### I. Team Members

<table>
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<tr>
<th>Name</th>
<th>Specialty</th>
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<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Bonnie Borenstein</td>
<td>Speech/Inter-Cultural Relations</td>
<td></td>
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</tr>
<tr>
<td>Carol Adair</td>
<td>English Composition/English as a Second Language/English Skills/Chair</td>
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<tr>
<td>Michael Timmel</td>
<td>Basic Skills/GED</td>
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### II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
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<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derek Wilson</td>
<td>Chair of Budget Committee</td>
<td></td>
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</tr>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
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<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
<td></td>
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<tr>
<td>Erik Dunmire</td>
<td>Facilities Committee</td>
<td></td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Institutional Planning Committee/Academic Senate President</td>
<td></td>
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</tr>
<tr>
<td>Nick Chang</td>
<td>Instructional Equipment Committee (and Other Expenses)</td>
<td></td>
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</tr>
<tr>
<td>Sara Mckinnon</td>
<td>SLO Coordinator and Chair of the Program Review Committee</td>
<td></td>
<td></td>
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<tr>
<td>Joetta Scott</td>
<td>Student Access and Success Committee</td>
<td></td>
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### III. Vice President of Academic Affairs

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

### IV. Board of Trustees President

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

II. Program Purpose

Primary Goal: Basic Skills or ESL
Secondary Goal: Career/Work Training
Other Goal: Support Transfer Courses

Primary and Secondary Goals Description:
To help students achieve their goals, the English Skills program offers a series of one-unit courses in lecture and lab format, three levels of reading and writing courses and a GED program. About 60% of the students taking English skills reading/writing courses advance into the regular English series. A more interesting fact is that 75% of the students starting English Skills courses finish at least one skills course. Finishing one course is important because national, state and Bay Area studies show that people who complete only a little college - as little as one complete semester - make, on the average, about $10,000 more per year throughout their lives. Whether they go on to higher level classes or not, over 550 students each year have a better chance at a job or further education because they completed these courses.

III. Students Served
The more than 400 students taking English Skills classes each semester are extraordinarily diverse with multifaceted needs. These are the at-risk students. English Skills students include:
~ recent high school graduates
~ people who dropped out of high school and are now seeking pre-college skills or a GED
~ people who have been under-employed because of their lack of education
~ people whose economic and social problems have overwhelmed their ability to progress
~ students for whom English is not their first language
~ people with learning and physical disabilities.

IV. Program History
At various times called developmental education, remedial education, essential skills, core skills, access skills, job skills, basic skills, college skills, math skills and English skills, the discipline has continued to provide students with the ability to succeed in college courses and/or to develop fundamental literacy and language ability for the workplace. For over thirty years, English Skills has been placed organizationally within the Communications Department where its faculty worked well with those in the disciplines of speech, video, film, and journalism. In this report, the English Skills discipline is proposing that it be merged with the credit ESL discipline into one department named the College Skills Department - one department with two closely linked but separate disciplines. Politically and philosophically the faculty of these disciplines agree on student-centered education and a collaborative workplace. Although they are currently in separate departments, English skills discipline at COM has, at times, been linked with ESL. In fact, the ESL discipline grew as a section of English Skills. Faculty in these two disciplines also share philosophy and teaching methods. The GED program, which had been a part of Community Education since the 1970, was merged into the English Skills program in 1999. Since we realize the non-credit programs are frequently a gateway into the credit program, we have attempted to make both programs seamlessly united. Students practicing to take the GED tests now work in the same lab and with the same teachers as do the credit students.

In our spring 2008 program review, the English Skills faculty recommended that we join credit ESL in a two-discipline department named College Skills. All basic skills English courses will be renamed College Skills.

V. Attachments

English Skills Students at College of Marin

The more than 400 students taking English Skills classes each year are extraordinarily diverse with multifaceted needs. These are the "at-risk" students. English Skills students include recent high school graduates, people who dropped out of high school and are now seeking pre-college skills or a GED, people who have been under-employed because of their lack of education, people whose economic and social problems have overwhelmed their ability to progress, students for whom English is not their first language, and people with learning and physical disabilities.

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

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

Recent high school graduates.

40% of the students enrolled in fall 07 English Skills classes are recent high school graduates. (See English Skills Department Survey. Appendix A)
Many students in English Skills courses are recent high school graduates, many of whom are surprised that although they made good grades in high school and passed the California exit exam, when they enrolled in COM, they tested into remedial English and math classes. This is partly because high school teachers, forced to teach to the state tests, are unable to spend time with the in-depth critical thinking skills needed for college work. A recent report indicated that 85% of California's high school graduates who apply to college test into remedial English and math. (NPR, California Report, June 25, 2007)

Students who did not complete high school

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

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

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

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

Students for whom English is a second language

According to the fall 2007 survey, 49% of the students registered in English Skills classes indicated that English is, for them, a second language. This number has remained consistent for at least 5 years. In our review of 2003, 51% of our students indicated that English was not the language spoken in their homes and was not their first language.
While the college collects very important information on the ethnicity of our student body, it is in the interest of the English Skills department to know the languages of our students. English is the second language for close to 50% of the students taking English Skills classes.

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

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

**Students with Learning Disabilities**

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

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

**'Older' Students**
According to our fall 2007 count, 37% of students taking remedial English classes in the English Skills Program were over 25 years old. In fact, 8% of our students were over 40. The oldest student attending our classes in Fall 2007 was 57 years old. According to the COM Discipline Quantitative Data (DQD) report, the 'older student' population for English Skills classes has remained about the same for five years.

<table>
<thead>
<tr>
<th>Year</th>
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<tr>
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</tr>
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<td>F04</td>
<td>40%</td>
</tr>
<tr>
<td>F05</td>
<td>37%</td>
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In line with national trends, demographic data of College of Marin students indicate an average age well above what is considered the traditional age for college students. Being older presents additional challenges for college students. They have jobs and family responsibilities. They have frequently failed in earlier attempts at education, are economically weak, and have no understanding of the pathways to educational success. They have little support for their educational ambition.

**Program Definition**

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

**The developmental English courses** include:

- A variety of one-unit, short term, teacher-directed classes in college skills such as test taking, speed reading, class participation and text book reading.
- Three levels of traditional full-semester, teacher-directed reading and writing courses, English 62, English 92 and English 116

**The open-entry lab** supports these classes with individual tutoring, group study sessions and computer aided drill. The lab also offers:
A variety of one-unit, self-paced lab classes such as spelling, vocabulary and phonics.

Three one-unit, self-paced courses in support of the Court Reporting program.

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

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

Our program provides on-going, open-entry pre-testing and individual study plans to help people gain this level of competence in all five areas.
I. Program Enrollment

<table>
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<th>How has this changed?</th>
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<tbody>
<tr>
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</table>

Why has this occurred?

- The demographics of Marin are such that fewer developmental students are entering the system. -College of Marin is not taking advantage of the huge numbers of students who drop out of high school and could be taking our GED program and, from there, moving into skills courses.

How can the positive results be maintained or the negative results be improved?

The discipline has forwarded recommendations to strengthen our program and, therefore, our success with under-prepared students in our remedial programs. WE HAVE RECOMMENDED TO THE IPC AND TO THE BASIC SKILLS INITIATIVE COMMITTEE THAT THE COLLEGE PROVIDE SUPPORT FOR THESE STUDENTS BY:

1. Combining English Skills/Developmental English and ESL into one department, with one chair calling the new department, the "College Skills Department".

2. Combining the English Skills and ESL labs into two sections of one room (LC 120) providing coordinator/faculty oversight for the ESL section.

3. Creating a "joint commission" of developmental course teachers to articulate the developmental series (English 62, 92, 98, 120)

4. Enhancing and supporting the college's GED program

5. Convening a group of faculty to review course content and methods of instruction for the single skill, open-entry basic skills courses.

6. Assigning developmental representatives to the committee adjusting the Accuplacer test.

7. Hiring a full-time reading specialist with experience and training in developmental education and learning lab supervision/development

8. Providing training for developmental teachers in developmental reading.

9. Reassigning a personal/crisis counselor (or hire a personal/crisis counselor) with training in developmental and ESL education.

