Home   **Actions**   **Logout**   **How it works**

Learning Support Centers Program Review

Program Name: **Reading and ESL Center**
Program Contact: **Marron, Jamie**
Academic Year: **2013-2014**
Status: **Submitted**

1. 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 Program Planning** as appropriate.

The purpose of the Reading and ESL Center in 18-101 is to foster 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 (TBA) and those who take lab-only individualized courses in reading and vocabulary 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)."

Usual hours of operation are Monday through Thursday 9:30AM to 6:30 PM and Saturday 9:30AM to 1PM. Typical staffing (Fall 2012 data reported here) of the Read/ESL Center included.

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.

Fall 2012 - no student tutors, 4 student assistants, 5 faculty taking appointments
Faculty: 4 FLCs ESL Conversation, 3 FLCs ESL Reading, 6 FLCs Reading
Each FLC in Fall equals 1 hour 20 minutes. The total faculty appointment time available per week 17.33 hours.
The Reading & ESL Center is open for 45.5 hours per week.
Additional 4 FLCs for Faculty Leads release time (2 FLC ESL, 2 FLC Reading).
1 full time (11 month) Instructional Aide II
1 part time (11 month) Instructional Aide II 18 hours per week

2. Student Learning and Center Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

Reading/ESL Center SLO #1: Students will have knowledge of Reading & ESL Center resources, including how to access them.
Assessment was made by the Spring 2013 user survey. Results indicated 98.8% of the responding 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, 96.5% of students understood what assignments were expected of them. As stated above, 257 out of 438 students completed the survey; this represents a smaller sample than in past years. Results, however, are nearly identical to past year. See limitations of this data under Reflection below.

SLO # 2: Student should be able to demonstrate greater comprehension, and/or vocabulary skills, and/or increased reading rate.
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.

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

1. 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 in college. However, the departments will reflect upon how to best advise students who enroll in these courses, such as the number of hours recommended to be completed each week for these courses, especially Read 412 and the new Read 413.

2. In November 2012, new SLOs were developed for the Read/ESL Center. This was done in collaboration with all the Learning Support Centers at CSM, and a common SLO was adopted by every center. These new SLOs were assessed in Spring 2013 through an annual Read/ESL Center survey. Students completed the survey in a variety of ways, some in their classroom, some in the Center, some on hardcopy, some on their devices. Some of the hardcopy surveys were not returned to the Center due to confusion about where to turn them in and, therefore, these did not get entered. Though every instructor did administer the survey, the participation was lower than in the past, as mentioned above. (258, 58%). To ensure greater survey response, the department will consider eliminating the paper/hard copy option, thus having all instructors ask students fill out the survey online.

3. 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:
   (a) students concurrently enrolled in transfer courses who realize they need to improve their reading skills to succeed in their courses,
   (b) 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.)
   (c) nursing students who were dropped from CSM's program and are doing remediation work to re-enter the program,
   (d) potential graduate students preparing to take graduate school entrance exams, and
   (e) higher-level non-native speakers who want to improve various reading skills.

   Implications for future (See below, section IV. Planning)

   1. Both departments, Read and ESL, will consider, plan, and implement ways to boost student completion rates for lab-only courses.
   2. For Read Department lab-only courses, the Read Dept. will consult with the Nursing Dept. about the pros and cons of creating an intensive, seven-week Read 412 level (individualized) course scheduled to start at midterm, when nursing students have been dropped from the Nursing Program and are looking for immediate ways to remediate. Currently such nursing students wish to enroll in Read 412, just after the midterm, but meeting all Read 412 course requirements in the remaining seven to eight weeks of the semester (midterm until the final) is often difficult.

A.

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.

1. Approximately 550 students used the Center in the fall, while 440 used it in the spring, based on SARS 2012-13 unduplicated student data. Students logged into the Center for nearly 10,000 hours in fall and 8,400 in spring for about 8,500 and 7,400 sessions, respectively. In fall, the Center was used for 16 ESL courses, TBA and lab-only, which were represented by 704 students (duplicated count), while 15 Reading courses were represented by 550 students (duplicated count). In spring, ESL had 17 courses with 670 students, and Reading had 18 courses with 441 students. SARS data show that 10 o'clock is the busiest hour in the Center by far, with 10 am – 2pm being the peak period.

