td>6000 Students</td>
</tr>
</tbody>
</table>

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

Alex is shared among the three disciplines of the College Skills Department.

---

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workstudy Students</td>
<td>Work Study</td>
<td>Clerical</td>
<td>15</td>
<td>6000 Students</td>
</tr>
</tbody>
</table>

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

The ESL office often used workstudy students to supplement the staff during the semester and also between semesters to help with registration.

Presently, we have Laura Hernandez and one other temporarily.

---

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

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Type</th>
<th>Approx. hours per week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>Hourly</td>
<td></td>
<td>6000 Students</td>
</tr>
</tbody>
</table>

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

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

**Shared Resources:** If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or...
departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

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

Best Practices:
Overall Program Structure:
Noncredit ESL offers a full continuum of levels to bring students from beginning to intermediate and ready to move on to credit. We have articulated our classes with credit ESL so that there is a minimum of overlap and students can move seamlessly through the entire sequence. The noncredit ESL sequence provides a highly defined structure for teachers to follow so that students successfully complete each level and pass promotion tests.

Noncredit ESL classes have more contact hours which allows students the opportunity for more time on task, more time to use what they have learned in a variety of ways. These classes are multi-skill so that content is practiced using various learning modalities including aural, oral, visual and kinesthetic.

All of the ESL classes include individual, pair and small group learning experiences. Active participation is a requirement. In addition, students have access to a computer language lab and an ESL lab with an ESL teacher present to help.

ESL students with learning disabilities receive services through the Disabled Students Program.

Faculty:
While noncredit ESL is staffed entirely by part-timers, faculty makes good use of flex time to develop various aspects of the program as well as to develop and improve their own teaching skills. Noncredit ESL hires well-qualified teachers with 95% having Masters Degrees in TESL or related fields. Faculty Collaboration:
~Sharing of information is done routinely at department meetings. It is also done in an informal manner between individual faculty members. Non-credit faculty members attend routine meetings as this is considered a part of their load.
~Same level classes taught at different times of the day often share materials and develop materials together.
~Level 40 teachers work together to develop curriculum to be used in all five sections.
~New teachers are mentored by long-time teachers. (We have new teachers almost every semester...)
~TESOL and CATESOL information is shared in department meetings.

Staff:
The staff members in the ESL office are often the first place where students come for information. The staff is well-trained and bilingual in some languages. They go out of their way
to patiently direct students to the appropriate college or community service.

**Students:**

**Self-Direction:**
Noncredit ESL is, by its nature, self-directed. Nothing forces a student to enroll or stay in class. Progress is dependent on students achieving a certain level of competency. Students learn that their progress and success rests on their own shoulders. Students who enter our program are motivated by family and work-related necessities. Their initial goals revolve around language acquisition, but as time goes on, these goals increasingly evolve to include vocational training or college as ultimate destinations.

**Metacognition:**
As students acquire skills, teachers frequently ask students to explain why they have used a particular word or grammatical structure in order to make students conscious of the new language's rules and to be aware of its differences from their native languages. Everything in ESL is taught in context, with realia, through text or audio/video...from the very first word taught in Level 10 to a paper in 120.

**Retention and Success:**
Noncredit ESL: 60% of students, on average, remain in class from the beginning to the end of the semester. 65% of students, on average, move up after completing one semester in a particular level. Both: Student evaluations report an overall positive response to ESL instructional practices.

**Lifeskills:**
Noncredit instruction includes lifeskills components so that everything students learn is related to daily life. Most classes end with an opportunity for students to apply what they have learned to their own personal life and to freely share experiences orally or in writing. In order to foster communicative language acquisition, collaborative pair-work or small group work and cooperative learning exercises are the norm in ESL classes.

**Study Skills:**
Many ESL students have limited educational backgrounds, so learning how to organize themselves is vital to their success. Noncredit students and credit level 50 students are systematically taught about paper size, where to put their names, date, class info, how to use margins and skip lines, how to organize their class work and handouts in a binder, how to complete homework assignments on time and the beginnings of note-taking.

**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).*

**Resources**

**Staff:**
1.5 administrative assistants + resources to hire hourly assistance at three peak periods each year before the beginning of each session.
All of this has already been approved. We have been having trouble getting consistent help in the 1.5 administrative assistant area.

**Faculty:**
Teaching units to continue present offerings.
At least three two more full-time teachers would be nice.

**Facilities:**
Classroom space to continue to provide current offerings
Continued use of LC150 Language and Culture Lab.

**Instructional Equipment - technology/hardware:**
New computers for LC 150 to replace aging and breaking ones.

**Instructional Materials:**
An annual budget of $1000 for books, software, audio and visual materials for teachers to use in the classroom and students to use in the language labs.

Previously this has been in accounts labeled "instructional supplies" or the lottery account.

**Office Supply Budget:**
A budget of $1500 to cover the costs of day to day operations as well as mailings to enrolled and waitlisted students in the fall, spring and summer sessions.

**VESL Classes:**
Submitting an external grant request to fund VESL classes for 2010-2011.

### III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

Noncredit ESL hopes to be able to continue providing excellent opportunities for Marin County's growing immigrant community. We will continue to find ways to create a seamless transition from noncredit to credit ESL and to support our students in finding ways to achieve their goals. We are applying for a large grant to fund 12 VESL classes in the coming year.

