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: Reading and ESL Center
Division: Language Arts Division

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.

> STATEMENT OF PURPOSE
> The Reading/ESL Center is dedicated to fostering **proficiency** in English **reading**, **listening** and **speaking** skills.

   b. List the courses that are linked to this lab

ESL 845, 846, 847, & 848 (Listening/Speaking for Non-Native Speakers)
ESL 849 (Conversation Workshop)
ESL 855, 856, & 857 (Reading for Non-Native Speakers)
ESL 891 Accent Reduction for Non-Native Speakers)
ESL 895, 896, & 897 (Individualized Reading Improvement/Vocabulary for Non-Native Speakers)
READ 400 Academic Textbook Reading
READ 412 College-Level Individualized Reading Improvement
**READ 415 Reading Across the Disciplines: Individualized Preparation
*READ 454 College-Level Vocabulary Improvement – Level 1
*READ 455 College-Level Vocabulary Improvement – Level 2
READ 812 Individualized Reading Improvement
READ 814 Basic Spelling Mastery
READ 815 Advanced Spelling Mastery
READ 825 Introduction to College Reading
READ 830 College and Career Reading
*READ 852 Vocabulary Improvement I
*READ 853 Vocabulary Improvement II

*Some sections of these courses are offered off-campus and not included in this Program Review

**This course is not offered in the Reading/ESL Center due to lack of space

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.**

STUDENT LEARNING OUTCOMES
After working in the Reading/ESL Center, students should show improvement in one or more of the following areas:
1) Students should be able to converse <u>or</u> read in English with improved **fluency**.
2) Students should be able to converse more **accurately** <u>or</u> read demonstrating greater **comprehension** and/or better use of study reading **strategies** in English.
3) Students should be able to demonstrate greater understanding <u>and/or</u> use of English **vocabulary**.

---

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 assessment of the Reading/ESL Center's SLOs has been completed in S'09. All of the SLOs for the lab-only reading courses/sections were assessed for the fall 2008 semester.

Process
The lab staff and faculty collected information based on pass/no pass rates for lab-only courses; rates of successful completion of lab activities for HBA courses; and survey data from students, staff, and faculty. Assistive technology was contacted to discuss the access for those students to materials and programs in the Reading & ESL Center.

Recommendations/changes to be implemented:

a. To provide a more helpful measurement of conversational fluency for ESL 849 students, the Exit Criteria/Final Exam will be re-evaluated and may be changed.

b. "No shows" or "few shows" are causing success rates to be lower than actual figures. So in future semesters, faculty and staff will take steps to drop "No Show" students by the last drop date. Students will be recommended to have completed 2/3rds of their assignments by the last drop date or should drop at that time.

c. Student survey data for Fall 2008 and Spring 2009 suggests that the Center improve by providing more faculty/staff appointments and more/longer hours, so faculty will request additional FLCs and tutors for the Center. We will also ask about the option of longer hours on Saturdays and two nights a week.

d. Student survey data for Fall 2008 and Spring 2009 also indicated that students would benefit from being able to do their work online, so faculty and staff will continue to work on

---

replacing a portion of the Center's printed materials with online materials.

    e. Reading/ESL Center folders were required for the first time for conversation students, starting in Spring 2009, to provide a consistent method for recording the successful completion of lab assignments. The folders will be revised to be inclusive of this group of students as well.

    f. Both the Fall 2008 and Spring 2009 surveys indicated that the reading students would like some of the materials to be updated with more current topics. New materials are currently being developed to replace older materials.

    g. Students also mentioned having to wait for available computers in order to do their lab work. Both the ESL pronunciation room and the main room could use a few more computers.

    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?**

As of Fall '08, 1 of 5 ESL lab-course SLOs have been assessed. The SLOs in ESL 849, Conversation Workshop, were assessed in F'08 and one change was implemented in S'09, and the SLOs in ESL 895-897 will be assessed at the end of S'09. All of the SLOs for the Reading Lab courses were assessed for the Fall 2008 semester.

In ESL 849, Conversation Workshop, three SLOs were measured, evaluated, and analyzed. Based on the data, the faculty noted that 8 of 17 registered students earned credit for ESL 849 and nearly all of the students who did not earn credit were "no shows" (students who had not officially dropped the course before the drop deadline but should have). Therefore, it was recommended that the lab faculty drop "no shows" before the official drop date every semester.

In ESL 845-848, Listening/Speaking Courses, students are required to do 16 lab hours per semester. Students use the R/ESL lab to listen to academic lectures, take notes, and practice pronunciation and conversation skills. Based on the course assessment data, the majority of the students were able to demonstrate improvement in listening, speaking, and note-taking skills. Therefore, the recommendation is to continue the use of the following resources in the lab: Contemporary Topics 1-3 as the main lab textbooks for academic listening and note taking practice; Pronunciation Power software for pronunciation practice; and "Conversation Circles" and "Individual Meetings" for speaking improvement.

In ESL 855-857, Reading Courses, students are required to do 16 lab hours per semester. Students use the R/ESL lab to work with textbook/workbook materials, modules, and/or computer programs focusing on vocabulary and comprehension skills. Based on the course assessment data, the majority of the students were able to demonstrate improvement in reading fluency and vocabulary usage. Therefore, the recommendation is to continue the use of the following resources in the lab: All About the USA, What a Life (Beginning, High Beginning, Intermediate), Comprehension Connection (Levels D-I), Vocabulary Basics, Groundwork for a Better Vocabulary, and 504 Essential Words.

