

## 2014-2015 Learning Support Centers Program Review

Program Name: **Reading and ESL Center**

Program Contact: **Marron, Jamie**

Academic Year: **2014-2015**

Status: **Submitted for review**

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### 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, 2013/14-2015/16, 5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

*Draft as of April 3, 2015 @ 9:45 am -- should be submitted later today*

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 2013 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.) 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 2013 - 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 2014 user survey. Results indicated 97.5% 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, 96.4% of students understood what assignments were expected of them.

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.
2. One major current trend continuing 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. consulted with the Nursing Dept. about the best options for (individualized) courses for nursing students who have been dropped from the Nursing Program and are looking for immediate ways to remediate.

Faculty leads will be prepared to assess 1-2 more Best Practices the following year.

1. **The LSC has a mission statement congruent with department and institutional missions.**
2. The LSC has adequate resources, including but not limited to budget, space, staff and faculty, furniture, equipment/software, technology, and IT support.
3. The LSC serves a targeted, well-defined campus community.
4. The LSC offers services that support student learning amongst the target audience.

5. The LSC uses technology effectively to capture, analyze, and report usage data.
6. The LSC uses technology effectively to enhance individual student learning.
7. LSC partners with other instructional programs and/or support services (EOPS, DSPS, Veterans, Learning Communities, etc.) as appropriate.
- 8. The LSC assesses its SLOs and prepares and disseminates a program review annually.**
9. The LSC has a visible marketing presence (signage, flyers, a website, etc.) on campus to inform students of its services.
10. The LSC communicates and provides training for faculty, staff and student assistants.

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 470 students during fall 2013 and approximately 360 students during the spring used the Read/ESL Center, unduplicated student data based on SARS. Students logged into the Center for nearly 8,100 hours in fall and approximately 6,200 hours in spring for about approximate 7,000 sessions (fall) and approximately 5,500 sessions (spring), respectively. In fall, the Center was used for 17 ESL courses, TBA and lab-only, which were represented by 380 students (duplicated count), while 13 Reading courses were represented by 208 students (duplicated count). In spring, ESL had 15 courses with 306 students, and Reading had 13 courses with 136 students.
2. Of the students who use the lab, the three largest groups are Asian (31.5%), Hispanic (27.6%), and White (15.0%). 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 53% female students and 36% males using the Center.
4. The two largest age groups using the lab were 19 years or less and 20-24 years. The demographic is shifting to younger students.
5. Sixty-one point seven percent (61.7%) are enrolled in the daytime program, fifteen percent (15%) are evening students, and an additional twenty-three point two percent (23.2%) are both day and evening students.
6. Forty-three point three percent (43.3%) students are enrolled in 6.5-12 units.

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.
3. Because of the line-of-sight rule the Center is not allowed to offer remote modules.

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.) 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 20 of the 46 hours the lab is open each week, just about 1/2 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.

The Reading & ESL Center serves a larger number of Basic Skills students than most other labs or centers. The FLCs dedicated to the Reading & ESL Center reflect the support that is necessary to assist these developmental/ESL students; 65% of the Center's students are taking ESL, 21% are taking Basic Skills Math and 4% are taking Basic Skills English. More than half of the reading students in the Center are taking Basic Skills Reading, though these specific numbers are not captured in institutional data. As a result, contact hours with instructors (FLCs) are an important support service that we provide to our students. The Center provides support to ensure these students succeed in their pre-college level coursework.

#### 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, 1 Talking Dictionary computer, and 2 i-Pads for instructional aide and faculty use all of which get regular use.

The Reading & ESL Center is efficient and well-organized.

Areas for further analysis include: (1) helping night students complete their lab hours, (2) replacement computers, (3) making Reading Plus more accessible, (4) reinstatement of the remote lab work option, and (5) improvement of the heating and air conditioning system in the Center. (6) 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. The full-time instructional aide's computer is old and its monitor is too small. An upgrade is needed. See IT.

