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Instructional Program Review

Program Name: **Communication Studies**

Program Contact: **Motoyama, Kate**

Academic Year: **2013-2014**

Status: **Submitted**

1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

Communication Studies provides opportunities to speak well, listen with understanding, and engage in positive action through using communication skills to build community in the classroom and beyond. As such, department coursework “prepare[s] students to be informed and engaged citizens in an increasingly global community [*College Mission*] and “focuses on student engagement to enhance student success [*5 in 5 Strategies Spring 2011*]. The department fosters student efficacy in communication by complementing course instruction with academic support provided by its Communication Studies Center [COMMLAB].

Department courses meet students' varied goals for degree, transfer, and life long learning, in keeping with CSM's institutional commitment to “robust programs in transfer, occupational education, basic skills and lifelong learning” [*CSM Revised Vision Statement*]. Public Speaking, Interpersonal Communication, Small Group Communication, Intercultural Communication, and Oral Interpretation of Literature, all transferable to CSU and UC, support the college's transfer function [*5 in 5 College Strategies Spring 2011*]. One short course, Communication for the Workplace, is designed to address job skills requirements to primarily serve Career and Technical Education needs; with the exception of this course, the department's courses are 96.1% transferable [*Student Success and Core Program Indicators, Academic Years 2010/11 to 2012/13*]. The department offers the Associate in Arts Degree (AA), Associate in Arts Degree for Transfer (AA-T), and Certificate of Specialization (CS).

COMMLAB services--video recording of speeches and group presentations, viewing and critiquing class performances, viewing and critiquing academic materials, and working one-on-one with Communication Studies faculty—provide a complementary learning environment for students. Relatedly, integration of class work and praxis creates high student retention and success compared with the division average [*Student Success and Core Program Indicators 2009-2012 PRIE*]; see IIC. Overall, these numbers are in accord with college institutional priority #1: “Improve the academic success of all students (includes course-completion, retention, and persistence) [*CSM Institutional Priorities 2008-2013*]. COMMLAB will submit a program review under separate cover, *Program Review of Labs and Centers*.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

Communication Studies engages in ongoing Student Learning Outcome (SLO) assessment to improve course delivery and increase student achievement of learning objectives. The department began by defining and developing SLOs for each course [prior to 2005], and continues to refine course SLOs over time. Results of assessment enable the department to monitor and manage progress on SLOs.

Communications Studies comprehensively assessed *all* Student Learning Outcomes (SLOs) for *all* courses in 2009 and 2012; our next comprehensive review will be completed in 2015 (three-year cycle). Performance metrics for comprehensive reviews indicated student achievement of objectives for *every* course SLO [demonstrated by passing grade of C or better]. Between the two comprehensive review cycles, the department assessed a single SLO (COMM 110, Outlining SLO) across sections to improve student mastery of outline writing; this SLO had indicated the lowest rate of student success, 2.8 [12/21/12 *Result, TracDat*]. To close the loop, instructors teaching COMM 110 now include additional outlining practice in small groups during the semester. Data collected after the end of spring 2014 will determine whether this has proved efficacious. Similarly, instructors teaching COMM 130 in spring 2014 have already been asked to use additional exercises to improve results for the SLO with lowest student success (COMM 130, Communication Model SLO, 2.6 [12/21/12 *Result, TracDat*]). As data are collected at the end of spring 2014 and entered into TracDat in fall 2014, whether academic interventions were effective cannot be determined until then. Please see section IIIA.

B. Student Success Indicators

1. Review **Student Success and Core Program Indicators** and discuss any differences in student success indicators across demographic variables. Also refer to the **College Index** and other relevant sections of the **Educational Master Plan: Update, 2012**, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to **ARCC** data.

According to *Student Success and Core Program Indicators*, in 2010-11, 2011-12, and 2012-13, Communications Studies documented its students' high retention and success. Success rate for the above years is 73.6%, 74.5%, and 72.4%; retention rate is 90%, 88.8%, and 87.8%.

Successful completion rates for 2010-11 to 2012-13 indicate highest success rates for Asian (80.8%, 81.6%, and 74.6%), Filipino (72.8%, 71.8%, and 59.4%), and White students (76.3%, 75.3%, 79.1%). Black students' success rates are 70.5%, 70.25, and 59.2%. Despite African American students' higher success rates relative to other groups, the department participates in UMOJA, an Afrocentric retention program to improve students' self-efficacy and academic performance.