### 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 gotten any instructional equipment requests funded.
- We have had a nebulous amount for our instructional supply budget. The move to banner made this money much less transparent and in fact it has taken awhile to find the accounts at all and some are missing. We have gone with whatever we've found available thus far.
- We were awarded one FT hire for the first time ever in noncredit ESL.
- The major change that has happened is that we have become part of a department - College Skills - together with credit ESL and English Skills. We now have a chair. The last two items became a reality in Fall 2009, so it is hard to assess major impact yet. However, there is a sense of greater cohesiveness among the three basic skills areas and a sense that together we can make sure that students have a seamless movement through our programs and into credit or vocational studies.
- We are applying for a grant to possibly fund the vocational ESL classes we mentioned in our first
program review. We will know later this spring if this will be possible. If funding becomes available, we will be able to offer 12 classes in 4 vocational areas as well as civics.

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.

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.

Instructional supplies/equipment:
1. New computers for the LC 150 lab - the ones we have are falling apart and are about 5 years old. The lab is used by 35 NC ESL classes, 9 credit classes and numerous modern languages classes.
2. Two computers for the Part time (35+) NC ESL faculty who now have a space in which to work and meet but no computers to use.
3. Continued instructional materials budget.

Staff Supplies:
1) 2 new computers for our office staff. Their job now includes three large disciplines - and combined comprises the largest department on campus. They coordinate the applications of over 1800 noncredit students each semester (as well as at least 1500 in the summer). They are the go to people for all ESL students as well as all college skills faculty who have questions, want to register for classes, placement tests etc. It is a huge job and they deserve computers powerful enough to handle it.
2) The office supply budget is vital since we print and mail letters to all of the NC students several times each year which requires toner/ink for the printer. In addition we provide white board markers and other supplies for faculty to use. (All the PV portables have white boards.)

Staff:
While we are very grateful for our first full-time hire ever, we still teach the equivalent of 9 FTE. One teacher is a drop in the bucket considering the overall need. We are still requesting at least two more FT teachers. While part-time faculty are often excellent classroom teachers, promoting long-term student success means providing faculty who are available to students outside of the classroom and for program assessment and development. Full-time faculty identify with, commit to, and serve their colleges, their programs, and their students in a way that part-time faculty cannot be expected to do: our contract does not even commit to hiring them back the subsequent term.

We have a harder time during the summer session when our pay scale reverts from being based on the salary schedule to being hourly at the community education rates. For many of us, our pay is reduced $10-$15/hour because of this. Therefore, many regular teachers do not teach in the summer.

VI. Other concluding remarks.

Noncredit ESL has grown by leaps and bounds over the past 7 years. The immigrant population of Marin is growing both in central Marin and in North Marin. San Rafael School District reports 34% of its K-8 grade students and 49% of San Rafael High School Students are Latino. The
Novato Unified School District reported in May 2007 that over 20% of its students come from non-English speaking homes. Increased ESL offerings at IVC would be an excellent strategy for building eventual credit student population at IVC. By offering educational opportunities to the parents and other adults, one effects a change not only in their lives but also in the lives of their children and future generations. It opens a door for parents to better their lives, to model to their children the value of continued education and the value of College of Marin in their lives now and in their children?'s future.

Program Review for both credit and noncredit ESL has shown that our students progress through the noncredit and credit ESL program sequence and on to credit and vocational programs. Over the last 3-4 years ESL has revised and fine-tuned its course offerings creating a vibrant bridge from noncredit level 40 to credit level 50. Between 1999 and 2002, 24% of noncredit students moved into the credit ESL program. This has increased to 66% between 2004 and 2007.

With more support in terms of counseling, advising and program coordination for both credit and noncredit, we will be able to do even better. Noncredit ESL adds between 1500 and 1800 students to College of Marin unduplicated headcount each semester. This shows a 100% growth since 2001. We have seen a 25% growth in our offerings over the last year and yet Noncredit ESL has only one full-time faculty. While part-timers across the board at the college are waiting less and less patiently for full time positions to open up, ESL has not had a FT hire since 1992 and there has never been one assigned to noncredit. Part-time ESL instructors teach the equivalent of 9 full-timers.
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

3. Please comment on the faculty and staff sections.
   While one full-time position has been filled, there is a need for more. The program represents over 120 units per semester, but there is only one full-time faculty member.

4. Other comments
   Noncredit ESL needs enormous office support. In the COSK office, the staff spends 80% of its energy on Noncredit ESL. The office is involved in registering new students, testing them, and maintaining a database. However, there has been very little money assigned to the non-instructional costs of Noncredit ESL.
Area Directors and Deans Comments
ESL-Noncredit-2009

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

This is an excellent review of an excellent program. Particularly useful is the explanation of the SLO assessment cycle. I have observed this process and it is exemplary.

Lack of ability to add sections of courses with lengthy waitlists is a barrier to student access.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

I support both the $4000 request for Focus on Grammar and the request for replacement computers for the Language and Culture lab.

3. Please comment on the faculty and staff sections.

As mentioned in my response to the Credit ESL program, we need an additional $3,000 to cover possible absences for ESL office staff when college is in session. This office provides an essential service for students and it must be open. Currently there is no way to fund replacement staff.

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

5. Other comments

Excellent program review.