PROGRAM REVIEW OF LABS AND CENTERS
Pilot Review – Phase I

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

Name of Lab or Center: *Foreign Language Center*
Division: *Language Arts*

I. **GENERAL PURPOSE OF THE LAB*** *(Data resources: CSM Course Catalog; Course Outline of Record; department records)*
   *Note: The term "lab" will be used to refer to centers as well as labs in this document.

   a. Briefly describe the general purpose of the lab.

The Foreign Language Center (FLC) provides support and allied resources to all students enrolled in any of the offerings of the Foreign Language Department of the Language Arts Division, as well as providing the only suitable on-campus location for students to fulfill the additional Hour-by-Arrangement in those courses which have them.

During all hours of operation students have unlimited access to
- Online text-allied materials
- Foreign Language Audio CDs, DVDs, audio files through iTunes and a server, and a varied collection of world language cinema
- A library of dictionaries, grammar review and exercise materials, related textbooks, books on culture and history
- Accommodations for paired and group peer work

During selected hours of operation students have access to
- Consultation and individual help from instructional certificated staff in the languages offered

Typically students use the cited resources and services to prepare, complete, and review exercises aimed at improving writing, listening, and speaking skills, as well as materials aimed at enhancing cultural awareness.
The FLC is also provides instructors and students a place for supervised examinations both for make-up, remediation, and in response to ADA accommodation.

b. List the courses that are linked to this lab.

Students of all the Foreign Language Department's course offerings have access and do make use of the resources and services of the Foreign Language Center; there is, however, a formal link between the FLC and those courses which currently have a "lab requirement," i.e., Hour-by-Arrangement*.

American Sign Language: ASL 111, 112, 121, 122
Mandarin Chinese: CHIN 111, 112, 121, 122, 131, 132, 211, 212
French: FREN 110, 111, 112, 120, 121, 122, 131, 132, 140†, 801†, 802†
German: GERM 111, [112, 121, 122, 131, 132] [subsequently eliminated through PIV]
Italian: ITAL 110, 111, 112, 121, 122
Japanese: JAPN 111, 112, 121, 122
Spanish: SPAN 110, 111, 112, 120, 121, 122, 130, 131, 132, 140†, 801†, 802†, 803†, 804†

* The issue of Hour-by-Arrangement is currently under study and may be modified in future semesters pursuant to changes in official course descriptions.
† These courses do not have a required hour-by-arrangement.

II. **STUDENT LEARNING OUTCOMES** *(Data resources: SLOs listed on Course Outline of Record; records maintained by the department; CSM SLO/Assessment Coordinator; SLO Website – http://www.collegeofsanmateo.edu/sloac/; "Student Self-Assessment and Satisfaction Survey"; other lab surveys.)*

a. Briefly describe the Student Learning Outcomes (SLOs) for the lab.

As a result of departmental deliberations, the published SLOs for the Foreign Language Center were purposely worded to address in the broadest possible terms the goals of Foreign Language Study [i.e., speaking, listening, reading, writing, acculturation], without impinging upon the specific outcomes dictated by the inherent differences among the seven disciplines served by the Center.

Near the end of the semester students will find…

- that their learning of the language they are studying has been enhanced by use of the materials and equipment in the center and

- that their learning of the language has been facilitated by working with their peers and with one or more instructors in the center.

b. If an assessment of the lab's SLOs has been completed, briefly describe this evaluation. Which support services for courses or programs were assessed? How

were they assessed? What are the findings of the assessment? Based upon this assessment, what changes to the lab will be considered or implemented in the future?

The formal assessment was carried out via online survey and, though very informative, is insufficient by virtue of the reduced number of students who participated. The preponderance of lab users (and therefore survey respondents) was students in Spanish courses, which limits our ability to assess the degree of enhancement and facilitation proffered by the FLC. Additionally, the cited SLOs will need to be revised with more specificity to language skills before we can demonstrate a quantifiable link between FLC usage and achievement of the SLOs of the seven disciplines served by the Center. That said, it is worth noting that when surveyed as to the extent which work in the FLC helped their academic performance in the language, 71.8% of respondents answered "Very helpful", and 23.1% answered "Somewhat helpful", i.e., an enviable 94.9% found the FLC enhanced their success.