In ESL 891, Accent Reduction, students are required to do 16 lab hours per semester. Students use the R/ESL lab to practice and improve their pronunciation skills. Based on the course assessment data, the majority of students were able to demonstrate improved pronunciation skills for both segmental and

supra-segmental features. Therefore, the recommendation is to continue to use the following resources in the lab: Pronunciation Power software for focused pronunciation practice; and "Conversation Circles" and "Individual Meetings" for communicative pronunciation practice.

In READ 825, 830, 400, and 807.808, students are required to do 16 by arrangement hours per semester. Students use the Reading & ESL Center to work with textbook/workbook materials, modules, and/or computer programs and DVDs focusing on comprehension skills, study-reading skills, vocabulary, and rate increase. Based on the course assessment data, the majority of the students were able to demonstrate improvement in comprehension, reading fluency, and/or vocabulary usage. Therefore, the recommendation is to continue the use of the following resources in addition to other resources in the lab: Heroes, Phenomena, Reading Aggressively, Reading for Mastery, AVT (replacement), Reading Plus, Textbook Marking, DVDs of study strategies, Making Inferences, Selections from the Black, Topics for the Restless, and Reasoning Skills.

In READ 412, 454,455, 812, 814, 815, 852, and 853 the SLOs for each course were measured, evaluated, and assessed. The students who passed the courses all demonstrated that they had successfully accomplished the assigned course SLOs that were appropriate. Based on the data, the faculty noted that 80% of 39 registered students earned credit for those courses. Two students are now finishing work for their Fall 2008 "Incomplete" grades. Nearly all of the students who did not earn credit were "no shows" (students who had not officially dropped the course before the drop deadline but should have). Therefore, it was recommended that the lab faculty drop "no shows" and require completion of 2/3rds of the required work before the official drop date every semester. However, the retention rate of 55% needs to be much higher. Many students signed up for the courses and dropped before doing much work; often the cause was lack of time. Some of the students in READ 812 were not able to make progress because their abilities were lower than the materials in the lab. As a result of research by PRIE and recommendations from DSPS, a higher floor for the reading placement test score will be set for students to be referred to enroll in the lab-only courses.

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 first row headings indicate the matrix/scale students used to self-assess progress.

GE SLOs→ READING Matrix/Scale:	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Major/Moderate Progress	85%	74%	76%	81%	75%
Minor Progress	15%	26%	24%	19%	25%
No Progress	0	0			
Does Not Apply to Lab	Not included	Not included	Not included	Not included	Not included

GE SLOs→ ESL	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness	Ethical Responsibility

Matrix/Scale:				and Diversity	
Major/Moderate Progress	86%	74%	77%	85%	86%
Minor Progress	14%	26%	23%	15%	14%
No Progress					
Does Not Apply to Lab	Not included	Not included	Not included	Not included	Not included

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.)

GE SLOs→ Matrix/Scale:	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Major Progress	N/A				
Moderate Progress					
Minor Progress					
No Progress					
Does Not Apply to Lab					

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?

All of the students enrolled in and successfully completing ESL and Reading courses are linked to the Reading & ESL Center. In Fall 2008, 687 students used the Reading/ESL Center, in Spring 2009, 575.

Not all of these students, however, are able to come to the lab to meet their lab requirement. Due to a lack of space in the Reading & ESL Center, all of the READ 415 students (approximately 40+ students per semester) have been meeting in Building 17-Room 119. The materials needed for that lab course have been kept in that room; students have used the Reading & ESL Center to watch assigned DVDs.

Separate student surveys were given to the READ 415 students since many of them did not use the Reading & ESL Center. According to current plans, READ 415 will be offered in conference rooms holding up to 6 people in the future building 10N Learning Center. The materials provided to the students can be located there instead of in the current location of Building 17 or the Reading & ESL Center. No other changes are planned unless funding is available for extended hours and increased faculty, instructional aide, and student employee staffing.

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.**

FTEs: 1.5
The Center cannot function without a minimum of 1.5 FTEs of Instructional Aides with background, experience and expertise in assisting Reading and ESL students in their lab assignments; these staff members must possess high levels of reading ability and English language skills and at least a bachelor's degree. These positions are highly specialized and require people with an aptitude for working with Basic Skills students.

Student Assistant Hours: 48 hours (for each semester: FA 08 & SP09)
These Student Assistants perform critical duties related to the Center's functions, such as checking students in and out of the Center, providing and explaining materials to students, and assisting students with equipment needs.

Student Tutors: 0
We have had Student Tutors in the past and are in the process of trying to hire more.

Volunteer tutor: 1
A former classified employee, Richard Innerst, has returned to assist students for a few hours each week. His previous experience as Instructional Aide of the Center makes him highly-qualified to work in the lab, so we have gladly taken him on as a volunteer tutor.

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

Based on the Student Satisfaction Survey results, the Center is meeting ESL Reading and ESL Conversation student needs in both the lab-only and HBA courses.