Hispanic (68%, 74.6%, and 63.7%), Native American (37.5%, 20%, and 25%), and Pacific Islander students (59.2%, 56.5%, and 50%) perform less well. Higher rates of withdrawal for few enrolled Native American students as well as for Pacific Islander students--whose numbers are also small relative to other groups—reduce their overall rates of success. In Spring 2014, the department will offer COMM 170 with a Pacific Islander focus, to determine whether a learning community based on traditional Polynesian roles and values would resonate with students.

Females and males are equally represented in classes; however, females' percentage of success is higher (76.8%, 79.5%, and 75.6% v. 69.7%, 68.5%, 69.9%).

Age does not appear to be a significant variable, as students succeed across age-related categories. However, those showing the lowest rates of success are the "19 or less" (70.5%, 71.3%, and 71.3%) and those with the highest rates of success are those "50+" (75%, 92.6%, and 92.6%). Of these groups, the "19 or less" category represents a significant population (535, 506, 490) whereas "50+" is fairly small (28, 27, 21). It is our belief that the traditional cohort of entering freshmen would particularly benefit from a mandatory .5 unit orientation to college for all students; such a course could have students apply for financial aid; connect with college resources, including counselors, EOPS, DSPS; stress the importance of a Student Educational Plan, placement exams, class attendance, planning, note-taking, test-taking, persistence, and so on. This is particularly important in a population of first-generation college students or the plurality of students requiring basic skills.

An interesting variable with striking results is TERM. Compare success and retention rates of students in the fall and spring semester v. summer semester in the following table. Results are revealed to be *consistent* over time:

Term	Success	Retention
Academic Year (Fall, Spring— <u>excludes</u>	72.4%	87%

summer)		
Summer Term	86.4%	92.2%

The department had discussed with PRIE whether records of enrolled students could be accessed to determine *which* students were concurrently enrolled at university and *whether* greater numbers of such concurrently enrolled students were enrolled in summer classes. The assumption is that such students would be more likely to have met the recommended preparation of ENGL 100 prior to enrolling in our transferable classes and to have internalized how to succeed in academic culture. The data indicate astonishing success and retention rates for summer term. Whether increased student preparation, presence of students accustomed to university-level work, or shorter, more focused terms contribute to higher rates is interesting fare for future discussion.

In summary, the department has a record of strong retention and student success, and continues to try to improve the quality of the learning experience for all students, across all terms.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to **Delivery Mode Course Comparison**.

Communication Studies first offered a hybrid Public Speaking class in fall 2012, for a total of two completed hybrid courses as of the date of this Program Review.

The department has concerns about quality and efficacy of technology-mediated instruction for our courses, as all require public performance and the concomitant notion of "audience." Additionally, because of our commitment to the success of *all* populations, the department resisted pressure to develop the hybrid course until best practices were investigated and the instructor of record had been STOT trained. Despite intervention of the local, the expected stipend for course development--as specified by contract--was not received by the instructor.

Results tend to support reservations about online delivery, but the instructor has worked to obtain student feedback and improve the class. She is optimistic about improving student success in the hybrid course. Rates of success are 55% and 84% [comparable rate for traditional classes in the same academic year is 74%], with retention rates of 47% and 59% [rate for traditional classes in the same academic year is 87%]. Beginning enrollment in the two online courses is lower than the traditionally observed course limit of 29, at 18 and 22, respectively. Rates of success should be interpreted in light of course enrollment.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the **Student Success and Core Program Indicators** (LOAD, Full-time and Part-time FTEF, etc.)

Communication Studies has been efficient, with strong enrollment and relatively high load within the division (above division average, see below). However, the full-time/adjunct FTEF ratio has become a new concern; percentage of credit instruction taught by full-time faculty has dropped to 52.2%. The *2011-12 Program Review* had anticipated a decline in full-time FTEF due to retirement of one full time faculty and subsequent hiring of three additional adjunct faculty members. Currently, the department stands at Full-Time FTEF, 6.3, and Part-Time FTEF, 5.8.

Enrollment is 1408 for the 2012-13 academic year; LOAD is 459.2. The Language Arts Division LOAD is 435.7 and, that of the college, 532.5.

Considering the productivity of the department, particularly in areas of student retention and success, an additional full-time faculty member is merited when awarding new resources in future years. For example, rates of success and retention are displayed below:

Unit	Success%	Retention%
COMM STUDIES	72.4%	87%
LANGUAGE ARTS DIVISION	65.5%	80.6%
COLLEGE	70.1%	83.9%

Certainly, on the bases of program efficiency and efficacy, this department should be spared should the college implement resource reductions.