C. If SLOs were assessed for courses or programs using the lab, briefly describe this evaluation. What are the findings of the assessment? Based upon this assessment, what changes to the lab will be considered or implemented in the future?

In the case of Spanish, all five-language goals were assessed via a comprehensive examination on the last module of the course and via the final examination. The examination included objective assessments of reading, writing, listening comprehension, and cultural awareness. The speaking component was assessed via individual interviews administered in the course of the last module and assessed using a standard ACTFL rubric for beginning students. The assessment showed a positive correlation between use of the FLC and improved mastery in the five skills. There does not seem to be a strong correlation between the total amount of time and the students' level of mastery, but because of the varied online offerings in Spanish it may be possible in future program reviews to determine the relative efficacy of one type of resource or service over another. The in-class assessment (again, in Spanish) indicates that the FLC could help with improvement of oral proficiency. Currently the lab is not well equipped to help students practice speaking. With the cooperation of the Speech Faculty, foreign language students have been allowed to use the Speech Lab's recording facilities when available. If the FLC continues to be funded and overall student use percentages increase, it might be appropriate to investigate improving recording capabilities.

The survey clearly indicated a need to help instructors encourage their students to use the Center. Although the survey represents a limited number of foreign language students, the distribution of survey takers by discipline closely mirrors the relative percentage of users. Unfortunately, if teachers do not incorporate and enforce the lab requirement as an important goal of their courses, the hour-by-arrangement will perforce be removed from the official course description, and the lab, with all its resources and services, may be curtailed, thus depriving students of a valuable and successful learning tool, and depriving the college of the state funding generated by it.

d. Using the results from the "Student Self-Assessment and Satisfaction Survey," summarize the findings in the grid below on how students rated their progress on general education Student Learning Outcomes.

The column headings identify the GE-SLOs. The row headings (amalgamated to match the format of the data provided by the Office of Planning, Research and Institutional Effectiveness) indicate the matrix/scale students used to self-assess progress.

GE SLOs→ Matrix/Scale:	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Major or Moderate Progress	Writing: 92.6% Speaking: 92.9%	100%	84.2%	Collaborate 92% Value 87%	88.9%
Minor or No Progress	Writing: 7.4% Speaking: 7.1%		15.8%	Collaborate 8% Value 13%	11.1%
Does Not Apply to Lab					

e. If general education Student Learning Outcomes have been measured using another type of assessment, such as student surveys, summarize the findings in the grid below on how students rated their progress on these Student Learning Outcomes. (Please identify data sources.)

[No other method was used.]

III. **DATA EVALUATION** *(Data resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Core Program and Student Success Indicators" for department(s) using lab obtained from the Office of Planning, Research, and Institutional Effectiveness – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html .)*

a. Referring to all lab usage data available, evaluate the proportion of students using the facility versus the potential population of users. If data is available, indicate the number of users and specify whether this is a duplicated or unduplicated count. If applicable, discuss programmatic, course offering or scheduling changes being considered as a result of lab usage projections? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to lab operations?

N.B.   For purposes of the following table, "visits" represents the number of 60-minute sessions which actually occurred, "potential" represents the census-date enrollment multiplied by 16 (weeks of lab requirement), and the last column is "visits" ÷ "potential" rounded up. In the case of the two 100% values, there is no lab requirement; the potential users are all those who actually used the lab. They are included here only to document the lab use by eligible students.