10. Hiring a full-time faculty member able to teach all subjects of the GED exam.

If there are courses you wish to highlight, please describe changes and trends.
GED Program: A vibrant GED program would enhance enrollment, retention and success.
Enrollment: Since the introduction of the high school exit exam, more and more young people are leaving high school without diplomas. According to The Department of Education, the graduation rate in California is the lowest in 10 years. In 2006, Marin County somewhere between 10% and 20% of students did not finish high school. In San Francisco, the drop out rate was nearly 27% and in Oakland, it was 54%. Few of these people know that they can prepare for a high school equivalency at the College of Marin.
Recommendations:
~ Insure that the GED test is given at least once a month, in a flexible manner, with good record keeping (see testing)
~ Insure that the GED preparation course is delivered consistently and in a variety of methods.
~ Advertise widely throughout the Bay Area (in newspapers, on buses, on the radio) that the (GED is at COM!)
Retention: Many students who inquire about the GED program do not sign up. Many who sign up do not follow up with their study plan.
Recommendations:
~ Staff the English Skills Lab with faculty committed to the GED program
~ Provide the GED preparation program in a variety of modes, particularly as a computer-assisted program
~ Provide students with incentives and tangible rewards (such as scholarships or free semesters).
~ Provide that the test is given more frequently.
~ Provide academic counseling for GED students, especially one that recommends into vocational programs.
~ Provide lecture courses in GED subjects.
Transition into workforce courses and employment.
Recommendations:
~ Provide academic counseling for GED students, especially one that recommends into vocational programs.
~ In union with Basic Skills (English and math), establish links into workforce programs, government employment programs, unions and private training programs.
Facilities:
The GED program is now integrated into the English Skills discipline, but it has no separate place to store GED. There is no quiet lab room or space for students to take the GED practice tests. It has no central computer on which to store records of GED students.
Recommendations:
~ Provide the GED coordinator with an administrative computer to store GED records
~ Designate small, quiet classrooms for GED lectures and the taking of practice tests.
Staffing: The English Skills faculty have been trained in the GED preparation process. They will improve as they become accustomed to the procedure and the materials. However, only one teacher has the skills to tutor students in the math part of the test. Recommendations
~ Hire one full-time GED teacher with the ability to teach the range of GED subjects.

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<tbody>
<tr>
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Why has this occurred?
Enrollment in the English 62 and 92 has increased from Spring 2008. Fall semester enrollment generally sees an increase over Spring semester. Fall 2008 has seen an increase in enrollment due to a readjustment of the cutoff scores on the newly implemented Accuplacer placement test. For Spring 2008, the cutoff scores, upon initial examination, were not set correctly. After adjustment of the cutoff scores for Fall 2008, both English 62 and 92 had more robust enrollments with greater placement into those courses.

The one-unit lab courses have also seen an increase in enrollment for Fall 2008 compared to Spring 2008. This increase may be due to the normal fall increase or adjustments we have made in methods and curriculum in response to our SLO results.

How can the positive results be maintained or the negative results be improved?
We need to keep monitoring the Accuplacer to make sure that it is placing students correctly. We also need to recruit and hire teachers with a commitment to developmental students, and we must have facilities that allow our students to have an environment more conducive to learning.

If there are courses you wish to highlight, please describe changes and trends.

II. Faculty Units

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<tbody>
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<td>F08</td>
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</table>

Why has this occurred?
Our unit allocation has been decreased from over 80 to 66 for Fall 2008. For years, the college enrollment has dropped. The course caps have become smaller. Mostly, the drop has been in our one-unit lab courses and in the GED program, neither of which has been supported with equipment or marketing.
How can the positive results be maintained or the negative results be improved?
The discipline has forwarded recommendations to strengthen our program and, therefore, our success with under-
prepared students in our remedial programs.
WE HAVE RECOMMENDED TO THE IPC AND TO THE BASIC SKILLS INITIATIVE COMMITTEE THAT THE COLLEGE PROVIDE SUPPORT FOR
THESE STUDENTS BY:
1. Combining English Skills/Developmental English and ESL into one department with one chair calling the new
department, the "College Skills Department."
2. Hiring at least one full-time faculty with experience as a reading specialist and training in developmental
education and learning lab supervision.
3. Combining the English Skills and ESL labs into two sections of one room (LC 120) providing coordinator/faculty oversight for the ESL section.
3. Providing resources to strengthen the one-unit, open-entry lab courses
4. Creating a "joint commission" of developmental course teachers to articulate the developmental series
(English 62, 92, 98, 116, 120)
5. Enhancing and supporting the college's GED program
6. Convening a group of faculty to review course content and methods of instruction for the open-entry, basic skills, one-unit courses.
7. Assigning developmental representatives to the committee adjusting the Accuplacer test.
8. Providing training for developmental teachers in developmental reading.
9. Reassigning a personal/crisis counselor (or hire a personal/crisis counselor) with training in developmental and ESL education.
10. Hiring a full-time faculty member able to teach all subjects of the GED exam.

If there are courses you wish to highlight, please describe changes and trends.

GED Program: A vibrant GED program would enhance enrollment, retention and success.
Enrollment: Since the introduction of the high school exit exam, more and more young people are leaving high school without diplomas. According to The Department of Education, the graduation rate in California is the lowest in 10 years. In 2006, Marin County somewhere between 10% and 20% of students did not finish high school. In San Francisco, the drop out rate was nearly 27% and in Oakland, it was 54%. Few of these people know that they can prepare for a high school equivalency at the College of Marin.
Recommendations:
~ Insure that the GED test is given once a month, in a flexible manner, with good record keeping (see testing)
~ Insure that the GED preparation course is delivered consistently and in a variety of methods.
~ Advertise widely throughout the Bay Area (in newspapers, on busses, on the radio) that the (GED is at COM!)
Retention: Many students who inquire about the GED program do not sign up. Many who sign up do not follow up with their study plan.
Recommendations:
~Staff the English Skills Lab with faculty committed to the GED program
~Provide the GED preparation program in a variety of modes, particularly as a computer assisted program
~Provide students with incentives and tangible rewards (such as scholarships or free semesters).
~Provide that the test is given more frequently.
~Provide academic counseling for GED students, especially one that recommends into vocational programs.
~Provide lecture courses in GED subjects.
Transition into workforce courses and employment.
Recommendations:
~Provide academic counseling for GED students, especially one that recommends into vocational programs.
~In union with Basic Skills (English and math), establish links into workforce programs, government employment programs, unions and private training programs.
Facilities: The GED program is now integrated into the English Skills discipline, but it has no separate place to store GED. There is no quiet lab room or space for students to take the GED practice tests. It has no central computer on which to store records of GED students.
Recommendations:
~ Provide the GED coordinator with an administrative computer to store GED records
~Designate small, quiet classrooms for GED lectures and the taking of practice tests.
Staffing: The English Skills Faculty have been trained in the GED preparation process. They will improve as they become accustomed to the procedure and the materials. However, only one teacher has the skills to tutor students in the math part of the test.
Recommendations
~ Hire one full-time GED teacher with the ability to teach the range of GED subjects.

If there are courses you wish to highlight, please describe changes and trends.
III. Demographic Trends

Demographic Changes

How has the total of Students changed?

Ethnicity: change from to

Why has this occurred?

Hispanic student numbers rose from 21.9% to 26%. As a result, we have more "1.5" students (see description below).

How can the positive results be maintained or the negative results be improved?

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

VI. Student Retention Rates

Student Retention Rate Within The Program (All courses combined)

Retention: % of students completing courses (First Census Roster/Final Grade Roster Total)

Retention has increased by 6.2% %

Why has this occurred?

Retention and success in basic skills courses will generally be lower than retention and success in transfer-level courses. For 30 years, study after study show that students entering college at a developmental level have only a small chance of getting a bachelor's degree. According to the Chancellor's office, California's retention rate for students in developmental classes is below 60%, so we are doing above average with a discipline retention rate of approximately 75%.

