LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Reading and ESL Center   Academic Year: 2011 - 2012
Center Contact: Nancy Paolini & Carole Wills   Program Review Submission Date: March 22, 2013

I. Description of Center

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

The Reading and ESL Center is dedicated to fostering proficiency in multi-level English reading, listening, and speaking skills for native and non-native speakers of English. The center serves two main student populations: those whose reading and conversation courses require lab hours and those who take lab-only individualized courses in reading, vocabulary, and spelling improvement. These programs are in line with the College Mission and Diversity Statements in that we are serving "the diverse educational, economic, social, and cultural needs of the community" and providing basic skill and transfer level preparation. The support the lab provides also fulfills the Institutional Priorities Objective of improving "the academic success of all students (includes course completion, retention, and persistence)."

II. Summary of Student and Center Data

   A. *Student Learning Outcomes Assessment*

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

SLO #1: Students will have knowledge of Reading & ESL Center resources, including how to access them.
According to the Spring 2012 user survey, 98.4% of students understood how to do their Reading and ESL Center assignments, which implies having knowledge of the lab resources and how to access them. Additionally, 96.3% of students understood what assignments were expected of them. It should be noted that 433 students completed the survey; this represents 91% of TBA and lab-only students.

SLO # 2: Student should be able to demonstrate greater comprehension, and/or vocabulary skills, and/or increased reading rate.
For this SLO, the TBA and lab-only students' work is continually monitored by instructors throughout the semester. Most students must pass quizzes and exams to show course mastery; thus, progress, which is a requirement for course completion, is checked and noted.

For lab-only students, course completion rates vary. In general, students enrolled in higher-level individualized courses have a better completion rate. This may be due to the fact that they are functioning at a higher level. Such students tend to be better equipped to work independently, and they are very goal oriented. On the other hand, lower-level students, especially ESL students, may need more instructor help and encouragement to complete their courses. Since these lab-only courses are supplemental courses, they are often not a priority for some students and therefore secondary to regular classroom courses. Completion rates aside, it is essential for students to have access to open-entry, open-exit, multi-level, self-paced courses to help them succeed throughout the college.

One major current trend is the increase in enrollment in higher-level courses, particularly for READ 412, College-Level Individualized Reading Improvement. Students in these higher-level courses fall into 5 major groups:

(1) students concurrently enrolled in transfer courses who realize they need to improve their reading skills to succeed in their courses,

(2) pre-Nursing students who are preparing to take the TEAS test, the entrance examination for CSM's Nursing Program,

(The TEAS includes questions on a wide range of college-level reading skills and topics that require a rapid reading rate in addition to advanced comprehension skills.)

(3) nursing students who were dropped from CSM's program and are doing remediation work to re-enter the program,

(4) potential graduate students preparing to take graduate school entrance exams, and

(5) higher-level non-native speakers who want to improve various reading skills.

B. *Center Usage Indicators*

1. Review center usage and discuss any differences across demographic variables. Refer to Planning, Research and Institutional Effectiveness (PRIE) reports, SARS records, and other data sources as appropriate.

   Of the students who use the lab, the three largest groups are Hispanic (35%), Asian (22%), and White (16%). Of these groups, Asians have the highest success and retention rate followed by Hispanics then Whites. (For these groups, success and retention rates are very close.)

   Gender wise, there were 25% more female students, and they had an approximately 10% higher success rate and a 5% higher retention rate.

   The two largest age groups using the lab are 20-24 and 30-34. The 20-24 age group has the lowest success and retention rates.

   Seventy-seven percent (77%) are enrolled in the daytime program and the remainder are evening students.

   Approximately half of lab students are enrolled in 6.5-12 units.

   The demographic statistics seem to mirror those of the college as a whole. However, because there is such a wide range of skill levels (low-level ESL students to graduate students) among lab students, it is difficult to identify and analyze demographic trends for the above categories.

2. Discuss any differences in student usage of center across modes of delivery. If applicable, refer to Delivery Mode Course Comparison.

   The Reading course delivery modes are mainly computer programs (including Web Access), books, DVDs, and individual meetings with students and instructors/instructional aides. The delivery modes for ESL conversation courses include computers and books, in addition to conversation practice with instructors/instructional aides on an individual and small group basis.

C. *Center Efficiency. Is the center efficient in meeting student needs?*

Discuss center efficiency, including staffing, hours of operation, tutorial and other services, space utilization, equipment, or technology as appropriate.

The Reading & ESL Center is housed in the lower floor of Building 18, opposite the Writing Center. The hours of availability are determined by the funding for faculty, instructional aides, and student assistants. The limitations of funding have resulted in reduced hours. We have an overall high usage rate for the hours that the lab is open during the week and on Saturdays.