Instructor	Nº of classes	Nº of visits	Potential	Percentage
ASL Cheung	1	108	848	13%
ASL Gallagher	3	0	1388	0%
CHIN Wu	3	24	960	3%
FREN Carter	2	0	256	0%
FREN Gamache	1†	11	11	100%
GERM Raney	1	12	352	3%
ITAL Baraff	1	1	160	1%
ITAL Marra	2	10	1184	1%
ITAL Spano	1†	67	67	100%
JAPN Conway	3	18	1408	1%
JAPN Wright	2	310	544	57%
SPAN Castillo	3	1514	1088	139%
SPAN Collis	1	161	368	44%
SPAN Dinelli	2	4	496	1%

† These classes do not have a required hour-by-arrangement.

At first glance the data would not support continuation of the lab given the undeniably low percentage of use by students. But this must be viewed in light of the fact that the overwhelming majority of the sections are delivered in the evening, and that student audience is hard put to return to campus on another night in order to complete assignments and thereby fulfill a requirement that they can more readily do online from the comfort of their home at a more convenient time. Evening courses are generally scheduled to start at 6:30, and to complete the hour-by-arrangement students would be forced to forego dinner and possibly leave work early. This is an unrealistic expectation.

The problem is exacerbated by the lack of funding to obtain complete sets of textbook coordinated audio materials for the continuing levels of some languages, and video materials for ASL. Additionally the need to staff the Center with certificated instructors in each of the languages is impossible given the current budgetary constraints. It has only been through the generous collaboration of adjunct foreign language faculty that we have managed to staff the Center at almost no additional cost, because they hold their office hours in the lab.

Early cancellation of insufficiently enrolled classes has changed the scope of courses that can

be offered to students, and because foreign language programs are sequential and higher levels are often not large enough to survive the attrition that is normal to any advanced academic discipline, the curtailment of second and third semester courses limits the department's ability to promise the students anything but the first semester or two of most of our offerings, which is not even sufficient to fulfill transfer requirements.

The department has worked to grow enrollments and improve retention, encouraging improved attendance in the FLC and holding office hours there to provide extra help. In the face of shrinking budget, the department is revising Official Course Outlines to delete the Hour-by-Arrangement from those languages which have a history of underutilization. This will of course reduce State funding that would have been generated had foreign language instructors been allowed to stimulate lab usage by any number of means. It is to be hoped that the department will be able to weather this storm without losing more of the scope and depth of our varied programs.

      b.   Discuss staffing of the lab. Obtain FTE data for classified and certificated personnel assigned to staff the lab (available from division deans). Evaluate the current data and departmental projections as indicated on the "Core Program and Student Success Indicators." If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest? If student assistants work in the lab, discuss hours of employment, job duties, and how they support program services and scheduling.

The staffing of the FLC has been problematic due primarily to the lack of full-time instructors in five of the seven disciplines in the department. The Center has been allotted 2.5 FLC which after application of the algorithm applicable to this type of lab [provided by the Office of Planning, Research, and Institutional Effectiveness] converts to 0.35 FTE. This operational cost is extremely low in light of the many hours that the Center is available to students. This is made possible because most of the Foreign Language Faculty have been willing to relocate their contractual "office consultation hour" to the FLC. In a much appreciated spirit of collegiality, the faculty of the adjoining Speech Lab have also been willing to provide line-of-sight staffing for those brief periods when foreign language faculty were in transit. For one year the FLC shared with the Speech Lab a full-time Instructional Aide who, with a patchwork of certificated staff, made it possible to provide continuous accessibility starting at 7:15 a.m. every day and ending 6:30 p.m. Monday through Thursday and 4:30 p.m. on Friday. The position fell victim to the budget cutbacks, so that the schedule of operation is reduced and discontinuous. It is hoped that work/study and/or student assistants can be found to fill in the gaps, keeping the lab open and available, albeit without certificated staff for instructional help.