How can the positive results be maintained or the negative results be improved?

The slight increase is not statistically significant since there was, during the time frame under discussion, a decrease from Fall 2006 to Spring 2007. However, the discipline has forwarded recommendations to strengthen our program and, therefore, our success with under-prepared students in our remedial programs.

WE HAVE RECOMMENDED TO THE IPC AND TO THE BASIC SKILLS INITIATIVE COMMITTEE THAT THE COLLEGE PROVIDE SUPPORT FOR THESE STUDENTS BY:

1. Combining English Skills/Developmental English and ESL into one department with one chair calling the new department, the "College Skills Department."
2. Hiring at least one full-time faculty with experience as a reading specialist and training in developmental education and learning lab supervision.
3. Combining the English Skills and ESL labs into two sections of one room (LC 120) providing coordinator/faculty oversight for the ESL section.
4. Providing resources to strengthen the one-unit, open-entry lab courses
5. Creating a "joint commission" of developmental course teachers to articulate the developmental series (English 62, 92, 98, 116, 120)
6. Enhancing and supporting the college's GED program
7. Assigning developmental representatives to the committee adjusting the Accuplacer test.
8. Providing training for developmental teachers in developmental reading.
9. Reassigning a personal/crisis counselor (or hire a personal/crisis counselor) with training in developmental and ESL education.

If there are courses you wish to highlight, please describe changes and trends.

GED Program: A vibrant GED program would enhance enrollment, retention and success.
Enrollment: Since the introduction of the high school exit exam, more and more young people are leaving high
school without diplomas. According to The Department of Education, the graduation rate in California is the lowest in 10 years. In 2006, Marin County somewhere between 10% and 20% of students did not finish high school. In San Francisco, the dropout rate was nearly 27% and in Oakland, it was 54%. Few of these people know that they can prepare for a high school equivalency at the College of Marin.

Recommendations:
~ Insure that the GED test is given once a month, in a flexible manner, with good record keeping (see testing)
~ Insure that the GED preparation course is delivered consistently and in a variety of methods.
~ Advertise widely throughout the Bay Area (in newspapers, on buses, on the radio) that the (GED is at COM!)

Retention: Many students who inquire about the GED program do not sign up. Many who sign up do not follow up with their study plan.

Recommendations:
~ Staff the English Skills Lab with faculty committed to the GED program
~ Provide the GED preparation program in a variety of modes, particularly as a computer assisted program
~ Provide students with incentives and tangible rewards (such as scholarships or free semesters).
~ Provide that the test is given more frequently.
~ Provide academic counseling for GED students, especially one that recommends into vocational programs.
~ Provide lecture courses in GED subjects.

Transition into workforce courses and employment.

Recommendations:
~ Provide academic counseling for GED students, especially one that recommends into vocational programs.
~ In union with Basic Skills (English and math), establish links into workforce programs, government employment programs, unions and private training programs.

Facilities: The GED program is now integrated into the English Skills discipline, but it has no separate place to store GED. There is no quiet lab room or space for students to take the GED practice tests. It has no central computer on which to store records of GED students.

Recommendations:
~ Provide the GED coordinator with an administrative computer to store GED records
~ Designate small, quiet classrooms for GED lectures and the taking of practice tests.

Staffing: The English Skills faculty have been trained in the GED preparation process. They will improve as they become accustomed to the procedure and the materials. However, only one teacher has the skills to tutor students in the math part of the test.

Recommendations:
~ Hire one full-time GED teacher with the ability to teach the range of GED subjects.

If there are courses you wish to highlight, please describe changes and trends.

GED Program: A vibrant GED program would enhance enrollment, retention and success.

Enrollment: Since the introduction of the high school exit exam, more and more young people are leaving high school without diplomas. According to The Department of Education, the graduation rate in California is the lowest in 10 years. In 2006, Marin County somewhere between 10% and 20% of students did not finish high school. In San Francisco, the dropout rate was nearly 27% and in Oakland, it was 54%. Few of these people know that they can prepare for a high school equivalency at the College of Marin.

Recommendations:
~ Insure that the GED test is given at least once a month, in a flexible manner, with good record keeping (see testing)
~ Insure that the GED preparation course is delivered consistently and in a variety of methods.
~ Advertise widely throughout the Bay Area (in newspapers, on buses, on the radio) that the (GED is at COM!)

Retention: Many students who inquire about the GED program do not sign up. Many who sign up do not follow up with their study plan.

Recommendations:
~ Staff the English Skills Lab with faculty committed to and knowledgeable of the GED program
Provide the GED preparation program in a variety of modes, particularly as a computer assisted program.

Provide students with incentives and tangible rewards (such as scholarships or free semesters).

Provide that the test is given more frequently.

Provide academic counseling for GED students, especially one that recommends into vocational programs.

Provide lecture courses in GED subjects.

Transition into workforce courses and employment.

Recommendations:

Provide academic counseling for GED students, especially one that recommends into vocational programs.

In union with Basic Skills (English and math), establish links into workforce programs, government employment programs, unions and private training programs.

Facilities: The GED program is now integrated into the English Skills discipline, but it has no separate place to store GED. There is no quiet lab room or space for students to take the GED practice tests. It has no central computer on which to store records of GED students.

Recommendations:

Provide the GED coordinator with an administrative computer to store GED records.

Designate small, quiet classrooms for GED lectures and the taking of practice tests.

Staffing: The English Skills faculty have been trained in the GED preparation process. They will improve as they become accustomed to the procedure and the materials. However, only one teacher has the skills to tutor students in the math part of the test.

Recommendations:

Hire one full-time teacher with the ability to teach the range of GED subjects.

VII. Student Success Rates

<table>
<thead>
<tr>
<th>Student Success Rate Within The Program (All courses combined)</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success = % Grades of (A, B, C, CR)/(A, B, C, CR, D, F, NC, W, I)</td>
<td>Fa06</td>
<td>Sp08</td>
</tr>
</tbody>
</table>

Why has this occurred?
Our entire discipline's success rate (excluding IP grades, which we use for our self-paced lab courses) has varied insignificantly from Fall 2006 to Spring 2008. We had a slightly higher rate in Fall 2007 (62.1%) and a lower rate (50.8%) in Spring 2008. We attribute this lowered rate to students being placed in classes that were too hard for them. The new Accuplacer test cutoff scores have since been readjusted to compensate for this. Data on Fall 2008 are, of course, not yet available. The success rate of basic skills courses are difficult to compare to the success rate of transfer-level courses since every study shows that the fewer skills students have when they attempt college, the less likely they are to succeed. However, about 70% of the students who enter at our mid-level remediation program, English 92 (3 semesters below college English), earn passing grades.

**How can the positive results be maintained or the negative results be improved?**
We will improve our success when we provide a more unified cluster of services for these students. Specifically, by:

1. Combining English Skills/Developmental English and ESL into one department, with one chair calling the new department, the "College Skills Department".

2. Combining the English Skills and ESL labs into two sections of one room (LC 120) providing coordinator/faculty oversight for the ESL section.

3. Creating a "joint commission" of developmental course teachers to articulate the developmental series (English 62, 92, 98, 120)

4. Enhancing and supporting the college's GED program

5. Convening a group of faculty to review course content and methods of instruction for the single skill, open-entry basic skills courses.

6. Assigning developmental representatives to the committee adjusting the Accuplacer test.

7. Hiring a full-time reading specialist with experience and training in developmental education and learning lab supervision/development

8. Providing training for developmental teachers in developmental reading.

9. Reassigning a personal/crisis counselor (or hire a personal/crisis counselor) with training in developmental and ESL education.

10. Hiring a full-time faculty member capable of teaching all subjects of the GED exam.

**VIII. Certificates, Degrees, and Transfer**

<table>
<thead>
<tr>
<th>How has the number of</th>
<th>awarded changed from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fa03</td>
<td>Sp08</td>
</tr>
</tbody>
</table>

**Why has this occurred?**
The Basic Skills/ English Skills courses at College of Marin prepare students for the transfer program, the certificate programs and for the workforce. It does not grant certificates or detrees.