3. Career Technical Education

D. Additional Career Technical Education Data - CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's **Gainful Employment Disclosure Data, External Community**, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

4. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See **Institutional Research** as needed.

The previous program review noted that Communication Studies enrollment is inversely correlated with increased student fees. This observation does not require further discussion. The previous program review also noted that Board initiatives to recruit International Students [Fall 2012, *Snapshot of CSM International Students*] increased the number of students who may find it difficult to transition into, and succeed, in transferable COMM classes. International Students who would be better prepared by enrolling in COMM 855 tend to bypass the course and enroll directly in COMM 110 or COMM 130, which can result in a trying experience for both student and instructor. These students sometimes ignore placement results and advising by the International Student Office to enroll directly in transferable classes. However, in this respect, they are no different from other students who bypass placement results or recommended preparation to enroll in our transferable courses. The department can do little to change this reality and will not continue discussion of this change in student population.

5. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

In the last program review, Communication Studies set two goals and laid out steps to accomplish them. Goal I: *Ensure that long-time part-time faculty remain with the department*, has largely been achieved. Our three part-time faculty with greatest longevity have remained with us through the lean years of budget reductions; currently, we have six part-time faculty teaching with us, see IIC. As for Goal II: *Initiate a set of best practices for the new Communication Studies Center based on evidence*, this goal has also been met. The most recent *Institutional Effectiveness Reports* provided data to show that the Communication Studies Center received a satisfaction rate of 97%. This result is a significant improvement over results of a previous survey (2009), when a satisfaction rate of 80% was recorded, owing to the fact that the COMMLAB could only remain open about twenty-hours a week to serve 25-26 sections of students. Another measurable outcome is COMMLAB SLO assessment data. Students who used COMMLAB to complete required modules achieved learning outcomes of a "B" or better (3.25, 3.32, and 3.5 on three COMMLAB SLOs).

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements, Institutional Priorities, 2008-2013**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators.

[**Note:** Specific plans to be implemented in the next year should be entered in C of the Planning section.

CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in D1 and D2 of the Career Technical Education section.]

An excerpt from the previous program review stated, "*We have no new plans for improving student learning and success over the next six years*" and "*We will continue to provide opportunities for students to speak well, listen with understanding, and engage in positive action.*" We believe this description was misconstrued by reviewers, who may have read "no new plans" out of context. Communication Studies should be recognized on its merits. The department has led in developing, revising, and implementing SLOs to improve what are already strong rates of student success and retention. We plan to *continue* our work in advancing the learning of our students, advocating for COMMLAB as a student resource, and serving the college community.

1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success.

The previous program review discussed collaboration with ESL and Kinesiology Departments as professional development activities to improve student learning; this conversation is ongoing. It also discussed training adjunct faculty in the use of technology (acquired through the Instructional Equipment process) so that all COMM STUDIES students might be served fully and equally; this, too, is ongoing as our colleagues begin the process of incorporating in-class video recording in their teaching.

The department is succeeding in creatively advancing learning opportunities for students. A more reflective, less redundant program review process for the department and its COMMLAB (two annual documents) would afford us more time to serve our students. A better thought-out training process would reduce the number of emergencies the department has coped with in the rollout of adopted software such as CurricUNET and TracDat.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

The previous program review supported more interaction with DSPS staff. The faculty continues to work individually with DSPS, Psychological Services, Veterans Services, EOPS, and counseling staff.

3. To guide the **Institutional Planning Budget Committee (IPBC)** in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

Retirements: One faculty retirement in Fall 2012 (2012-13 academic year). Additional faculty retirement in Spring 2020 would reduce full-time faculty to two in number. Additional FLC's: The department has requested additional FLCs to provide faculty oversight of COMMLAB. The request in VIA is carried over from the previous program review, but should be discussed in the COMMLAB Program Review.

Equipment and Technology

Communication Studies Department requests 3 MacBook Pro laptops plus 3 digital video cameras for the following uses. Two adjunct faculty members require video equipment; see previous discussion on serving students equally and fully, VB1. One loaner MacBook Pro and digital video camera is for classroom use when equipment is serviced, especially since the laptop and camera serve as classroom recording equipment. It is difficult to find "down time" when laptops can be surrendered for servicing without a set of spare equipment. Use of laptops and cameras for recording purposes is a complex process that requires attention: QuickTime must be activated on the laptop; the camera operated; the speeches timed and recorded; each speech video labeled with student name; and all labeled student videos uploaded to its proper assignment and class folder on the COMMLAB server. Sometimes, a student has no video record because of equipment malfunction (or operator error); a spare set would greatly assist us in this circumstance.