Because of reductions in the breadth of our offerings, much of our program is offered at night only. Consequently, American Sign Language, Chinese, French, German, Italian and Japanese instructors are available one night per week during the hour or so prior to their class. Students in those courses who wish to do lab work during the day are currently unable to get instructional help. In light of the requirements out of Sacramento that certificated staff be on duty in order for the students' Hours-by-Arrangement to be valid, it is no longer realistic to retain the "lab requirement" in most of our offerings. Removal of the HBA in all courses except Chinese and Spanish is currently in the works, further undermining the department's ability to provide the range of services that facilitate student success.

c. Report on student satisfaction as indicated in the "Student Self-Assessment and Satisfaction Survey" and, if applicable, as indicated in other student surveys.

The Student Self-Assessment and Satisfaction Survey demonstrates an enviable degree of satisfaction with every aspect of Foreign Language Center.

Excellent/Good services	90.2%	Help always/mostly available	94.7%
Staff helpful	97.6%	Very/Somewhat helpful faculty	96.6%
Easy procedures	97.5%	Resources always/mostly available	91.6%
Understood expectations	92.3%	Available equipment always/mostly functional	91.9%
Lab always/mostly available	92.7%	Labwork very/somewhat helpful	94.9%

In Section II.d the same self-assessment demonstrates that 89.5% of the users of the Foreign Language Center felt they had made significant gains or progress in all 12 of the surveyed learning objectives.

The open-ended text responses (13 pages) are uniformly excellent and demonstrate enthusiasm for and appreciation of the resources and services offered by the Center. Students were particularly happy with the one-on-one help from the certificated staff. In fact the only evidence of discontent was from one student who because of scheduling was not able to get help from an instructor certificated in the language in which s/he was enrolled.

Students had several excellent suggestions for additional activities/services that could be incorporated at little or no cost. It remains to be seen what will happen to the scope of services in the FLC after the Hour-by-Arrangement is removed from the catalog.

IV. **STUDENT SUCCESS EVALUATION AND ANALYSIS** *(Data resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008" – see website at http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html ; student success data from departmental "Core Program and Student Success Indicators" – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html ; previous Program Review and Planning reports; other department records.)*

a. Based on findings from the "Student Self-Assessment and Satisfaction Survey" and other student surveys administered by the lab, briefly describe how effectively the lab addresses students' needs relative to overall college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (*Note that item IV b, below, specifically addresses equity, diversity, age, and gender.*)

Please identify the survey instruments used and the number of respondents.

The Student Self-Assessment and Satisfaction Survey shows that among FLC users there is a higher percentage of students taking 6.5~12.5 units than compared to collegewide. This would indicate that they consider the Center an important service that makes it possible for them to take a higher unit load without jeopardizing their potential for success. Similarly there is a parallel higher percentage in the number of courses taken. Collegewide, approximately 69% of all students' courses are in the day, whereas among FLC users the rate is ~86%; conversely, 31% of all students' classes collegewide are at night, whereas for FLC users the rate is only >14%. The figures would probably not differ by such a margin if evening students were able to come on campus at other times to do labwork. The skewing is totally explained by 1) the students' inability to come to campus an hour early, 2) the availability at home of the audio and video online resources and in the ancillary materials purchased with the textbook, and to a certain degree 3) the lack of discipline-certificated instructors every evening. It is clear that FLC users appreciate the service and feel that it has helped them achieve success. Assessment of class SLOs indicates that FLC users are uniformly more successful. It is unfortunate that circumstances have forced the department to eliminate the Hour-by-Arrangement before a concerted effort could be made to enforce the requirement and achieve the increased enrollments that would have helped with State funding.

b. Briefly discuss how effectively the lab addresses students' needs specifically relative to equity, diversity, age, gender, disability and access. If applicable, identify unmet student needs and describe programmatic changes or other measures that will be considered or implemented in order to improve student success with specific regard to equity, diversity, age, and gender.