2. Of the students who use the lab, the three largest groups are Asian (24.4%%), Hispanic (28.1%), and White (1.26%). 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.)

3. There were 25% more female students than males, and these women had an approximately 10% higher success rate and a 5% higher retention rate than the men.

4. 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.

5. Fifty-eight percent (58.9%) are enrolled in the daytime program, twenty-one percent (21.2%) are evening students, and an additional nineteen percent (19.9%) are both day and evening students.

6. Approximately half of lab (213) students are enrolled in 6.5-12 units.

Considerations for future
1) The Reading/ESL Center needs to find new ways to publicize lab-only courses to encourage enrollment.
2) Students in courses with the TBA requirement need to complete their work earlier in the semester. Both departments will look at ways to ensure students get into the Center, complete their work and hours, and complete appointments with instructors/staff prior to the last couple of weeks of the semester.
3) In order to ensue plenty of time for lab-only students to have end-of-the-semester appointments, the Center will close to TBA students the last week of classes.

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

1. 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.

2. The rule prohibiting the use of remote/online options for students who use the Center for TBA requirements has prevented the Center from developing online options (off campus use of the Center). If that rule should change, the departments would commence exploration of online work for TBA.

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.
We are discussing ways to a) orient students more effectively at-the-beginning-of-the-semester.
We are discussing ways to encourage and ensure students get their work and hours completed prior to the last-weeks-of-the-semester.

We are discussing ways to ensure the lab-only students have ample, uninterrupted time for their end-of-the-semester (and therefore lengthy) appointments.

Staffing
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 totaled 17 per week in the fall, 16 in the spring (6 (fall) or 5 (spring) for Reading faculty, and 7 for ESL faculty, 4 for release time for the co-leaders.) 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 of the 46 hours the lab is open each week, just about 1/3 of the time. 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 $9,279. 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.

Equipment
The equipment in the Reading & ESL Center consists of 32 student computers (replaced 3/4/10), 1 instructional aide computer,1 for student assistant duties, 1 SARS computer, 1Talking Dictionary computer, and 1 i-Pad for instructional aide and faculty use. The Read Department has purchased iPads for its faculty to use with students, and for professional work, in and out of the Center.

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. (9) The part-time instructional aide has never had her own workspace/desk or computer. This was addressed in the Read Dept. Program Review submitted in March 2013. Dean of Language Arts obtained a computer and makeshift desk to address this situation in Fall 2013. However, a professional workspace/desk is still needed. See Facilities. The full-time instructional aide's computer is old and its monitor is too small. An upgrade is needed. See IT.

3. 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.

1. No-repeat rule

Due to notification of a "No-repeat" rule announced in Spring 2013 to go into effect in Fall 2013, the co-leads quickly updated of a number lab-only courses and created new courses. This work, to complete the course revisions, course creations, and banking of courses took place in December 2013 - February 2014 through COI. See section on Course Updates.

2. Due to the Reading Department's focus on Reading Apprenticeship in all TBA courses, and the successful completion of formal training by all members of the Reading Department and the instructional aides for the Center, the Reading Department will be changing the focus of the lab assignments for students in the Reading Department courses. The goal is to have more students working in small groups going over RA-type assignments (ex. metacognitive-logs), similar to the "Conversation Circles" conducted by ESL faculty and instructional aides.

To achieve this, funding for collaboration between full-time and part-time faculty and instructional aides will be necessary.

---

4. 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.

Implementations that have been implemented from past program reviews:

1. Students who have not completed at least two-thirds of course work by the last drop date ared ropped. This has been implemented.

2. Students in ESL conversation courses should buy and use Reading/ESLCenter folders to provide aconsistent method for recording the successful completion of lab assignments. This has been implemented.

Priorities that have not been implemented from past program reviews:

1. More time for faculty/staff appointments with students (additional FLCs was requested)

2. Longer Center hours(late afternoon, evenings,and Saturdays)

3. More computers for student use

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 Program Planning** as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section 2.
[**Note:** Specific plans to be implemented in the *next year* should be entered in Section 4C.]