The 2012-12 Program Review reported, "Replacement of equipment in Communication Studies Center will be funded through the Learning Center,' according to the Language Arts Division Dean." This discussion belongs in the *Program Review of Labs and Centers*, rather than the *Program Review for Communication Studies*.

Instructional Materials

The department has used ANIMOTO PRO for designing promotional videos of its students' work which represent the department on its website. Annual cost is \$299.

Classified Staff

The previous program review reported, "*Communication Studies and the LC have decided to request a joint, full-time, full service Instructional Aide II.*" This discussion belongs in the *Program Review of Labs and Centers*, rather than the *Program Review for Communication Studies*. Another point, that of the department's current .48 I/All staff member, a position funded on one-time revenue (Measure G money set to expire in 2014), should also be discussed in the COMMLAB's Program Review.

Facilities

The classrooms are suitable, but the college's wifi connectivity is unreliable. Faculty can adjust lesson plans to access online content on another day; students have sometimes tested equipment in advance of their presentation only to find content cannot be accessed on a *scheduled speech day*. In a speaking situation, the unreliable nature of the wifi connection is a huge setback for the speaker and militates against student success. Discussion of COMMLAB facilities will be handled in the *Program Review of Labs and Centers*.

C. Program Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2008-2013**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

Prior-year planning objectives included Plan I, obtaining video equipment for adjunct faculty; this objective is a continuing one with the addition of a loaner set. Also included are other components that represent the *total cost of implementing Plan I*. Plan II, helping

International Students transition into Communication Studies courses, is *discontinued* as a priority; see discussion, IV.

We enlist college institutional priority #1 in support of our current Plan 1, *Uniform usage of technology in instruction*: “Improve the academic success of all students (includes course-completion, retention, and persistence) [CSM Institutional Priorities 2008-2013]. The plan seeks *equity* in the below areas to increase student success:

- how technology resources are used in the classroom regardless of full- or part-time faculty status
- how *all* students learn in the classroom and the COMMLAB
- how students’ projects are represented as models for other learners and the community
- how COMMLAB faculty and COMMLAB staff are supported relative to resources of other labs and centers.

Current Plan 1 is also relevant under Priority 4, *Promote integrated planning, fiscal stability, and the efficient use of resources* [CSM Institutional Priorities 2008-2013]; this priority purports to support decision making “informed by evidence, research, and the use of outcome measures.” It goes on to say that enrollment management continues to be important while the college “find[s] new ways to invest in innovative practices.” COMM STUDIES has a history of evidence-based decision-making and goal-setting for student success, and has the numbers to prove it; however, it also has a record of receiving fewer resources to support students relative to its productivity and effectiveness.

Plan 1

Title:
Uniform usage of technology in instruction

Description
<p>50% of students are taught by six adjunct faculty members. Two lack laptops/cameras compatible with COMMLAB technology; their students are not provided with an equitable learning experience. In keeping with the college’s <i>Mission and Institutional Priorities, 2008-2013</i>, faculty require equipment to improve equal opportunity, academic excellence, and student success. The department would also like a spare set of equipment for handling emergency situations, when laptops/cameras fail and require servicing.</p> <p>To continue to feature video collages of student achievements on the COMM STUDIES website and create video collages for classroom use, the department must renew its ANIMOTO subscription.</p> <p>To provide oversight of instructional usage of the technology used in the classroom and viewed by students in COMMLAB, as well as to provide equitable resources to COMMLAB faculty coordinators, an additional 3 FLC for COMMLAB coordination is requested.</p> <p>To assist students who come to COMMLAB to view in-class speech recordings, the .48 IAll position requires an institutional commitment when soft money expires.</p>

Discussion is in VB1, and continues in COMMLAB Program Review.