**How can the positive results be maintained or the negative results be improved?**
If there are courses or awards you wish to highlight, please describe changes and trends.

**IX. Justification**

**Evidence:** What data or evidence supports your projected requirements?
GOALS
1. Combining English Skills/Developmental English and ESL into one department with one chair calling the new department, the "College Skills Department."
2. Hiring at least one full-time faculty with experience as a reading specialist and training in developmental education and learning lab supervision.
3. Hiring at least one full-time faculty able to handle all areas of the GED exam.

JUSTIFICATIONS
a. We recently lost two full-time faculty to retirement. We need to replace them.
b. We have only one full-time instructor able to handle the math section of the GED.
c. Our current ratio of part-time to full-time faculty is out of compliance with AB1725 mandates.
d. Full-time faculty are needed to perform Program Review, curriculum development, SLO's, conduct lab/discipline meeting, and coordinate the lab.
e. According to "Best Practices" of the Basic Skills Initiative, March 2007, successful developmental programs have instructors who have the education and experience in the four dimensions of reading: social, personal, cognitive, and knowledge building. The teacher must be practiced in phonemic awareness, word analysis, fluency, comprehension, and building metacognitive activities with the students. Also, according to "Best Practices," faculty who work in remedial labs and writing courses "must choose to teach remedial classes, as opposed to being assigned to them and are committed to students and the field." Faculty should also have a background in developmental studies. For these "Best Practices" to be met, full-time faculty must be hired.

Attachments:
Please see attached expanded program review.

College of Marin Program Review Student Access and Success• AS v.2 June 2008
I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>Funded</th>
<th>#of</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>New 01</td>
<td>Request 50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit Cost: 4000.0
Qty: 1
Tax: 0.0
S&H: 480.0
Total Cost: 4480.0

Expense Item:
Item #1. Instructional Equipment. Discipline's priority #1. Focus on Grammar. Levels 4 and 5. (To replace software that is 10 years out of sync with the accompanying books.) For one-unit lab courses.

Shared With:
Will continue to be shared by ESL department

One-time Expense:
Installation by IT (Informational Technologies)

On-going Expenses:
Minimum to none - maintenance by IT

Additional Justification for this item:

II. External Funds/Resources

III. Student Material Fees Funds

IV. Expense Justification

Evidence: What data or evidence have you provided? Please briefly describe.
Item #1. Instructional Equipment. Focus on Grammar software.

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

Attachments: Description of attachment formats (file type, hard copy, etc.)
Other Expenses Report

Basic Skills-English-2008

I. Office Supplies, Materials and Equipment

| Priority: (None) | # of Support: 250 Students | Expense Item: Supplies and Materials | Unit Cost: 600 | Qty: 1 | Tax: 0.00 | S&H: 0.00 | Total Cost: 600.0 |

Shared With:

One-time Expense:

On-going Expenses:

We need to keep our lab supplies (dictionaries, earphones, GED textbooks, etc.) up to date. In addition, with a lab of approximately 250 students per semester, lab supplies run out or are damaged/destroyed.

II. Non-Instructional Expenses

III. Other Student Expense

IV. Attachments

Evidence: What data or evidence have you provided? Please briefly describe.

We need to keep our lab supplies (dictionaries, earphones, GED textbooks, etc.) up to date. In addition, running a lab with approximately 250 students per semester, lab supplies run out or are damaged/destroyed.

Attachments: Description of attachment formats (file type, hard copy, etc.)
# Faculty Unit Allocation and Support Staff Report

## Basic Skills-English-2008

## I. Program Faculty

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status</th>
<th>Years at COM</th>
<th>Faculty Units</th>
<th>Reassigned Units</th>
<th>Year Retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara</td>
<td>Bonander</td>
<td>Full-time, tenured</td>
<td>20</td>
<td>7.0</td>
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<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<td>Leadership:</td>
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<tr>
<td>Borenstein</td>
<td>Bonnie</td>
<td>Full-time, tenured</td>
<td>6</td>
<td>8.4</td>
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<td></td>
<td>Specialty: Speech/Communications</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Women's Studies</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Carlson</td>
<td>Sharon</td>
<td>Adjunct, ETCUM</td>
<td>6.3</td>
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<td>00.000</td>
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</tr>
<tr>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>Handsher</td>
<td>Sandy</td>
<td>Emergency Hire</td>
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<td></td>
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<tr>
<td>Koenig</td>
<td>Karen</td>
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http://programreview.marin.edu/2008/TUreport.jsp (1 of 6)
### Leadership:

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<th>Last Name</th>
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<th>Status:</th>
<th>Years at COM:</th>
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<th>Reassigned Units:</th>
<th>Year Retired:</th>
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</thead>
<tbody>
<tr>
<td>Pasquel</td>
<td>Alicia</td>
<td>Adjunct, ETCUM</td>
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**Specialty:**
English Composition
Learning Lab Curriculum Design and Supervision

<table>
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<th>First Name</th>
<th>Status:</th>
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<th>Faculty Units:</th>
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<th>Year Retired:</th>
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</thead>
<tbody>
<tr>
<td>Patel</td>
<td>Beth</td>
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<td>3.5</td>
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</table>

**Leadership:**
Academic Senate Treasurer
Basic Skills Initiative

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schutz</td>
<td>Jill</td>
<td>Emergency Hire</td>
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<td>5.0</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

**Specialty:**
List all areas of specialty and/or equivalency

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheofsky</td>
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**Specialty:**
List all areas of specialty and/or equivalency

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southard</td>
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</tbody>
</table>

**Specialty:**
List all areas of specialty and/or equivalency

### Leadership:

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http://programreview.marin.edu/2008/TUreport.jsp (2 of 6)
### Program Review

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timmel</td>
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<td>Full-time, tenured</td>
<td>32</td>
<td>30</td>
<td>2</td>
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</table>

**Specialty:**

English/Basic Skills
GED preparation

**Leadership:**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
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<tbody>
<tr>
<td>Tjernell</td>
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</table>

**Specialty:**

Graphic Design

**Leadership:**

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<tr>
<th>Last Name</th>
<th>First Name</th>
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<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodlief</td>
<td>Blaze</td>
<td>Full-time, tenured</td>
<td>5</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Specialty:**

English Composition
Educational Research

**Leadership:**

Academic Senate,
Governance Review Committee
Program Review faculty research assistant
Basic Skills Initiative, Credit ESL Program review

### II. Instructional Support Staff

<table>
<thead>
<tr>
<th>Name: Last, First</th>
<th>Purpose:</th>
<th># of</th>
<th>Supported</th>
<th>Hrs. per wk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Lab Assistant</td>
<td>0</td>
<td>Classes</td>
<td>37</td>
</tr>
</tbody>
</table>

**Leadership:**

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

### III. Teaching Unit Requirements

<table>
<thead>
<tr>
<th>Teaching Units:</th>
<th>Health and Safety</th>
<th>Scheduling</th>
<th>Title 5</th>
<th>Waitlists</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Specialty:**

Chair - release units for a chair for the proposed combined ESL and English Skills department.

Other:
Both departments are proposing a merger into one department with two disciplines (English Skills and ESL) The new department to be named the College Skills Department. This new department would need a chair.

<table>
<thead>
<tr>
<th>Teaching Units:</th>
<th>Health and Safety</th>
<th>Scheduling</th>
<th>Title 5</th>
<th>Waitlists</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>☑</td>
<td></td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

Specialty:
Personal and Academic Counselor with training in the problems of Developmental and ESL students. (reassigned or hired)

Other:
All checked above mean - RETENTION. Developmental and ESL students need specific support so that the teachers can move them into degree or certificate programs. A hired or reassigned counselor could be shared between Developmental and ESL departments.

<table>
<thead>
<tr>
<th>Teaching Units:</th>
<th>Health and Safety</th>
<th>Scheduling</th>
<th>Title 5</th>
<th>Waitlists</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
<td></td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

Specialty:
Reading Specialist with experience in Developmental Education

Other:
The college has NO reading specialist. Each Semester between 80 and 90% of students at COM who take the placement test are recommended into remedial reading. This means that these students are reading at below college level. A recent examination of COM's text books indicated that college-level text books require a 14th grade ability.