Reading Survey Results
According to both the Fall 2008 lab-designed student survey and the Spring 2009 computerized lab survey, the reading students seem very satisfied with the lab. Most reading student recommendations for both semesters emphasized the need for longer hours a few nights a week and Saturdays plus more instructor and student tutor appointments. In the Spring 2009 computerized survey, 76% of the reading course students rated the quality of the lab services as "Excellent" or "Very Good". 21% of the students

rated it as "Good". 99% of the reading students stated that the lab staff was helpful (up from 89% in Fall 2008 survey), while 95% in both the Fall 2008 and Spring 2009 surveys said the procedures for using the lab were clear and easy to follow. 96% of the reading students in the Spring 2009 survey said they understood what lab activities were expected of them, while 97% said that individual meetings with faculty were helpful. Approximately 55-60% of the time the students thought the lab was available to them when they needed it and they were able to get help when they needed it. The remaining 40-55% of the students have difficulty getting the lab time and help when they need it. As a result, we asked students if they would be interested in doing some work for the lab on-line before meeting and reviewing their answers with an instructor or tutor. Overwhelmingly, the reading students said "Yes" to that question. So we are moving forward with our plan to put some materials on-line for the reading students.

ESL Survey Results
Specifically for ESL, 80.5% of students rated the quality of lab services "Excellent" or "Very Good," and another 17.6% rated the lab as "Good." Procedures for the lab were rated as clear and easy to follow by 97.7%, and 97.2% said that they understood what lab activities were expected of them. Nearly all students claimed the resources and equipment in the lab were always or mostly available. All but one student (99.5%) reported that they are improving academically in their classes as a result of participating in lab activities. Many students commended the resources and staff/faculty of the Center for this; an overwhelming 97.7% reported that the lab staff is helpful, and 98.2% found Individual Meetings with faculty helpful.

However, the ESL survey shows that while the Center is meeting student needs, it is doing so only adequately in several areas. The lab's lowest ratings were regarding general lab availability and assistance. Less than half of the students (42.5%) claimed that the lab was available most of the time and 40.6% said only sometimes, leaving 16.4% rarely or never able to get to the lab when they needed it. Only 53.2% of students said that most of the time they were able to get help when they needed with another 54.3% saying they could get help some of the time; 12.5% said they were rarely or never received the help they needed.

Shared Findings
Based on narrative comments, the top complaints from the ESL and Reading Student Surveys included:
- Needing extended lab hours on weekends and evenings
- Not having enough appointment times with Instructors/Staff available
- Wanting more work that can be done online/at home instead of in the lab
- Not feeling comfortable due to heating and air conditioning problems
- Wanting updated materials and articles, not dated ones

In particular, Reading and ESL students alike were annoyed by the difficulty in getting appointments with faculty/staff and the inaccessibility of the Center nights and weekends (the lab closes Monday through Thursday at 6:30 and on Friday at 3 p.m.; it is open only a half-day on the weekend). The Center could be serving students much more effectively if it weren't for the current budgetary restrictions that limit our resources, particularly the restrictions on faculty time assigned to the lab.

Faculty/Staff Survey Results
The ESL and Reading Faculty/Staff survey results reflect, in large part, the results of the Student Surveys, showing a sensitivity and understanding on the part of staff and faculty of the benefits and limitations that the Center faces. Comments and ratings were positive and faculty/staff agreed that the Center provided much-needed assistance to students in their Reading, ESL Conversation and ESL

Reading skills and was a benefit to them. However, there was concern regarding the limited availability of Faculty/Staff appointments, the limited hours of lab operation, the need to update dated materials and the confusion on the part of some students about what lab activities their instructors expected of them. Comments also indicated that the uncertainty of the future of HBA has added to faculty and staff frustration.

Sample comments from faculty/staff:

"Overall, for the budget and hours we're allotted to staff our center, I think we do an extraordinary job assisting students in their ESL reading and conversation skills development. I would like to find and develop more materials for lower level ESL students. For the one-on-one sessions they do have with faculty and staff, I believe the students are getting their money's worth!"

"I think the lab can and is a great supplement for students who need additional practice in their language skills, but I think it is a disservice to students to mandate things that cannot be practically achieved due to limited resources (faculty/staff, materials). Also, the ambiguity of the HBA requirements is putting added and unnecessary strain on faculty and staff as we try to "guess" what it is that we are supposed to do to be in compliance."

The ratings and comments in the online 2009 Student Surveys and Faculty/Staff Survey are comparable to anonymous paper surveys conducted by the lab in recent years.

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.

221 students responded to the ESL Student Survey, 137 to the Reading Student Survey; 7 faculty and staff participated in the Faculty/Staff Survey. The surveys were designed and tabulated by PRIE.

The Center's success rates are comparable to the overall student success rates in their respective departments because Hour by Arrangement students, the majority of our population, cannot pass their classes without successful completion of their lab requirement.

Based on pass/no pass rates, there is an obvious difficulty in getting lab-only students who are registered

for a course to commit to the lab and complete their lab courses. We find that many students are unrealistic about the time commitment required to take a lab course and therefore often do not pass or even show up for the course.

Two primary needs have gone unmet for several semesters due to lack of funding. The Reading/ESL Center desperately needs: 1) more faculty/staff hours in the lab for student appointments and 2) extended hours of operation, particularly to serve our night students.