The Reading & ESL Center has one full-time Instructional Aide (daytime Mondays through Fridays) and one part-time Instructional Aide (afternoons and Saturdays) who both work eleven months per year. Faculty FLCs for student lab appointments total 13 per week (7 for ESL faculty and 6 for Reading faculty.) It should be noted that some instructors use office hours to meet students for lab appointments because of limited faculty lab hours. The two Reading & ESL Center co-leads (1 ESL faculty and 1 Reading faculty) each get two FLCs per week for release time for administrative work, meetings, and other required work.

Whereas the schedules of the aides basically cover the hours the lab is open for student use, the faculty time with students in the lab is approximately 17.5 hours per week of the 46 hours the lab is open each week. The many low-level ESL conversation and reading students require extra time and assistance to understand how to use the lab and materials. The aides and student assistants spend extra time for the first six to eight weeks of the semester to explain the basics and assist students with things such as checking in and out, signing up for appointments, finding materials, following directions, and using computers and computer programs. Funding for student assistants has continued to be cut, so currently we do not have money to hire enough student assistants for all the hours we are open. (Figures from the Reading & ESL Center 2012/13 Payroll Report show that funding for student assistants in 2008 was $15,680 and in 2012 it was $9,278.63.) As a result, the instructional aides have to do the work that would normally be done by student assistants. Additionally, the Center functions without any student assistants for the first three weeks each semester due to lack of funding.

The equipment in the Reading & ESL Center consists of 32 student computers (replaced 3/4/10), 1 instructional aide computer,1 student assistant duties, 1 SARS computer, 1Talking Dictionary computer, and 1 i-Pad for instructional aide and faculty use.

The Reading & ESL Center is efficient and well organized. However, if staffing (faculty, instructional aides, and student assistants) is increased, the Center would be MORE efficient in meeting student needs.

Areas to be improved to meet student needs: (1) longer hours of operation during the week and on Saturdays, (2) more staff to assist students, (3) more instructor help, (4) more student work space and a quiet reading room, (5) more computers, (6) increased copies of books, DVDs, and computer programs, (7) new, updated materials for reading and conversation students (8) reinstatement of the remote lab work option, and (8) improvement of the heating and air conditioning system in the Center.

D. *Course Outline Updates (if applicable)*

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

Courses to be updated	Faculty contact	Submission month
ESL 895	Nancy Paolini	May 2013
ESL 896	Nancy Paolini	May 2013
ESL 897	Nancy Paolini	May 2013
READ 412	Carole Wills	May 2013
READ 454 & 455	Carole Wills	May 2013
READ 812	Carole Wills	May 2013
READ 814 & 815	Carole Wills	May 2013
READ 852 & 853	Carole Wills	May 2013 MayTab t

E. *Website Review*
Review the center's website(s) annually and update as needed.

Contact(s)	Date of next review/update
Colleen Olle, Instructional Aide	March 2013 and ongoing

The Reading & ESL Center website is currently managed by Colleen Olle, the center's part-time Instructional Aide. The website is routinely updated before each new semester and at least once during each semester. In Spring 2012, we met with librarians Lorrita Ford and Teresa Morris to discuss ways to update our website and provide important links to CSM's library resources. Both of our aides met with Ms. Ford and Ms. Morris at the library to better understand some of the resources. Our website has recently been updated to reflect that information.

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment (if applicable)*

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

There will be no modifications to Course SLO assessment process or schedule; ESL lab courses are assessed every third semester, and Reading lab courses are usually assessed once a year.

B. *Center SLO Assessment*

Explain any recent or projected modifications to the Center SLO assessment process or schedule. *SLO Alignment (as applicable)*

Discuss how Center SLOs support Program SLOs. Discuss how Course and/or Center SLOs support Institutional/GE SLOs. Refer to TracDat related program and institutional SLOs reports.

The Reading and ESL Center does not have Program SLOs.

Course and Center SLOs support Institutional/GE SLOs by promoting effective communication ("the ability of students to write, read, speak, and listen in order to communicate effectively") and critical thinking ("the ability of students to analyze information, reason critically and creatively, and formulate idea/concepts carefully and logically from multiple perspectives and across disciplines"). In addition, quantitative skills ("the ability of students to perform quantitative analysis, using appropriate resources") are supported by advanced work on graphs, tables, and charts. The SLO assessment information for native and non-native speaker lab-only courses indicates that the majority of students complete their required hours/appointments and show significant progress. (Progress is measured by improved quality of work and/or quizzes and exams.)

IV. Additional Factors

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

The population of the students who make use of the Reading & ESL Center and their particular needs will always be affected by factors such as increased tuition, the influx of international students, the number of pre-Nursing students preparing for the TEAS exam, and the amount of students who fail the Nursing Program and need remediation.