<table>
<thead>
<tr>
<th>Teaching Units:</th>
<th>Health and Safety</th>
<th>Scheduling</th>
<th>Title 5</th>
<th>Waitlists</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.000</td>
<td></td>
<td></td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

Specialty:
Teacher capable of teaching GED.

Other:
Currently, only one teacher in the English Skills area can teach all subjects of the GED. Specifically, we need a teacher who can teach math as well as the reading and writing subjects of the English Skills Lab and GED.

IV. Projected Staff Requirements

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Hours Per Week</th>
<th># of Supported</th>
<th>Justification:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>37</td>
<td>0</td>
<td>The proposed merger of the ESL and English Skills Department require the aid of an administrative assisstant full-time or shared.</td>
</tr>
</tbody>
</table>

V. Faculty Requirements

1. No full time instructors in the subject area.

2. Non- Availability of part-time instructors in a subject area.
Because the hiring pool for English Skills is no longer active, two emergency hires were necessary in Fall 2008 for two of our lecture courses and for some lab hours. We had to do the same for Spring 2009. We need an active pool of teachers who are committed to developmental studies.

3. Reduction in department Teaching Units as a result of full-time faculty retirements or other significant causes.

4. Recent or forthcoming growth as a result of additional sections of classes to enrollment demands.

5. Temporary growth in department Teaching Units as a direct result of a short-term grant or other interim resource.

6. Current or forthcoming changes that illustrate the immediate need of additional full-time faculty within this department.

The recent retirement of Joyce Marks has left us without a full-time reading specialist. Our discipline includes offerings of three levels of lecture reading/writing classes (English 62, 92, 116) and two one-unit, self-paced reading classes (English 75, 76) that encompass four reading levels. We also offer self-paced phonics and spelling. As a result, we need a faculty member who has training in developmental reading. Further, since our program review has recommended merging with ESL, we need a replacement for another retiree, Carol Adair, who taught credit classes in both English Skills and ESL. That set of crossover skills by teachers is especially needed with the "1.5" ESL students discussed below in Section 7. Reading is what we call "the gateway skill." Without the ability to read well, the gate to higher education can be closed. A strong reading program, we believe, is the foundation to any developmental program, and a reading specialist would offer us the greatest chance to meet the needs of the developmental student.

7. Program Review findings.

Enrollment: Since the introduction of the high school exit exam, more and more young people are leaving high school without diplomas. According to The Department of Education, the graduation rate in California is the lowest in 10 years. In 2006, Marin County somewhere between 10% and 20% of students did not finish high school. In San Francisco, the drop out rate was nearly 27% and in Oakland, it was 54%. Few of these people know that they can prepare for a high school equivalency at the College of Marin. Also, many of our "at risk" students are what are often called "1.5" ESL students who are generally fluent in conversational English, but don't read or write proficiently in either language. They have "fossilized" language problems and usually have had unsatisfactory prior learning experiences. According to the California Department of Education, these students, especially those who speak Spanish, are the least likely of all groups to have taken college prep courses, and the least likely to have seen a counselor in high school. They frequently have moved from school to school throughout their lives and have never experienced tutoring, mentoring or summer internships. Generation 1.5 students are the students who have fallen through the cracks. While the English Skills Program makes a special attempt to provide them with extra help, with computer-assisted material, we don't have any of the special training or programs to genuinely help this group.

Since part of the college's stated mission is to provide for basic skills instruction, an enhanced and combined English Skills and ESL program will address this mission directly.

8. Other considerations.

VI. Attachments

Evidence: What data or evidence have you provided? Please briefly describe.

Attachments: Description of attachment formats (file type, hard copy, etc.)
## Facilities General

### Basic Skills-English-2008

#### I. Current Offices (For the Program/Department, Faculty and Staff)

<table>
<thead>
<tr>
<th>Office</th>
<th>Use</th>
<th>Shared Office</th>
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</thead>
<tbody>
<tr>
<td>HC 118</td>
<td>Faculty, Full-time</td>
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</tr>
<tr>
<td>LC 124</td>
<td>NA</td>
<td>Y</td>
</tr>
<tr>
<td>LC 125</td>
<td>NA</td>
<td>Y</td>
</tr>
</tbody>
</table>

#### II. Preferred Instructional Rooms (Classrooms, Labs and Instructional Spaces)

<table>
<thead>
<tr>
<th>Room</th>
<th>Type</th>
<th>Sections/Year</th>
<th>Students/Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC 126</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Course#</td>
<td>M</td>
<td>T</td>
</tr>
<tr>
<td>LC 120</td>
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<tr>
<td>Subject</td>
<td>Course#</td>
<td>M</td>
<td>T</td>
</tr>
<tr>
<td>IVCRM222</td>
<td>Other</td>
<td>1</td>
<td>40</td>
</tr>
</tbody>
</table>

### Facility has limitations:

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

If we merge with credit ESL, as we have recommended in this program review, LC 120 could be the dedicated space we need. Obviously, the other programs currently sharing this room would need to be relocated.

<table>
<thead>
<tr>
<th>Room</th>
<th>Type</th>
<th>Sections/Year</th>
<th>Students/Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 166</td>
<td>Lecture</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Subject</td>
<td>Course#</td>
<td>M</td>
<td>T</td>
</tr>
</tbody>
</table>

At the IVC campus, the English Skills Lab is located in BLDG 17, upstairs from the Internet Cafe.
Facility has limitations:
Days and times vary. English Skills lecture classes.

<table>
<thead>
<tr>
<th>Room</th>
<th>Type</th>
<th>Sections/Year</th>
<th>Students/Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 126</td>
<td>Lecture</td>
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<td>25</td>
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<tr>
<td>Subject</td>
<td>Course#</td>
<td>M T W R F S U</td>
<td>Start Time</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>End Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fa Sp Su</td>
</tr>
</tbody>
</table>

Facility has limitations:
Days and times vary. English Skills lecture courses.

<table>
<thead>
<tr>
<th>Room</th>
<th>Type</th>
<th>Sections/Year</th>
<th>Students/Section</th>
</tr>
</thead>
<tbody>
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<td>Lecture</td>
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<tr>
<td>Subject</td>
<td>Course#</td>
<td>M T W R F S U</td>
<td>Start Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>End Time</td>
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<td></td>
<td></td>
<td></td>
<td>Fa Sp Su</td>
</tr>
</tbody>
</table>

III. Instructional Support Spaces (Storage, Conference Room, etc.)

Room: LC 126
Purpose: Conference

IV. Justification for Projected Facility Requirements

Primary Goal: Basic Skills or ESL Training
Secondary Goal: Career/Work
Other Goal: success in transfer-level classes

Application: Please indicate how the projected requirements will be applied.

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

If we merge with credit ESL, as we have recommended in this program review, LC 120 could be the dedicated space we need. Obviously, the other programs currently sharing this room would need to be relocated.

Instruction: How will instruction be improved for Student Learning and Success?
See above

Access: How will access be improved for Student Learning and Success?
See above.

Outcomes: What Student Learning or other outcomes are expected?
We expect that students will be able to get more work done in an environment that is dedicated to studying.

Assessment: How will the outcomes be measured for future planning?
We will look at our retention rates.

**Evidence:** What data or evidence supports your projected requirements?
A high drop rate of one-unit English Skills students and GED students.

<table>
<thead>
<tr>
<th>Attachments:</th>
<th>Current Blueprint</th>
<th>Room Plans</th>
<th>Room Chart(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

College of Marin Program Review Facilities General • CG v.I February 2008
I. Institutional Excellence. The Board believes that superior results originate in high aspirations. Therefore, the Board's basic and most important goal for the College is to excel in every activity it undertakes. By so doing, it will achieve a position of local, state and perhaps even national prominence.