We are trying to meet these needs in three ways:
1) As soon as we are assigned additional faculty FLCs and/or staff to the Center, we will add student appointments. With increased funding, we can again offer extended evening and Saturday hours as in the past. We anticipate an increase in FLCs in Spring 2009 after our Dean has reassessed the allocation of FLCs to all of the Language Arts labs. Until that time, we anticipate being short-staffed.

2) We have had little luck in the last few semesters hiring student tutors. We have no student tutors at this time though we have used student tutors in the past. This semester, our Dean brainstormed with Center faculty and staff and we collectively re-wrote the student tutor qualifications in order to attract more applicants. We are looking for generalist tutors to assist students with orientation and basic procedural and paperwork questions. Once vetted, those who express interest in more responsibility will be trained as specialized tutors who meet with students for individual appointments and check/review their reading or conversation assignments with them. We have just begun to advertise student tutor positions and hope to interview and qualify several tutors by the fall semester.

3) We have considered bringing in volunteers to assist in the Center to address both of these needs. Unfortunately, past experience has taught us that the time and energy it takes to train interested volunteers to assist in the Center is often wasted as these volunteers turn out to be unreliable or unable to commit for anything more than something short-term. Therefore, bringing on volunteers is an option that we are not pursuing at this time as we have Richard Innerst as a highly-qualified volunteer tutor right now.

To provide greater access to lab activities, we are working on getting a portion of our lab materials online. To do this, we will request funds for someone to do this (scanning and other related activities).

Problems with the regulation of heating and air conditioning have been ongoing since Fall 2006, when the Center relocated to 18-101. Because an improper HVAC unit was initially installed, we are now suffering with an inadequate system. We have been told there is nothing that we can do but try to control overly hot or cold temperatures using the remote.

To address the need for updated materials and articles, we will request funds to update these as needed.

b. **Briefly discuss how effectively the lab addresses students' needs specifically relative to equity, diversity, age, and gender. 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.**

The Reading & ESL Center is sensitive to and thereby helping the college fulfill its mission to serve students of various backgrounds. Our student population itself is a reflection of this. Culturally, the Center is rich: 36.7% Asian, 36.9% Hispanic, 12.6% Other, 10.1% White, 1.9% Filipino, .5% African American and .5% Pacific Islander. Student ages run from young to old, with a pretty equal distribution

of 20-, 30-, 40-something and 50+ year olds; only 5.1% of our students are 19 or younger. Night students represent 32.1% of the Center's population. One obvious deficiency is in our staff/faculty gender representation. As our current lab faculty and staff members are all females, we will invite one or more of our male faculty members to work in the lab when additional FLCs are granted to do this.

The Center provides materials and programs appropriate for students of all ages and diverse backgrounds. Reading selections include topics about people of various races, ethnicities, cultural backgrounds, and ages. Materials and programs also equally cover topics about both genders and include subjects of interest to both genders. In addition, the materials are accessible to all students, including students with disabilities using assistive technology such as the Kurzweil, readings with large print, and auditory assistance through recordings and MP3 player access.

Student needs in this area that are unmet fall under the auspices of DSPS. Though we are trying to accommodate all students regardless of ability, not all of our staff/faculty are trained to work with these students, which makes it difficult to serve them properly. Because these students need more time and more qualified help than the Center is able to provide, it is a challenge.

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	The data suggest that since our retention rates—77-83% — are about 20% higher than our success rates—56-63%, our ESL and our Reading course students have a positive experience in ESL and Reading classes-- of which the Reading/ESL Center is an integral part. Although the retention rate for Reading/ESL Center-only courses may be slightly lower, by-arrangement hours	Marketing data indicate that we are attracting students from both within and outside of our immediate service area, suggesting that the reputation of the ESL Department of CSM, which includes the support services offered in the Reading/ESL Center, is far-reaching (from the San Francisco area through the mid-peninsula to the counties of Alameda and Santa Clara).

attached to Reading and Conversation courses are an important source of enrichment and support for our students. In addition, we believe our highly-trained, dedicated Reading/ESL Center faculty and staff are committed not only to student success but also to our students' well-being. To ensure high levels of excellence and consistency, lab staff and co-leaders meet on a regular basis to review procedures, materials, and assignments. Student employees are carefully trained and then evaluated each semester by the Instructional Aides.   In order to return the following semester as an employee, students must get a satisfactory evaluation. This process has greatly improved the quality of our student staff.

The Reading/ESL Center provides additional instructional support for the majority of the ESL student population either through lab-only courses (4) or Hour-by-Arrangement courses (8-12 core ESL courses). From 2005-2008, student use of the Center has grown even in the face of limited resources. For instance, in Fall 2005, students checked in to use the Center 6,438 times for a total of 7,964 hours; in Spring 2008, the numbers rose for 7,628 check-ins and 9,426 total hours. Anonymous student surveys conducted each semester indicate that both the staff and services provided by the Center effectively facilitate English language learning for both non-native speakers and native speakers of English..