In general terms the demographics of FLC parallel those of the college, with slightly lower percentages of Asian, African American, Pacific Islander and Caucasian students, and rather higher percentages of Filipino, and Native American students. The notable exception is the considerably higher percentage of Hispanic students compared collegewide (30.6%: 19.3%). This difference is in no way anomalous. Native and heritage speakers of Spanish constitute a large portion of the Spanish enrollments, and Spanish class students are far and away the heaviest users of the Center. A similar pattern would have been reflected among Asian students who make up large percentages of our Chinese and Japanese courses if they had been encouraged to use the Center and taken the survey.

With regard to gender, far more women use the Center than men compared collegewide Female – (63.9%: 47.7%) Male – (33.3%: 47.2%). A similar gender gap is reflected in Foreign Language class enrollments.

Compared collegewide with respect to age, users of the FLC are both younger (≤19 = 30.6%: 20.4%) and older (≥40 = 13.9%: 11.3%). This may reflect a general increase in the number of concurrently enrolled high school students on the one hand, and on the other, the popularity of foreign language acquisition among mature students seeking personal enrichment.

With regard to ethnicity, gender, and age, retention rates among FLC users are consistently more than 13% higher than the collegewide values, from which we can infer a very positive correlation between lab usage and successful retention.

V. **REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS** *(Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html ; student success data from departmental "Core Program and Student Success Indicators" – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html ; previous Program Review and Planning reports; department records; other environmental scan data.)*

    a. Using the matrix provided below and reflecting on the lab relative to students' needs, briefly analyze the lab's strengths and weaknesses and identify opportunities for and possible threats to the lab (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the lab; review program links to other campus and District programs and services; look at similar labs at other area colleges; and investigate auxiliary funding.

    Note: Please indicate the source of the data that was used to complete this section.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Students have nothing but the highest praise for the discipline specific help provided by staff above and beyond the other resources of the lab.	—none
Weaknesses	Sufficient staffing with certificated instructors in multiple disciplines throughout the day and evening remains highly problematic. Instructors need to provide incentive and follow up with enforcement in order to assure compliance with the HBA.	24/7 online access and publisher-provided ancillary materials allow students to do their work at home — beneficial for them but detrimental to lab use and fulfillment of the HBA.
Opportunities	If foreign language enrollment management is bolstered by creating hybrid courses composed of transfer (100s) and non-transfer (800s), the FLC usage could conceivably be assigned a unit value applicable only to students in the transfer course.	FLC staff may attempt to obtain help from publishers to donate materials that the lab needs but has no budget to purchase.
Threats	The imminent removal of the Hour-by-Arrangement for the majority of	The lack of support for marginally enrolled foreign language courses

	the department's offerings will severely undermine any efforts to encourage student use of the services and resources.	(i.e., cancellation) has effectively eliminated the second and third semester levels.

b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

No new teaching positions have been requested nor does the current financial situation allow for that in the foreseeable future. The creation of the full-time shared Instructional Aide position for 2008-2009 did permit our goal of remaining continuously open Monday through Friday for one semester. The following semester that was not possible because the aide was offered and accepted a part-time teaching position that created some gaps in the schedule that could not be covered by instructors due to their teaching schedules. Currently the Center has certificated and/or shared student assistant coverage for 37 of the potential 54 hours of operation. Each evening hour is staffed by an instructor of one language, i.e., Chinese, French, German, and Japanese. During the 7:30–3:00 hours, an Italian instructor is on duty for 2 hours and 3 Spanish instructors cover all the remaining hours. Progress on long-range goals is stalled as the department in consultation with the Dean discusses various options, including but not limited to such issues as elimination of programs (PIV), districtwide consolidation of programs, revision of course outlines, retirements and subsequent staffing changes.

VI. **Action Steps and Outcomes** *(Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html ; student success data from departmental "Core Program and Student Success Indicators" – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html ; previous Program Review and Planning reports; department records; other environmental scan data.)*

a. Identify the lab's action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the *"Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan";* the Division work plan; and GE- or certificate SLOs.