Objective 1: College Goal One: Enhance and maintain educational excellence in General Education and Transfer

The English Skills Program supports educational excellence by providing students with the skills to enter General Education and Transfer courses. (Please see the full list of Department Goals in Section 7, Student Learning Outcomes.) At the student level, these goals will allow students to read and write at a college-entry level as articulated by State standards. To achieve these goals, the English Skills Program has recommended the following:

1. Combine English Skills/Developmental English and ESL into one department, with one chair calling the new department, the "College Skills Department".

2. Combine the English Skills and ESL labs into two sections of one room (LC 120) providing coordinator/faculty oversight for the ESL section.

3. Create a "joint commission" of developmental course teachers to articulate the developmental series (English 62, 92, 98, 120)

4. Enhance and support the college's GED program

5. Convene a group of faculty to review course content and methods of instruction for the single skill, open-entry basic skills courses.

6. Assign developmental representatives to the committee adjusting the Accuplacer test.

7. Hire a full-time reading specialist with experience and training in developmental education and learning lab supervision/development

8. Provide training for developmental teachers in developmental reading.

9. Reassign a personal/crisis counselor (or hire a personal/crisis counselor) with training in developmental and ESL education.

10. Hire a full-time faculty member capable of teaching all subjects of the GED exam.
Objective 2: Will enhance learning by providing varied methods of instruction for underprepared students. Will enhance learning by insuring a well-articulated English sequence.

Attachments: Please see attached expanded English Skills Program Review.

II. Academic Excellence. The College must offer its students rigorous, high-quality curricula including degree and certificate programs in lower division arts and sciences and in vocational and occupational fields; remedial instruction; English as a Second Language instruction; support services which help students succeed at the postsecondary level; adult noncredit education; and community services courses and programs, in keeping with state mandates. Academic excellence in all of the College's curricula and support services is at the core of the College's environment. The curricula must remain current and challenging.

Objective 1a:
College Goal Two: Develop and maintain a supportive learning environment.

The English Skills program works to develop and maintain a supportive learning environment by preparing students to navigate the college environment. (Please see the list of Department Goals in Section 7, Student Learning Outcomes.)

To achieve these goals, the English Skills Program strives to provide educational opportunities for students to:

~ navigate the college system and develop appropriate academic behavior

~ develop the skills and behavior patterns expected in the workforce

~ build a foundation of language abilities and interpersonal skills with which they can gain new job skills and obtain higher paying jobs.

And to facilitate this, the English Skills Program has recommended that the college:

1. Combine English Skills/Developmental English and ESL into one department, with one chair calling the new department, the "College Skills Department".

2. Combine the English Skills and ESL labs into two sections of one room (LC 120) providing coordinator/faculty oversight for the ESL section.

3. Create a "joint commission" of developmental course teachers to articulate the developmental series (English 62, 92, 98, 120)

4. Enhance and support the college's GED program

5. Convene a group of faculty to review course content and methods of instruction for the single skill, open-entry basic skills courses.
6. Assign developmental representatives to the committee adjusting the Accuplacer test.

7. Hire a full-time reading specialist with experience and training in developmental education and learning lab supervision/development.

8. Provide training for developmental teachers in developmental reading.

9. Reassign a personal/crisis counselor (or hire a personal/crisis counselor) with training in developmental and ESL education.

10. Hire a full-time faculty member able to teach all subjects of the GED exam.

Objective 1b:

Attachments: Attached is the expanded Program Review for the English Skills Discipline.

III. Faculty and Staff Excellence. For the College to excel, it must attract and maintain a faculty and staff of the highest quality, one that functions within an environment of professional development and renewal, and one that focuses on and values the teaching and learning process.

Objective 1a: College Goal Three: Respond to changing demographic and community needs.

In seeking to achieve Student Learning Outcomes, schedule classes appropriately, and develop curriculum, the English Skills Discipline re-examines its processes at the end of each semester. Curriculum is developed as faculty receives information about the success of each class. From analysis of the reading scores, for example, the faculty requested an expanded GED software program to provide GED prep AND across-the-curriculum reading material for all our reading courses. To accomplish this, the English Skills Program has recommended the following:

1. Combine English Skills/Developmental English and ESL into one department, with one chair calling the new department, the "College Skills Department."

2. Combine the English Skills and ESL labs into two sections of one room (LC 120) providing coordinator/faculty oversight for the ESL section.

3. Create a "joint commission" of developmental course teachers to articulate the developmental series (English 62, 92, 98, 120)

4. Enhance and support the college's GED program

5. Convene a group of faculty to review course content and methods of instruction for the single skill, open-entry basic skills courses.
6. Assign developmental representatives to the committee adjusting the Accuplacer test.

7. Hire a full-time reading specialist with experience and training in developmental education and learning lab supervision/development.

8. Provide training for developmental teachers in developmental reading.

9. Reassign a personal/crisis counselor (or hire a personal/crisis counselor) with training in developmental and ESL education.

10. Hire a full-time faculty member who can teach all sections of the GED exam in addition to the subjects of English Skills.

Objective 1b:

Attachments: Please see attached recommendations with goals and justifications.

IV. Community Responsiveness. The College must offer broad curricula to meet the needs of students. It must select areas of special interest and need to the communities it serves.

Objective 1a:

Objective 1b:

Objective 1c:

Attachments:

V. Diversity. The community college is the primary opportunity for people of great diversity to come together for growth and development. The College has an absolute obligation to bring together people of different ages, races, and ethnic backgrounds, male and female, at different levels of development, in an atmosphere of equal opportunity and tolerance.

Objective 1a: The English Skills discipline at the College of Marin is a multi-ethnic, multi-color, multi-age, multi-skill program. Our lab and our classrooms are structured so that all groups are welcomed. We choose texts that are sensitive to divergent perspectives and backgrounds. We institute class rules that are applied equally to all groups. We supplement our instruction from a wide variety of sources to include many groups. Students are treated with respect, regardless of background.

Objective 1b:

Objective 1c:

Attachments:

VI. Fiscal Responsibility. The Board and the Administration must operate the College in a fiscally sound way. Together, they must limit expenditures to those that relate directly to the College’s mission, goals and objectives; maintain a prudent level of reserves; and generate new sources of revenue to supplement state funding allocations.

Objective 1c:
Please see the attached Expanded Program Review.

VII. Develop and implement sound and coordinated planning processes. Develop and implement sound and coordinated planning processes, utilizing data gathered through Program Review, and other data sources, to support institutional, instructional, and student support service goals, and to promote achievement of student learning outcomes.

Objective 1a: College Goal 7: Develop and implement data driven planning
The English Skills program investigates our performance by gathering and analyzing both qualitative and quantitative data about our students with its integrated Student Learning Outcomes, its course evaluations written by students, anecdotal and other information shared during discipline meetings, and its yearly Program Review. We have been gathering SLO data and meeting to adjust goals and methods each semester. We have implemented changes in the English Skills lab, specifically with its reading curricula, in response to our data. Student-written course evaluations have helped us make changes in some of our lab assignments that the students indicate were particularly helpful or not so useful. Our "Learning Behaviors" SLO's have helped educate our students about the need to approach school in a certain way; however, accurately documenting such changed behavior has proven difficult. We are now in discussion as a discipline on how to best verify a change in learning behavior. We continue using the attached instrument for our lecture classes, but have ceased using the described technique for the one-unit lab classes. We will be dealing with this "Learning Behavior" issue at future meetings.

Also, we have been meeting with some of the English department staff in order to adjust the Accuplacer scores to make sure our students are placed into the correct levels. This ad-hoc committee made recommendations for new cutoff scores and those recommendations were implemented. Future discussion is needed to again look at the scores in light of student success in the English Skills/English series. If further refinement of the cutoff scores is necessary, we will initiate a recommendation.

Objective 1b:

Objective 1c:

Attachments: Attached is the current iteration of the English Skills discipline SLO's, cognitive and affective domains.