The Reading/ESL Center serves students of multiple levels, including students who score in pre-Level I (but post-adult school). These students are able to strengthen their skills in individualized courses that provide help and encouragement that allow them to progress to our core courses. Students accepted into the Nursing Program have found the reading and

	study-reading materials in the lab extremely helpful. Nursing students who fail a nursing course are required as part of their remediation plan to enroll in the lab to improve their reading skills before they are allowed to re-enter the Nursing Program. Students preparing for law school, studying for the C-Best Test, and preparing for the SAT Test also enroll in the lab to help them prepare.	
Weaknesses	Based on individual requests of students over the years that have gone unmet and recent student surveys, the Reading/ESL Center has found that we are unable to offer expanded lab hours or more appointments and additional staff to accommodate and serve more students. Students in lab-only courses don't always have the independence and self-motivation that courses like these require, thus sometimes causing low success rates. Communication with lab-only students is sometimes difficult, as they do not go to the Reading/ESL Center on a regular schedule. In addition, many do not check their campus e-mail accounts regularly or at all. Some reading lab-only students are too low-level to work independently or show improvement in their skills. As a result, the Reading Department is working with DSPS and PRIE to raise the score needed to place students in READ 812. Student tutors are expected to have high-level reading and writing skills in order to work in the Center. Because so few applicants have qualified, we are creating 2 levels of tutors so that some tutoring assistance can be provided at a lower-level of required reading and writing skills. Lead faculty do not receive a sufficient amount of release time to coordinate the	Some community organizations are inappropriately recommending that low-level students enroll in the college. Because their Reading Placement Test scores are too low to place in a regular reading course, the students enroll in READ 812.

	Reading/ESL Center and write the Program Review.	
Opportunities	Heightened awareness campus-wide of Basic Skills has given more attention and support to the ESL department, the Reading department, and the Reading/ESL Center and their integral roles in student success at CSM. More than 90% of the ESL courses are "Basic Skills." Most of the sections of Reading courses are also at the "Basic Skills" or developmental level of reading. Two Reading/ESL Center courses, ESL 895—Individualized Reading Improvement for Non-Native Speakers and Reading 812—Individualized Reading Improvement, are now offered at our Half Moon Bay satellite campus. If these prove successful (and there is funding and faculty available), courses offered could be expanded. Thus, we have the opportunity to better serve a nearly untapped population. Lab courses offered through the Reading/ESL Center may be a way to capture students whose classes are cut before they leave CSM altogether. For instance, faculty may encourage students enrolled in an ESL 891/Accent Reduction course that is cancelled to sign up for ESL 849/Conversation Workshop and work on pronunciation issues on an individualized basis.	BSI funding provides opportunity for improving student success and faculty development. This funding has made it possible to hold Skills Meetings that involve full-time and adjunct faculty; such meetings improve the ESL curriculum (including Reading/ESL Center curriculum) and involve adjunct faculty more intimately in course and lab matters. It has also provided funding for some materials to be put on-line for student use. The ESL department plans to partner with the Adult School in San Mateo and other community service groups to recruit students for our courses and labs. The Reading department plans to work with faculty in the high schools to encourage concurrent enrollment, especially for summer session. From time to time, MATESOL students from nearby colleges do practicums in ESL classes. These students might be able to work in the lab and to lead some conversation circles as part of their work. This would provide more opportunities for students to practice English and get feedback.
Threats	A general lack of funding has had and will continue to have a negative impact on the Reading/ESL Center. The general frustration level of students and faculty has increased as faculty hours are reduced and consequently, lab appointment hours are reduced. If students find it difficult to meet with an instructor as dictated by their Hour-by-Arrangement and lab-only requirements, they may feel they are not being adequately served or can be better served	Several factors may have an adverse effect on Reading/ESL Center enrollment—proposed student fee increases, the current challenging economic conditions, the high cost of living in the Bay Area, and increased homeland security measures and the current political climate that may limit the numbers of immigrants and visitors to the United States. Basic Skills funding is finite; CSM is

| | elsewhere and may decide to leave CSM. Furthermore, the school and ESL and Reading departments may also have a more difficult time attracting and keeping quality faculty and staff if educational objectives at CSM go unsupported—or appear to.

Because our Half Moon Bay Reading/ESL Center relies on one key adjunct ESL faculty member, this program is particularly vulnerable.   The Reading faculty member hired to work there is no longer employed. Also hindering success is the fact that, as a small site not part of a larger campus, there are few resources available for both students and faculty. There is no support staff /instructional aides for the lab; it is the sole responsibility of one adjunct faculty member. It is actually impossible for 1 adjunct faculty member (with limited hours at the lab) to assist/teach the lab students as the courses require. Additionally, many of the CSM Reading & ESL Center computer materials do no work on the new computers at the Half Moon Bay lab because of the new Vista program on the computers.

Since the Half Moon Bay ESL courses are more vocationally-oriented, they attract an almost exclusively Hispanic population. Whether in the classroom or the lab, these students may be more susceptible to threats typically faced by our ESL population at-large. First, they must balance multiple work and family responsibilities. In addition, low academic and/or low socio-economic level(s) may have prevented them from previously attending college. | funded only through the 2010-11 school year. Most of the funding is for professional development and is designed to help faculty who are teaching basic skills students in regular (non-lab) classroom situations.

The uncertainty surrounding the future of Hour-by-Arrangement courses and the role of labs at community colleges threatens the future of the Reading/ESL Center.