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.

Faculty/co-leads will continue to update and develop curriculum for both TBA and lab-only courses as needed. 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.

Concrete steps

1. To help ensure the focus on resources go to where the students most need reading assistance, the following Read Dept. lab courses will be discontinued:

-Read 807, 807, 809 - Phonics (ESL Dept may offer Read 807 sometime in the future.)

-Read 814, 815 (Spelling). These spelling courses are typically low-enrolled and can be addressed with Apps developed in the last few years, easily purchased by students, making the need for them a low priority.

-Read 454, 455 (College-level Vocabulary). The curriculum of these two courses will be incorporated into the modified Read 412 and newly-created Read 413 so that resource use is streamlined.

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.

a) For Read Dept students, lab assignments need to be updated to utilize all the training Read faculty and Instructional Aides have received in RA. Because everyone has a different schedule, funding is needed for time for professional development in student success in collaboration, time to develop new assignments, Funds needed to pay people to particpate in meetings when they are not normally on campus (adjuncts and instructional aides)

(b) All faculty need time for collaboration to boost student success in the Read/ESL Center.

(c) Continue work with the Reading Department's Reading Apprenticeship FIG meetings with faculty, instructional aides, and faculty and staff from across the campus. Continue with RA training.

(d) Professional organization conferences WestED Reading Apprenticeship, On Course, Student Success, 3csn, (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.

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

(f) More formalized Reading/ESL Center in-house training for instructors working in the Center and those with TBA courses.

(g) If possible, funding will be sought to pay for Read Dept adjuncts to meet with the full-time faculty member and the full and part-time instructional aides to map out how RA can be standardized into all lab assignments (including the assignments, the rubric, the protocol for talking with the students about RA lab-assignments in small groups).

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 Centers Coordination Committee. Important collaboration/interactions regarding student services, assessment, SLOs, allocation of resources, and other important issues are discussed at the meetings. The LSC3 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.

(a) Repeating from above: Collaboration time is needed for Read Dept adjuncts to meet with the full-time faculty member and the full and part-time instructional aides to map out how RA can be standardized into all lab assignments (including the assignments, the rubric, the protocol for talking with the students about RA lab-assignments in small groups).

(b) Ways to help students succeed in completing lab-work and all TBA work need to be explored collaboratively. The Read Dept has a goal of changing the focus of all assignments to RA-based assignments and work. To accomplish this, collaboration time is needed. To implement this, more staff time will be needed and perhaps more space (for small group.

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

Equipment and Technology

4T Equipment Needed Now: The Instructional Aide computer needs to be replaced. Our records indicate that the current computer (Dell

Optiflex 755) was installed in July 2008. The SARS and Talking Dictionary computers need to be replaced now since their warranties have expired. 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 if the program Accudemia is adopted Accudemia to used in some of the learning centers campus wide but has not yet been determined to be used in the Read/ESL Center. The estimated cost is pending. 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: 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

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

Current classified staff needs to be maintained; if student assistants are reduced, more staff will be requested. The work the students do in a Read/ESL Center is extremely staff-intensive.

Student Assistant

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 traditionally had 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 campus-wide competition for work study students limits the availability of qualified candidates.

Facilities

(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. Problems remain.

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. (Plans may extend beyond a single year.)

Plan A

Title: Lab assignments

Description: Assignments for reading classes need to be updated to incorporate RA (Reading Apprenticehip).

Action(s) with Completion Date and Measureable Outcome(s):

This will be ongoing and dependent upon funding for full-time, adjuncts, and instructional aides to have time to collaborate, plan, and execute work. Implementation will require equipment and facilities requests being fullfilled.

Plan B

Title: Faculty Collaboration

Description: All faculty who work in the Read/ESL Center need time to collaborate

Action(s) with Completion Date and Measureable Outcome(s):

This will be ongoing and dependent upon funding for all full-time, adjuncts and instructional aides in both the Reading and ESL Departments to have time to collaborate together.