To remain fully viable the FLC must remain open and be staffed by certificated faculty; this would allow reinstatement of the HBA now that we finally have the Banner-linked attendance tracking system in place and operational.

b. Briefly explain, specifically, how the lab's action steps relate to the Educational Master Plan.

The transfer issue for foreign language students is hindered by the college being forced to cancel marginally enrolled second semester classes (120, 121, 122). Students have clearly indicated in the self-assessment and satisfaction survey that they perform better, and the data demonstrate improved retention. Keeping the Center open and staffed with certificated instructors addresses the students' need for qualified additional help AND the State's need for a certificated presence to qualify the college for funding.

    c. Identify and explain the lab's outcomes, the measurable "mileposts" which will allow you to determine when the action steps are reached.

It is apparent from recent history (F2008-Su2008-Sp2009) that the improved schedule of operation had an immediate effect on lab usage and improved students' success rates. The defunding of the Instructional Aide position has resulted in a severe drop in usage, and, anecdotally, the current daytime lack of certificated staff in languages other than Spanish has resulted in underutilization of the FLC by students of those languages. It would not be out of place to call the FLC the "Spanish Lab", an inequitable situation that could be remedied.

VII. **SUMMARY OF RESOURCES NEEDED TO REACH LAB ACTION STEPS** *(Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html ; student success data from departmental "Core Program and Student Success Indicators" – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html ; previous Program Review and Planning reports; department records; other environmental scan data.)*

    a. In the matrices below, itemize the resources needed to reach lab action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

        Note: Whenever possible, requests should stem from assessment of SLOs and the resulting lab changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Faculty Time Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving lab action steps based on SLO assessment.
Find a way to staff the FLC with certificated instructors for the prime hours of day and evening usage.	Granted: Improved achievement of SLOs, fulfillment of HBA, program growth. Denied: Curtailment of diverse language programs, reduction in the scope of surviving programs, reduced attendance, elimination of HBA and its funds from the State.	Logistics and mechanical operation of the FLC can be mastered by any reasonably competent employee, but to achieve the goals of aiding students in their specific language goals requires instructors.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving lab action steps based on SLO assessment.
—not applicable—	—not applicable—	—not applicable—

  b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for <u>instruction</u> (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving lab action steps based on SLO assessment.
The lab finally received the servers that were meant to resolve many problems generated by the use of iTunes for audio files. To date, the IT staff have not been able to fix the problems and so we have been forced to return to the "pre-server" mode of operation. We do not currently request equipment, but would like to investigate the possibility of hiring an outside consultant who is thoroughly knowledgeable with the use of servers and iTunes AS IT PERTAINS TO THE FLC CONFIGURATION. This request, however, is contingent upon the outcome of the HBA issue, which may eliminate the need for audio and video files from anything but Chinese and Spanish.	Granted: Improved accessibility to stored audio and video files. Denied: Problematic accessibility and limited storage space of video and audio files.	For most of the languages, course content is available as audio and video files stored on our computers. A very limited number of courses use the computer only for access to the internet (nothing stored here). Improving access will allow more students to achieve the goal of improving their mastery.

* Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. **Course Outlines – for labs that are discrete courses** *(Data Resources: department records; Committee On Instruction website – http://www.smccd.net/accounts/csmcoi ; Office of the Vice President of Instruction; Division Dean)*

      a. If applicable to the lab, list by course number (e.g. CHEM 210) all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Updated	Six-year Update Due
—Not applicable—	—Not applicable—	—Not applicable—

Upon its completion, please email this Program Review of Labs and Centers report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.

Date of evaluation:

Please list the department's Program Review of Labs and Centers report team:

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Full-time faculty: Richard Castillo & Jing Wu
Part-time faculty:
Administrators: Dr. Sandra Comerford
Classified staff: Annie Theodos
Students:

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Faculty's signatures   *Date*

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Dean's signature   *Date*