The uncertainty of the state budget cuts also threatens the future of the CSM and the Half Moon Bay Reading & ESL Centers. |
|---|---|---|

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).

> Several semesters ago, the addition of a part-time classified employee who works late afternoons and Saturdays has expanded student access and contact hours.
>
> Updating computer equipment and adding new instructional materials (both written and computer-based) have allowed the Reading/ESL Center to remain current and to offer more effective instructional materials to assist our students.
>
> No additional positions have been requested in the recent past.

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.

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

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

Action Steps	EMP Connection	Outcomes/Measurable "Mileposts"
Student survey data for Fall 2008 and Spring 2009 suggests that the Center improve by providing more faculty/staff appointments and more/longer hours, so faculty will request additional FLCs and tutors for the Center. We will also ask about the option of longer hours on Saturdays and two nights a week plus an additional part-time Instructional Aide II to work during those hours.	**Action Step for Goal #1 (Program & Services), Objective #1** – Expand and improve labs (Math, English 800, Reading & ESL Center) and services for developmental/basic skills students.	Funding availability and dean approval are required for this to take place.
Student survey data for Fall 2008	**Action Step for Goal #1**	Funding availability and dean

and Spring 2009 also indicated that students would benefit from being able to do their work online, so faculty and staff will continue to work on replacing a portion of the Center's printed materials with online materials.	**(Program & Services), Objective #1** Expand accessibility of instructional materials for all students (e.g. scanning course readings, captioning, ability to have access with screen reader. **Action Step for Goal # 3 (Diversity), Objective #2** – Expand the use of technology-mediated instruction as appropriate.	approval are required for this to take place.
Request 5 additional computers in additional to 35 replacement computers as our warranties on our current computers expire this fall.	**Action Step for Goal #1 (Program & Services), Objective #1** Expand accessibility of instructional materials for all students (e.g. scanning course readings, captioning, ability to have access with screen reader. **Action Step for Goal # 3 (Diversity), Objective #2** – Expand the use of technology-mediated instruction as appropriate.	Funding availability and dean approval are required for this to take place.
Students also mentioned having to wait for available computers in order to do their lab work. Both the ESL pronunciation room and the main room could use a few more computers.	**Action Step for Goal #1 (Program & Services), Objective #1** Expand accessibility of instructional materials for all students (e.g. scanning course readings, captioning, ability to have access with screen reader. **Action Step for Goal # 3 (Diversity), Objective #2** – Expand the use of technology-mediated instruction as appropriate.	Funding availability and dean approval are required for this to take place.
More space is needed to accommodate a growing lab population and incorporate READ 415 students into the lab.	**Action Step for Goal #1 (Program & Services), Objective #1** – Expand and improve labs (Math, English 800, Reading & ESL Center) and services for developmental/basic skills students.	A move to a larger lab space or being granted additional space in 10N will achieve this step.
Advertise and recruit student tutors; work with content-area course instructors since the English department contacts have not been fruitful.	**Action Step for Goal #1 (Program & Services), Objective #1** – Expand and improve labs (Math, English 800, Reading & ESL Center) and services for developmental/basic skills students.	Upon the hiring of new student tutors, this will be complete.

"No shows" or "few shows" are causing success rates to be lower than actual figures. So in future semesters, faculty and staff will take steps to drop "No Show" students by the last drop date. Students will be recommended to have completed 2/3rds of their assignments by the last drop date or should drop at that time.	**Action Step for Goal #2 (Enrollment Management), Objective # 4** – Implement action steps that improve student retention, based on the Basic Skills Initiative Plan.	Improved success rates will show this step as complete.
Create an easy-to-follow method of referral for students who try to add courses that are already-full to encourage them to take lab-only courses.	**Action Step for Goal #2 (Enrollment Management), Objective # 4** – Implement action steps that improve student retention, based on the Basic Skills Initiative Plan.	Completion and distribution of referral forms/information (perhaps an e-mail) will complete this step.
Both the Fall 2008 and Spring 2009 surveys indicated that the reading students would like some of the materials to be updated with more current topics. New materials are currently being developed to replace older materials.	**Action Step for Goal #1, Objective #1** – Expand and improve labs (Math, English 800, Reading & ESL Center) and services for developmental/basic skills students.	The purchase of new materials will complete this step.
Add more materials to ESL 849, especially lower-level materials.	**Action Step for Goal #1, Objective #1** – Expand and improve labs (Math, English 800, Reading & ESL Center) and services for developmental/basic skills students.	More materials will be ordered.
Continue using Reading/ESL Center folders for conversation students, which were first required starting in Spring 2009, to provide a consistent method for recording the successful completion of lab assignments. All students in lab will be using the same folders.	**Action Step for Goal #1, Objective #1** – Expand and improve labs (Math, English 800, Reading & ESL Center) and services for developmental/basic skills students.	The folders will be revised and re-printed to be inclusive of this group of students.
Provide recommended timelines for completion of lab-only work to encourage students to complete their requirements in a timely fashion.	**Action Step for Goal #2 (Enrollment Management), Objective # 4** – Implement action steps that improve student retention, based on the Basic	A timetable for lab-only courses will be established and distributed to students, faculty and staff.