Submit instructional equipment request	Spring 2014	15% increase in students able to view in-class recordings in COMMLAB
Request update of Language Arts resource analysis for labs and centers; schedule meeting to discuss additional FLCs, staffing request, renew ANIMOTO subscription	Spring 2014	Facilitate 15% increase in students who view in-class recordings in COMMLAB

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

6. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form, AY 2013-2014** and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions	
None	Tab to add rows	
Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost
Carried over from previous Program Review: 3 FLCs for Lab Faculty/semester to address inequitable distribution of		\$8,500/year

resources based on amount of TBA funds generated by enrollment in Communication Studies Courses. See VB3, above, and COMMLAB Program Review.		
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Equipment and Technology

Description (for ongoing program operation)	Cost
15" MacBook Pros [\$2516 x 3]	\$7,548.00
Joby GP3 GorillaPod SLR-Zoom Flexible Tripod [\$32.33 x 3]	\$ 96.99
Logitech HD Pro Webcam C902, 1080p Widescreen Video Calling and Recording [\$74.70 x 3]	\$ 224.10
Total	\$7,869.09
COMMLAB equipment to be discussed in COMMLAB Program Review	

Instructional Material

Description (for ongoing program operation)	Cost
ANIMOTO PRO subscription renewal	\$299

Classified Staff

Description (for prioritized plans)	Cost

Continuation of .48 Instructional Aide II position after year 2014 (Measure G sunsets).	\$20,000/year

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description (for prioritized plans)	Cost

7. Program Maintenance

A. Course Outline Updates

Review the **course outline update record**. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the **Committee on Instruction website** for **course submission instructions**. Contact your division's **COI representatives** if you have questions about submission deadlines.
Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
COMM 110	Yaping Li	10/2013

COMM 130	George Kramm	10/2013
COMM 140	George Kramm for Charles Rope	10/2013

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
<p>The date of review of the department website was completed by faculty member Kate Motoyama and Instructional Aide Mike Manneh by the due date, August 2013. The content of the website is updated each semester, but the review was an opportunity to revise and improve the representation of department and its students' accomplishments. Inconsistencies and omissions were corrected. In particular, course SLOs were checked and corrected to be consistent with those appearing in official course outlines and TracDat. The review provided impetus to implement inclusion of video thumbnails, which better reflect our discipline—a feature we had been working toward for nearly two years with Community Relations & Marketing. Please visit http://collegeofsanmateo.edu/speech; the reader will be able to view ANIMOTO videos of student projects, discussed in VB3 and VIA.</p>	

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update

A. Course SLO Assessment

Explain any recent or projected modifications to the course SLO assessment process or schedule.

No planned modifications from current practice. Communication Studies Department will follow its established assessment schedule for future SLO assessment, performing comprehensive assessment of *all* SLOs for *every* course in a three-year cycle. Between comprehensive assessment cycles, the department tracks SLOs with the lowest student success and suggests interventions to improve student learning. Email communication is then sent to all affected faculty, with the dean cc'd, as to which SLO requires special attention. Please see section IIA.

New, revised SLOs were included in official course outlines for COMM 110, 130, and 140 to meet C-ID requirements (note: this action is outside of the 2012-13 cycle); currently, these course outlines are going through COI review and approval. Once approved, new SLOs will be entered into TracDat and monitored up to the comprehensive review date, spring 2015. For submission dates to COI, see chart on IID.

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

The response to IIIB on the previous program review cycle had been "N/A." The department had received conflicting advice on SLO implementation, and has since remedied this omission. The Certificate of Specialization requires 12 semester units, with COMM 110 (Public Speaking) and COMM 130 (Interpersonal Communication) as required courses. Program SLOs derive from these core courses, relate to Degree SLOs, and align with institutional (GE) SLOs. The department is awaiting COI approval of Program SLOs (submitted July 2013) and has no data on the certificate at this date; see IIIC.

C. SLO Alignment

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to **TracDat** related Program and Institutional SLO reports.

The previous program review reported department participation in a SLO alignment workshop [September 2012] and that "newer degree SLOs" were "developed and are going through COI at this moment;" however, no action had been taken at that time to bring degree SLOs to Committee on Instruction. The department accepts responsibility for its lack of action. To remedy this, additional degree SLOs were developed, aligned with institutional/GE SLOs and national benchmarks, and submitted to COI in summer 2013. COI approved Degree SLOs in fall semester 2013. Degree SLOs derived from the National Communication Association's "Expectations for Speaking and Listening for College Graduates: Basic and Advanced Skills" [*Speaking and Listening Competencies for College Students*, 1998] align with CSM's institutional (degree) SLOs. Similarly, certificate SLOs were developed to parallel degree SLOs and then submitted to COI in summer 2013; see IIIB.