College of Marin

ENGLISH SKILLS DISCIPLINE

(Communications Department)

Critical Thinking - Student Learning Outcomes (SLO'S)
In our **discipline**, students approach problem solving

**in reading** by

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

**and in writing** by

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

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**ENGLISH SKILLS LAB COURSES**

**English 70, Phonics**

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

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

- distinguishing the relevant phonemes in a given target sound group.
- associating the correct set of phonemes with correct letter groups

**English 71/72, Spelling I and II**

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

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

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

**English 73/74, Vocabulary I and II**

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

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

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

**English 75, Reading Improvement**

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

In English 75, Reading Improvement, students will increase their post-test score by 10 percentage points which will indicate that they have developed the problem solving skills of

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

**English 76, Reading Comprehension**

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

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

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

**English 79 Grammar Review**

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

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

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

**English 95, Advanced Spelling**

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

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

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

**English 96, Advanced Vocabulary**

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

In English 96, Advanced Vocabulary, students will increase their post-test score to the 90th percentile which will indicate that they have developed the problem solving skills of
● using context clues to find the meanings of unfamiliar words

● identifying and explaining word meanings by composing sentences
● recognizing implied ideas by forming word analogies
● comparing meanings by finding and using synonyms

**English 97, Critical Reading**

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

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

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

**ENGLISH SKILLS LECTURE CLASSES**

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

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

In English 12, Reading and Thinking in Math, students will increase their posttest score by 20 percentage points in math thinking which will indicate that they have developed the problem solving skills of
• using context clues to find key words that indicate numerical operations
• using context clues to choose from the available ‘tools’ of problem solving
• distinguishing the relationship between the calculated answer and reasonable estimate

English 62, Developmental Reading and Writing.

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

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

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

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

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

English 92, Reading and Writing Skills.

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

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

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

In English 92, Developmental Reading and Writing, students will increase their posttest score by 8 points on the rubric in writing which will indicate that they have developed the problem-solving skills of
planning a paragraph
using a variety of sentence types appropriately to accomplish communicative tasks
using the appropriate writing strategy to write a short paragraph
supporting a main idea with appropriate and specific support
understanding the relationships between ideas by developing paragraphs using different strategies.

English 116 College Reading Skills

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

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

- independently varying the use of critical reading techniques according to the type of material and the purpose for reading.
- adapting reading strategies in order to use written materials at each level of academic thinking: knowledge, comprehension, application, analysis, synthesis, and evaluation.
- analyzing written materials for the following elements: writer’s purpose, main idea, organizational patterns, tone, audience, bias, and point of view.
- determining, understanding, and recalling meanings of new vocabulary words through context clues
- evaluating the logic and accuracy of evidence in support of the writer’s main idea
- independently applying critical reading skills to support acceptance or rejection of written materials

College of Marin

ENGLISH SKILLS DISCIPLINE

(Communications Department)

Learning Behaviors - Student Learning Outcomes (SLO’S)
Because our students are academically at risk, we incorporate strategies to help them take personal responsibility for their learning by:

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

**ENGLISH SKILLS LAB COURSES**

**English 70, Phonics**

On two specific days (generally at mid-term and during the last week of classes), the lab coordinator will gather data from the attendance computer and record sheets; results will be shared at a discipline meeting. The results will be used to improve curriculum and teaching methods.

In English 70, Phonics, students will take personal responsibility for their learning by:

- having all required books and materials within one week of enrollment.
- meeting weekly attendance requirement.
- meeting with instructor each time they’re in the lab.
- keeping a current progress record in their study guide.

**English 71/72, Spelling I and II**

On two specific days (generally at mid-term and during the last week of classes), the lab coordinator will gather data from the attendance computer and record sheets; results will be shared at a discipline meeting. The results will be used to improve curriculum and teaching methods.

In English 71/72, Spelling I and II, students will take personal responsibility for their learning by:

- having all required books and materials within one week of enrollment.
- meeting weekly attendance requirement.
- meeting with instructor each time they’re in the lab.
• keeping a current progress record in their study guide.

English 73/74, Vocabulary I and II

On two specific days (generally at mid-term and during the last week of classes), the lab coordinator will gather data from the attendance computer and record sheets; results will be shared at a discipline meeting. The results will be used to improve curriculum and teaching methods.

In English 73/74, Vocabulary I and II, students will take personal responsibility for their learning by:

• having all required books and materials within one week of enrollment.
• meeting weekly attendance requirement.
• meeting with instructor each time they’re in the lab.
• keeping a current progress record in their study guide.

English 75, Reading Improvement

On two specific days (generally at mid-term and during the last week of classes), the lab coordinator will gather data from the attendance computer and record sheets; results will be shared at a discipline meeting. The results will be used to improve curriculum and teaching methods.

In English 75, Reading Improvement, students will take personal responsibility for their learning by:

• having all required books and materials within one week of enrollment.
• meeting weekly attendance requirement.
• meeting with instructor each time they’re in the lab.
• keeping a current progress record in their study guide.

English 76, Reading Comprehension

On two specific days (generally at mid-term and during the last week of classes), the lab coordinator will gather data from the attendance computer and record sheets; results will be shared at a discipline meeting. The results will be used to improve curriculum and teaching methods.

In English 76, Reading Comprehension, students will take personal responsibility for their learning by:

• having all required books and materials within one week of enrollment.
• meeting weekly attendance requirement.
• meeting with instructor each time they’re in the lab.
• keeping a current progress record in their study guide.

English 79, Grammar Review
On two specific days (generally at mid-term and during the last week of classes), the lab coordinator will gather data from the attendance computer and record sheets; results will be shared at a discipline meeting. The results will be used to improve curriculum and teaching methods.

In English 79, Grammar Review, students will take personal responsibility for their learning by:

- having all required books and materials within one week of enrollment.
- meeting weekly attendance requirement.
- meeting with instructor each time they’re in the lab.
- keeping a current progress record in their study guide.
- writing short paragraphs in acceptable college format.

**English 95, Advanced Spelling**

On two specific days (generally at mid-term and during the last week of classes), the lab coordinator will gather data from the attendance computer and record sheets; results will be shared at a discipline meeting. The results will be used to improve curriculum and teaching methods.

In English 95, Advanced Spelling, students will take personal responsibility for their learning by:

- having all required books and materials within one week of enrollment.
- meeting weekly attendance requirement.
- meeting with instructor each time they’re in the lab.
- keeping a current progress record in their study guide.
- writing short paragraphs in acceptable college format.

**English 96, Advanced Vocabulary**

On two specific days (generally at mid-term and during the last week of classes), the lab coordinator will gather data from the attendance computer and record sheets; results will be shared at a discipline meeting. The results will be used to improve curriculum and teaching methods.

In English 96, Advanced Vocabulary, students will take personal responsibility for their learning by:

- having all required books and materials within one week of enrollment.
- meeting weekly attendance requirement.
- meeting with instructor each time they’re in the lab.
- keeping a current progress record in their study guide.
- writing short paragraphs in acceptable college format.
**English 97, Critical Reading**

On two specific days (generally at mid-term and during the last week of classes), the lab coordinator will gather data from the attendance computer and record sheets; results will be shared at a discipline meeting. The results will be used to improve curriculum and teaching methods.

In English 97, Critical Reading, students will take personal responsibility for their learning by:

- having all required books and materials within one week of enrollment.
- meeting weekly attendance requirement.
- meeting with instructor each time they’re in the lab.
- keeping a current progress record in their study guide.
- writing short paragraphs in acceptable college format.

**ENGLISH SKILLS LECTURE CLASSES**

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

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

In English 12, Reading and Thinking in Math, students will take personal responsibility for their learning by:

- acquiring their materials within one week of enrollment
- attending classes
- arriving on time
- listening attentively
- participating in class discussions
- turning in assignments on time and in the proper format
- seeking help from class instructor, lab instructor or other students
- taking notes during class lectures
- annotating reading assignments
- following the correct learning process to improve skills
- keeping a record sheet for their completed work
- evaluating their progress
English 62, Developmental Reading and Writing

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

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

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

English 92, Reading and Writing Skills

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

In English 92, Reading and Writing Skills, students will take personal responsibility for their learning by:

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

**English 116, College Reading Skills**

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

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

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

VIII. Create a physical environment that is inviting to students, generates pride in the community, adheres to green principles, and supports the College’s Mission, Goals and Initiatives.