Plan C

Title: RA FIG meetings

Description: Continue with Read Dept faculty, instructional aides and faculty and staff from other dicisplines.

Action(s) with Completion Date and Measureable Outcome(s):

See Plan A. This is also dependent upon RA funding for participation.

Plan D

Title: Professional Development/Conferences

Description:

Action(s) with Completion Date and Measureable Outcome(s):

Participation in conferences Dependent upon funding.

Plan E

Title: In-house Training

Description:

Action(s) with Completion Date and Measureable Outcome(s):

See plan C.

5. Resource Requests

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
1. One (1) computer and monitor (an upgrade from the current outdated model for the full-time instructional aide. Current computer for full-time instructional aide is too old and monitor too small. (College purchase)	Pending IT
2. One (1) document camera ($650) for work with students on assignments such as metacognitive logs and for Read Department Reading Apprenticeship (RA) FIG working with faculty from other disciplines.	Quote was provided by IT.*
3. One (1) 50" tv monitor and cables ($700) (mount, $250), keyboard mouse ($50) for work with students on assignments such a metacognitive logs and for Read Department Reading Apprenticeship FIGS working with faculty from other disciplines.One printer($400) for faculty use/ipad use.	Quote was provided by IT.*

*Approx cost for rows 2 and 3 = $2000.00

| 4. Thirty-five (35) student computers (College purchase) | Pending IT |

Instructional Materials

Description (for prioritized plans)	Cost
Textbooks and the recently modified and newly-created Read lab-only and TBA courses	$600.00
Textbooks and CDs for ESL conversation courses	$200.00
Publicity materials	$350.00

Classified Staff

Description	Cost

Student Assistant

Description	Cost
Annual budget needed for lab coverage throughout the year	$15,000.00

Facilities

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

Description (for prioritized plans)	Cost
Waiting for information from facilities regarding problems with heating and air conditioning system in the Center	Unknown now
Work desk/space for part-time instructional aide. Official quote to be submitted in the CSM Facility Project Request Form	**$2,495.77***
Work space/media desk to be placed by TV monitor and document camera.	Facilities
Move white board and bookshelves or tables to fit the 50" TV monitor, the document camera and install all.	Facilities
Electrical outlets to accommodate new document camera, TV monitor, and work space/media cart.	Facilities

6. Program Maintenance

A. Course Outline Updates

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

Due to no-repeatability rule, lab courses were updated in Spring 2014.

Courses to be updated	Faculty contact	Submission month

Read 852 - updated	Jamie Marron	Approved by COI, Spring 2014
Read 853 - updated	Jamie Marron	Approved by COI, Spring 2014
Read 854- updated	Jamie Marron	Approved by COI, Spring 2014
Read 855 - updated	Jamie Marron	Approved by COI, Spring 2014
Read 811 - created	Jamie Marron	Approved by COI, Spring 2014
Read 812- updated	Jamie Marron	Approved by COI, Spring 2014
Read 412 - updated	Jamie Marron	Approved by COI, Spring 2014
Read 413 - created	Jamie Marron	Approved by COI, Spring 2014
Read 415 - banked	Jamie Marron	Action submitted to COI March, 2014
Read 454 - banked	Jamie Marron	Action submitted to COI March, 2014
Read 455 - banked	Jamie Marron	Action submitted to COI, March 2014
Read 814 -banked	Jamie Marron	Action submitted to COI, March 2014
Read 815 - banked	Jamie Marron	Action submitted to COI, March 2014
Read 807 - banked	Jamie Marron	Action submitted to COI, March 2014
Read 808 - banked	Jamie Marron	Action submitted to COI, March 2014
Read 809 - banked	Jamie Marron	Action submitted to COI, March 2014
ESL 895 – updated	Kristi Ridgway	Approved by COI, Spring 2014
ESL 897 - updated	Kristi Ridgway	Approved by COI, Spring 2014

B. Website Review

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

Faculty contact(s)	Date of next review/update
Jamie Marron and/or Kristi Ridgway	November 2014

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Jamie Marron and/or Kristi Ridgway	November 2014