V. Institutional Planning

[*Note*: For centers that serve a single department, a portion of the information included in a departmental program review may be referred to or inserted here.]

A. *Results of Plans and Actions*

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

The implemented recommendation for lab-only courses from the 2009 Program Review is:
--Students who have not completed at least two-thirds of course work by the last drop date are dropped.

The implemented recommendation for TBA courses from the 2009 Program Review is:
--Students in ESL conversation courses bought and used Reading/ESL Center folders to provide a consistent method for recording the successful completion of lab assignments.

The implemented recommendations for the center from the 2009 Program Review are:
--New materials were purchased and/or created.
--Some materials were put on-line (WebAccess) for in-lab use.

Non-implemented requests/recommendations from the 2009 Program Review are:
--More time for faculty/staff appointments with students (additional FLCs were requested)
--Longer Center hours (late afternoon, evenings, and Saturdays)
--More computers for student use

Lack of funding prevented implementation of these three recommendations.

B. *Center Vision*

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other institutional planning documents as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section II. Summary of Student and Program Data.

[*Note*: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

The Reading and ESL Center will strive to sustain and improve student learning and success by continuing to offer multi-level English reading, listening, and speaking assignments and courses for native and non-native speakers of English.

Using relevant materials, utilizing modern technology, and working with qualified, dedicated faculty and staff help TBA and individualized reading course students strengthen core skills that will support their efforts in courses across the curriculum. Thus, the Center promotes two major components of CSM's Institutional Priorities: student success and academic excellence. In addition, in keeping with the College's Mission Statement, the Center will continue to "promote relevant, high-quality services" such as working one-on-one with faculty and staff, utilizing relevant materials and technology, and relating the lab work for TBA students to their reading and conversation coursework.

For the above vision to be realized, the Center needs specific resources (see #3 below), some of which have been repeatedly requested by students: more instructor/staff contact hours, more student assistant hours, extended Center hours (evening hours, earlier hours on weekdays, and extended Saturday hours), more computers, more copies of materials, and remote on-line lab work.

Although budget constraints and state mandates have prevented the fulfillment of these requests, Center faculty and staff will continue to lobby to procure them.

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

    Faculty and staff will be encouraged to participate in some of the following when appropriate:

    (a) Academic Senate Reading Apprenticeship initiative and other academic support activities. (It is hoped that the Reading faculty, the ESL faculty, and the Instructional Aides will become familiar with Reading Apprenticeship and incorporate some of the activities in TBA or lab-only class assignments.)

    (b) Professional organization conferences (College Reading & Learning Association (CRLA), Northern California College Reading Association (NCCRA), California Teachers of English to Speakers of Other Languages (CATESOL), and Teachers of English to Speakers of Other Languages (TESOL), and other professional organizations.

    (c) College activities, workshops, and flex day events sponsored by DSPS, BSI, Psych Services, International Students, DIAG, Counseling, Veterans Support Services, and WebAccess training, in addition to visiting other labs on campus, throughout the district, and outside the district.

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

    Currently, the Reading & ESL Center lead faculty are members of and attend monthly meetings of the Learning Support Center Committee. Important collaboration/interactions regarding student services, assessment, SLOs, allocation of resources, and other important issues are discussed at the meetings. The LSV Committee coordinates hours of operation, computer and technology resources, staffing, and scheduling of services to create a comprehensive learning support network for all students. Centers will continue to strategically align services as a standing committee of the Academic Senate.

3. To guide the Institutional Planning Committee (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Equipment and Technology: 4T

Equipment Needed Now:

(a) The Instructional Aide computer needs to be replaced. Our records indicate that the current computer (Dell Optiflex 755) was installed in July 2008.

(b) The SARS and Talking Dictionary computers need to be replaced now since their warranties have expired.

(c) One basic computer will be needed soon for the appointment program that will be used in our center in addition to other learning centers on campus.

(d) The appointment program to be used in some of the learning centers campus wide has not yet been determined. The estimated cost is pending.

(e) Two student computers are needed to accommodate more students, resulting in a total of 34 student computers. (Lack of space prevents the lab from having more than a total of 34 computers for student use.) However, ITS has requested that the 2 computers be ordered when the current 32 student computers are replaced in March 2014 in order to simplify the transfer of many specific programs used in our center.

Equipment Needed March 2014:

(a) In March 2014, a total of 35 computers will need to be purchased. Thirty-three computers (Dell Optiplex 380 with Windows 7) were installed on March 4, 2010. (Student assistants currently use one computer and students use the remaining 32 computers.) However, the purchase of 2 more student computers (see #3 above) will be delayed and purchased with these computers.