	Skills Initiative Plan.	
To provide a more helpful measurement of conversational fluency for ESL 849 students, the Exit Criteria/Final Exam will be re-evaluated and may be changed.	**Action Step for Goal #2 (Enrollment Management), Objective # 4** – Implement action steps that improve student retention, based on the Basic Skills Initiative Plan.	The ESL Conversation faculty will meet with the ESL faculty co-lead of the Center and determine whether or not to make changes; if changes are deemed necessary, this step will be complete upon revision and implementation of new criteria.

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, <u>briefly</u> indicate how the requested resources will link to achieving lab action steps based on SLO assessment.
Total FLCs requested for the Reading/ESL Center: 22 (including 6.0 units of release time for co-leads); this is an additional 9 FLCs Additional faculty FLCs are desperately needed to staff the lab for student appointments. Currently, in any given week, 21% of students are able to get appointments. This is an embarrassingly low rate of service to provide to our students considering that individual feedback to students is a necessary part of each student's	If additional FLCs are granted, the Center will be able to provide additional student appointments to help meet the criteria for lab-only and HBA courses. If more FLCs are not granted, it will continue to be difficult for students to get the number of requisite appointments with faculty. Currently co-lead faculty are given 2.0 units each of release time, but this is insufficient for the activities related to oversight of the lab, especially considering the	Students will see greater improvement in their skill area(s).

| success in the lab and each student using the lab is required to meet with faculty/staff multiple times a semester.

Part of this request includes at least one additional FLC of release time is needed for each the Reading and the ESL faculty co-leads. | increasing amount of paperwork related to the newly-implemented requirements under SLOs, Accreditation and Program Review. With additional release time, lead faculty could dedicate time to curriculum development and provide more direct attention to other student needs, resulting in more effective and efficient lab practices.

As it stands now, the release time for lead faculty provides barely enough time to finish the required "paperwork" required of the position, leaving no to little time for curriculum development – a disappointing reality of the current budget crisis. If no time additional FLCs are allotted for such activities in the near future, the viability of the lab may be in question; HBA and lab-only courses must be in compliance with their respective requirements, especially under the scrutiny that supervising agencies are currently placing on labs. | |

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.
.5 FTEs of an Instructional Aide Requested To offer longer evening and Saturday hours, we need an additional qualified Instructional Aide. In addition, as the college undergoes a reshuffling of its classified staff due to budget cuts, the faculty of the Reading/ESL Center would like	If we receive an additional .5 FTEs of a qualified Instructional Aide, we can offer longer evening and Saturday hours, and students – particularly night students – will find it easier to complete their lab requirements. Currently, many students come in for hours at a time on a few Saturdays or all at once at the end of the semester to fulfill requirements rather than at regular weekly intervals as is intended. We may also attract	Students will see greater improvement in their skill area(s).

to stress the importance of having our current two Instructional Aides remain in their positions. Each was hired specifically because of her expertise/experience in the disciplines of Reading and ESL and ability to work well with the diverse student abilities and languages that are encountered in the lab. Therefore, we ask that our current Instructional Aide positions remain funded positions; not only are these positions desperately needed, but these particular staff members have been key in the success of our Center. We are already suffering from the inability to make appointments with students and limited hours of operation. Without our current Instructional Aides, we would surely see a decline in student satisfaction and progress in the Center.	more students as it will be easier to fulfill the lab requirement. If we do not receive an additional .5 FTEs of a qualified Instructional Aide, we cannot offer longer evening and Saturday hours, and students – particularly night students – will continue to find it a challenge to complete their lab requirements. We may also discourage enrollment in our Reading and ESL courses because of the limited access students currently have to use the Center.	
Hourly Classified Rate paid to convert materials to Word documents and put online at approximately **$3,000** total.	If we receive funds to hire someone to convert our materials from print to online, we will be able to offer an online component to our courses, providing greater access to lab activities. As a result, students – particularly night students – will find it easier to complete their lab requirements. We may also attract more students as it will be easier to fulfill the lab requirement. If we do not receive funds to hire someone to convert our materials from print to online, we will not be able to offer an online component to our courses, thereby restricting access to lab activities. As a result, students – particularly night students – will continue to find it a challenge to complete their lab requirements. We may	Students will see greater improvement in their skill area(s).

	also discourage enrollment in our Reading and ESL courses because of the limited access students currently have to use the Center.	

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, <u>briefly</u> indicate how the requested resources will link to achieving lab action steps based on SLO assessment.
Item: **Headsets for computers** Number: 40 Vendor: Amazon.com Unit price: $20.00 & tax Total Cost: $870.00 Status*: replacement	Many students have difficulty now because the headsets are so bad. This greatly impacts the ESL students, especially those enrolled in conversation and phonics courses.	Students will see greater improvement in their listening, pronunciation, vocabulary and/or reading skills.
Item: **Bookcases** Number: 3 Vendor: Office Depot Unit price: (Carole Wills – has list) Total Cost: $305.00 Status*: new	Currently, many books and materials are stacked in piles on the floor because we do not have enough bookshelves. The lab will be disorganized and not conducive to learning without these.	This will help the Center run more efficiently, providing more faculty/staff time to focus on assisting students in improving their skills.
Item: **Computerized reading program** Number: 6 licenses Vendor: Reading Plus Unit price: $750.00 Total Cost: $4,930.00 Status*: new	We want all of our students to have access to this, but must limit who can work on this program in the lab because we do not have enough licenses. Also, because of the popularity of the program, we probably could increase our lab enrollment if we had more access. The program also provides up-to-date, detailed information about each student's reading skills and thereby allows us to monitor, assist, and change the assignments for this program. The data will be also be helpful when completing the SLO assessments.	Students will see greater improvement in their reading skills.