**Objective 1c:**

**Attachments:**
Concluding Remarks
Basic Skills-English-2008

I. Program Excellence (Best Practices)
Briefly summarize examples staff/faculty, institutional, and academic excellence.
"Best Practices" from Basic Skills as a Foundation for Student Success in California Community Colleges by the Center for Student Success (2007).

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

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

To maintain and expand our program, we recommend that the college:

1. Combine English Skills/Developmental English and ESL into one department, with one chair calling the new department, the "College Skills Department."
2. Combine the English Skills and ESL labs into two sections of one room (LC 120) providing coordinator/faculty oversight for the ESL section.
3. Create a "joint commission" of developmental course teachers to articulate the developmental series (English 62, 92, 98, 120)
4. Enhance and support the college's GED program
5. Convene a group of faculty to review course content and methods of instruction for the single skill, open-entry basic skills courses.
6. Assign developmental representatives to the committee adjusting the Accuplacer test.
7. Hire a full-time reading specialist with experience and training in developmental education and learning lab supervision/development
8. Provide training for developmental teachers in developmental reading.
9. Reassign a personal/crisis counselor (or hire a personal/crisis counselor) with training in developmental and ESL education.
10. Hire one full-time faculty able to teach all subjects of the GED exam in addition to the subjects in English skills.

III. Moving Forward Objectives (Planning)
Briefly summarize examples of data-driven and coordinated planning to improve student enrollment, learning and success.

Please see above

IV. Other Concluding Remarks
Briefly summarize any additional insight necessary to conclude this program review.
English Skills
Program Review
Executive Summary

1) Program Definition

The English Skills program at College of Marin provides English, study skills and GED courses to help students develop reading, writing, thinking and social skills so that they can enroll in and profit from instruction in college-credit courses and/or successfully get a job and advance in that job. Our students come to our classes to achieve a variety of goals: some to get better jobs, some to move horizontally into workforce programs such as dental assisting or metals technology, and some to succeed in transfer-level courses. The English Skills program provides the developmental levels of College of Marin's writing sequence.

To help students achieve their goals, the English Skills program offers a series of one-unit courses in class and lab format, three levels of reading and writing courses and a GED program. The majority of the courses are conducted on the Kentfield campus; however, an open-entry lab is offered on the Indian Valley Campus two afternoons a week. The IVC classes mostly accommodate Court Reporting Students. About 60% of the students taking English skills reading/writing courses advance into the regular English series. A more interesting fact is that 75% of the students starting English Skills courses finish at least one skills course. Finishing one course is important because national, state and Bay Area studies show that people who complete only a little college - as little as one complete semester - make, on the average, about $10,000 more per year throughout their lives. Whether they go on to higher level classes or not, over 550 students each year have a better chance at a job or further education because they completed these courses.

2) Students Served

~ Recent high school graduates. 40% of the students enrolled in fall 07 English Skills classes were recent high school graduates who tested to have reading and writing skills 3 and 4 levels below college/transfer level. (This could be thought of as about 5th to 9th grade reading level.)

~ Students who did not complete high school. According to the department survey, in fall 2007, only 6% of students taking English Skills classes indicated that they lacked a high school diploma.

~ Students for whom English is a second language. According to the fall 2007 survey, 49% of the students registered in English Skills classes indicated that English is, for them, a second language. Of this group, well over half are people who grew up in the United States but in non-English-speaking homes. Labeled "Generation 1.5", these students are generally fluent in conversational English, but don't read or write proficiently in either language.

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

~ "Older" Students. According to our fall 2007 count, 37% of students taking remedial English classes in the English Skills Program were over 25 years old. In fact, 8% of our students were over 40. The oldest student attending our classes in fall 2007 was 57 years old. According to the COM Discipline Quantitative Data (DQD) report, the older student population for English Skills classes has remained about the same for five years.

3) Research Questions. (Please see attached Expanded Program Review.) We asked:
1. How many students enrolled in all English Skills classes at COM, each semester for the past 3 years? What is the retention rate per semester for the past 3 years? What is the success rate? Compared to state? Compared to nation?
2. What is the exact number of students who took the placement test and tested below college reading level?
3. How many students progress into transfer-level courses? (Not just through the composition series)?
4. Who are our students? Demographics of English Skills students (age, ethnicity, gender, language)
5. What is the average readability score of COM textbooks?
6. What is the attrition and failure rate of COM students in transfer level courses? Compared to state? Compared to nation?
7. What is the number of students in our GED program?
8. How many people left Marin high schools (and Bay Area high schools) without diplomas in the last four years?
9. What do our Student Learning Outcomes tell us about the success of our curriculum in critical thinking, paragraph development, and behavioral development?

4) Major Findings. (Research continues.) So far, we have found:
~ Enrollment in English Skills classes = an average of 400 students per semester
~ Retention in English Skills courses = an average of 75% students finish at least one English Skills course
~ Retention in the English Skills lab courses = about 40% of the students registering in English Skills open lab courses finish with a grade.
~ Success rate for English Skills classes? (percent of students who completed a course and earned passing grades) The overall success rate for credit English Skills classes, English 12 through 17, English 92 and English 116 is 60% (F05 60%, S06 60.5%). This must take into account that our lowest level developmental English level is 4 (!) semesters below freshman English. It is well known that the fewer skills students have when they attempt college, the less likely they are to proceed. However, over 70% of students entering, at English 92 (3 semesters below college English) earn passing grades. The College of Marin success rate is 71%; the success rate, statewide, is 66%. The national success rate is 50%.

~ Success rate for English Skills lab courses - Our success rate for our one-unit lab courses is about the same as the state average for self-paced labs and distance learning. About 50% of our lab students receive passing grades (F 05 -47%, S06-52%). Furthermore, The English Skills Lab courses are open entry and self-paced. This means that some students receive an In-Progress grade and finish the course the following semester. In Fall 05, 19 students received a grade of IP. In Spring 06, 38 students received an IP.

~ Persistence Rate - A five-year cohort study, provided by the College of Marin Office of Institutional Research, of 139 students who enrolled in English 92 in the fall 2001 reveals that 20 students or 22 percent of the original cohort passed English 120, the level of English required for an Associate's Degree at the College. Of those 20 students, 17 went on to pass the transfer-level English 150; and of those 17, 13 went on to English 151 and 11 of those students passed that course.

~ Placement - Between 30 and 40 percent of students tested each semester are placed into developmental courses. (English Skills courses are the lowest levels, 3 and 4 semesters below college/transfer level) (In the last three years, over 90% of the students taking the placement test are advised into some pre-college level English course. As shocking as this seems, it is in line with the recent study showing that in the last few years, across California, more then 85 per cent of high school graduates test into remedial English courses when they apply to college.

5) Future Needs

~Faculty and staff needs: We have recommended to the Institutional Planning Committee that our needs are mostly a reorganization of the department, more time for curriculum development, training in the teaching of reading to adults. In our 2009, review, we will request
~ a full-time reading specialist (COM has had no reading specialist since 2005)
~ a full-time faculty with a background in developmental education and with open lab supervision and development (There is only one full-time faculty member assigned to developmental education who is shared with the non-credit GED program.)
~ reassigned personal/crisis/ mental health counselor with background in working with under-prepared students (to be shared with ESL)
~ release time for retraining of faculty especially in developmental reading techniques
~ Manager or coordinator to facilitate liaisons with transfer programs, workforce programs and community programs such as union training facilities.

Facility Needs:
We have recommended that the English Skills Program be merged with the credit ESL program to create a new department, the College Skills department. When that is accomplished, the English Skills program will propose a change in facilities because all Basic Skills programs (English skills, math skills, study skills, ESL) should be in one space in order to share space and resources. This space should provide access to
~ tutoring
~ counseling
~ job placement
~ the various labs (math, English Skills, ESL)
~ classrooms
~ small rooms for study
~ offices for part and full-time teachers
~ a central office for information
~ work space
~storage space for materials
~places for students to meet and/or study