Instructional Materials: 4T

Instructional materials will need to continually updated and expanded as needed. Funding requests were submitted and approved by the division, but new materials and additional copies of books and DVDs need to be requested.

Classified Staff: 4T

Current classified staff needs to be maintained; if student assistants are reduced, more staff will be requested.

Student Assistant: 4T

It is essential that an adequate number of student assistants are employed to serve students, assist instructors, and support staff (including break and lunchtime coverage). Currently, our student assistant budget is inadequate, and we are functioning "by the skin of our teeth" to keep the Center running. We have no student assistants during the first 3 weeks the lab is open and no coverage during some of the daytime and evening hours. As a result, the instructional aides are doing the work of student assistants and not able to do their assigned work for the lab. An annual Language Arts budget of $15,000.00 is needed for the ideal number of student assistants. This $15,000.00 request for student assistants is necessary for the following four reasons:

(1) the number of work study students available is unpredictable,
(2) many available work study students do not have the appropriate knowledge and skills to work in the center,
(3) funding for work study students is not consistent and can change abruptly during the semester, and
(4) campus-wide competition for work study students limits the availability of qualified candidates.

The figures used to calculate the budget are listed below.

(1) Reading & ESL Center is open 45.5 hours per week during the Fall and Spring semesters with a total of 33 weeks:

45.5 hours X 33 weeks = 1,501.50 hours

Average pay for $9.00/hour X 1,501.50 hours = $13,513.50

(2) Reading & ESL Center is open 28 hours per week during summer session for a total of 6 weeks:

28 hours X 6 weeks = 168 hours

Average pay of $9.00/hour X 158 hours = $1,512.00

(3) Annual total for Fall, Spring, and Summer coverage:

$13,513.50 + $1,512.00 = $15,025.50

NOTE: Since 2008, the funding for the student assistants for the Reading & ESL Center has been cut by 40%. The following figures reflect work study student funding as well as Language Arts Division funding.

Grand total - 7/2008 - $15,680.00

Grand total – 8/2009 - $14,623.29

Grand total – 9/2010 $15,792.18

Grand total – 10/2011 $11.700.77

Grand total – 11/2012 $ 9,278.63

Facilities: 4T

(1) Ideally, the Center would include a quiet room and more space for student work. Lack of a larger suitable facility makes this impossible at present.

(2) The heating and air conditioning system has never worked properly since the building was seismically upgraded several years ago. Students constantly complain that the lab is too cold or too warm. This was brought to the attention of CSM's Facilities Department when the Reading & ESL Center first opened in its current location. At that time, we were told that the contractor had

substituted the original heating/air conditioning system with a cheaper model that does not work in a setting where the doors are kept open or people are frequently opening/closing doors.

C. Plans and Actions to Improve Student Success

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

Plan 1

Title:

Reading: New Material/Program Search

Description

Find additional materials for comprehension, vocabulary, and study strategies.

Action(s)	Completion Date	Measurable Outcome(s)
Survey books, textbooks, computer programs, and Internet sources.	Spring 2014	Successful use of new materials with lab students
4T		4T
4T		4T

Plan 2

Title:

ESL: New Material/Topic Search

Description

Develop new topics and/or materials for ESL Conversation Circles (TBA students)

Action(s)	Completion Date	Measurable Outcome(s)
Survey texts, current event articles, and appropriate song lyrics for engaging topics	Spring 2014	Successful use of new topics and/or materials in Conversation Circles
4T		4T
4T		4T

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

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Equipment and Technology

Description (for ongoing program operation)	Cost
Equipment Needed NOW	
1 administrative computer (PC) for Instructional Aides	
1 appointment program PC 1 SARS PC 1 Talking Dictionary PC *Estimated Total Cost for 4 Computers Above (subject to change)* 1 appointment program software	$ 6,828.71 Pending
Equipment Needed MARCH 2014 35 student computers *Estimated Total Cost for 35 Computers (subject to change)* (*See ITS Computer Quotations attached to Program Review email.)	$59,751.21

Description (for prioritized plans)	Plan #(s)	Cost
4T		

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost
Textbooks and computer/internet programs for Reading courses	#1	$1,500.00
Textbooks and CDs for ESL conversation courses	#2	$ 200.00

Classified Staff

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Student Assistant

Description (for ongoing program operation)	Cost
Annual budget needed for lab coverage throughout the year	$15,000.00

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost
Waiting for information from facilities regarding problems with heating and air conditioning system in the Center		Unknown now

B. Cost for Prioritized Plans
Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1	Reading: New Materials/Program Search	$1,500.00
2	ESL: New Materials/Topic Search	$ 200.00