Item: **Reading DVDs** Number: estimated 20-25 Vendor: Insight Media Unit price: (Carole Wills – has list) Total Cost: $2,995.00 Status*: new	Many of our students were born and raised in a world of visual technology. As a result, we have found it helpful to provide visual models (via DVDs or i-Tunes University) before the students apply the strategies to their readings. Students have responded very positively to the DVDs currently offered in the lab.	Students will see greater improvement in their reading skills.
Item: **2 computers** Number: 2 Vendor: Dell Unit price: $1,675.50 Total Cost: $3,650.00 Status*: new	Student appointments with lab faculty and staff are very important. We need a better way of providing access to the regular appointment schedule for our students, and also for students to easily sign up when other students cancel appointments. Many students could change their daily schedules if they could access the appointment schedule on-line. We also need a computerized system in order to use SARS and eliminate other types of problems from occurring because students are required to do the appointments on a chart on the wall.	This will help the Center run more efficiently, providing more faculty/staff time to focus on assisting students in improving their skills.
Item: **Visograph** (eye movement recorder) Number: 1 Vendor: Reading Plus Unit price: $3,400.00 Total Cost: $3,800.00 Status*: new	This equipment goes with the Reading Plus program. While it is not a core part of the program, it provides great help to the students who have bad reading habits such as regressing. It would complete the Reading Plus program and is something we definitely want in the lab, especially for basic skills students.	Students will see greater improvement in their reading skills.
Item: **Listening books & CDs** Number: 15 & 8 Vendor: Pearson Publishers Unit price: $ 29.25 & $45.25 Total Cost: $438.75 & $362.00 Status*: New	In the next year, we will need to replace a number of old editions of texts. A new edition has just been released in 2009 for the listening books used for Conversation courses ESL 846, ESL 847 and ESL 848. Faculty will be using the now "old" versions for the next year until we can buy replacements. These listening texts serve as the primary (and often	Students will see greater improvement in their listening and vocabulary skills.

	only) HBA listening component for Conversation courses, and therefore, serve as an integral part of the HBA requirement and helping students meet Conversation course SLOs.	
Item: **ESL 849 books & CDs** Number: unknown Vendor: unknown Unit price: $ unknown Total Cost: $unknown Status*: unknown	As a result of SLO assessment, faculty members have expressed the need for additional conversation and listening texts and CDs for the ESL 849 Conversation Workshop course. It is deficient especially in lower-level materials (levels 1 & 2). Once faculty members find appropriate materials, these can be specified.	Students will see greater improvement in their speaking, listening and vocabulary skills.
Item: **PC computers** Number: 40 Vendor: Dell Unit price: $1,675.50 or more Total Cost: $67,020.00 Status*: 35 replacement; 5 new	A majority of our lab activities are computer-based. The computers in the lab will no longer be supported by ITS after September 2009 because of the age of the computers. We were told that the college will find the funding for them.	Students will see greater improvement in their skill area(s).
Item: **Software & licenses** Number: for 40 new computers Vendor: unknown Unit price: unknown Total Cost: unknown Status*: replacement and new	A majority of our lab activities are computer-based. The computers in the lab will no longer be supported by ITS after September 2009 because of the age of the computers. We were told that the college will find the funding for them.	Students will see greater improvement in their skill area(s).

VIII. **Course Outlines – for labs that are discrete courses** *(Data Resources: department records; Committee On Instruction website; 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
ESL 849 Conversation Workshop	November 2006	November 2012

ESL 895 Individualized Reading Improvement for Non-Native Speakers	November 2006	November 2012
ESL 896 Essential Vocabulary for Non-Native Speakers of English	November 2006	November 2012
ESL 897 Vocabulary for Non-Native Speakers of English	November 2006	November 2012
READ 412 College-Level Individualized Reading Improvement	November 2006	November 2012
READ 415 Reading Across the Disciplines: Individualized Preparation	November 2006	November 2012
READ 454 College-Level Vocabulary Improvement – Level 1	November 2006	November 2012
READ 455 College-Level Vocabulary Improvement – Level 2	November 2006	November 2012
READ 812 Individualized Reading Improvement	November 2006	November 2012
READ 814 Basic Spelling Mastery	November 2006	November 2012
READ 815 Advanced Spelling Mastery	November 2006	November 2012
READ 852 Vocabulary Improvement I	November 2006	November 2012
READ 853 Vocabulary Improvement II	November 2006	November 2012

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: <u>June 1, 2009</u>

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

Primary program contact person: Carole Wills
Phone and email address: 574-6612; willsc@smccd.edu

Full-time faculty: Kristi Ridgway, Frances Schulze, Amy Sobel, Nancy Paolini
Part-time faculty: N/A
Administrators: N/A
Classified staff: Anna St. Amand, Colleen Olle
Students: N/A

_____

_____

_____

_____

_____

Faculty's signatures   *Date*

_____

Dean's signature   *Date*