After an assessment of the lab-only courses in the RESL Center, several lab-only courses are no longer being offered as they are not necessary or do not attract a large enough enrollment to necessitate their existence. For instance, ESL 896 had only 3 students in Fall 2013 and 5 students in Spring 2014, so the faculty lead chose to discontinue this course. Depending on their need and level, students will be directed in the future instead to take ESL 895 for reading and vocabulary assistance or ESL 897 for intensive vocabulary practice.

Recently, some lower-level ESL department courses and some READ department courses are at risk of being cut due to low enrollment; this has an effect on the number of TBA students using the Center. If course enrollment in the RESL Center declines or course sections in the READ and ESL Departments are cut, the co-leads will need to undertake a more thorough analysis of the Center's resources and how these are allocated to ensure they are being utilized appropriately and efficiently (see Plans and Actions to Improve Student Success: 3C below).

### 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.

#### \* 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 a number of 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. Twenty-four (24) courses were either updated or banked in Spring 2014.

\* 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. Additionally, (see Resource and Facility requests) the Read/ESL Center back room needs a document camera with projector/screen for small group metacognitive work.

\* Preliminary work is currently being conducted due to AB 86 and ACCEL with the San Mateo Adult School. Coordination for placing students in the most appropriate level of Reading and ESL is commencing. Collaboration for a higher-level reading class at the Adult School is under discussion. An ESL Reading prep class for CSM is already under development at the San Mateo Adult School.

\* Discussions have begun to analyze if TBA best meets our students' needs or if a different Center model could better meet their needs.

\* Discussions are underway about alternative approaches to the delivery of the lab-only courses.

## 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.

Actions 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 have been dropped.

*However, beginning in fall of 2014, students who were in danger of failing for not having enough work and/or hours completed by the Withdrawal Date were warned via email (and in conference, if possible) but were not dropped. Reasoning for this change is to place the responsibility of withdrawing on the student.*

Priorities that have not been implemented from past program reviews:

1. Flexible hours to accommodate the evening students.
2. Updated computers, software, and document camera/projector still needed.

### 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, 2013/14-2015/16**, 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.

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 have been discontinued:

-Read 807, 808, 809 - Phonics has been moved from the Reading Department to the ESL Dept.

-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.

-ESL 896 was discontinued due to low enrollment.

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) We will continue with the pilot orientation program started in fall 2013.

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 incorporate 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 for student success via collaboration and time to develop new assignments and practice going over the teaching of the assignments. Funds needed to pay people to participate in meetings when they are not normally on campus (adjuncts and instructional aides)

(b) All faculty and instructional aides 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), Online Teaching/Education and other professional organizations. Specifically, any new-hires need to be funded to participate in the West ED Reading Apprenticeship Online Course and, if possible, other RA related professional development activities.

(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) Beginning-of-the-semester orientation for instructors working in the Center.

(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).

(h) Learning about different center models to help co-leads and staff evaluate the effectiveness and efficiency of our current system.

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.

In addition to Read/ESL Center staff meetings, 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 and Habits of Mind can be standardized into all lab assignments (including the assignments, the rubric, the protocol for talking with the students about RA/Habits of Mind 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-and Habits of Mind-based assignments. To accomplish this, collaboration time is needed. To implement this, more staff time will be needed and perhaps more space (for small groups).

(c) Adapting some of the curriculum for lower-level ESL students in order to reduce the barriers that interfere with completing lab work, and providing additional options for higher-level students.

(d) The Reading Department is working with the Nursing Department on how to best deliver instructional assistance to meet the nursing students' reading needs (such as a learning community with Nursing, online or hybrid Read 400 class, or alternative options for the delivery of Read 412 and 413 instruction).

(e) The Reading Department will be working with the Electronics Technology Department to analyze how to best deliver instructional assistance to meet the Electronics students' reading needs (such as a learning community with Electronics and/or alternative ways to deliver Read 811/812 reading instruction geared to the Electronics student..

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

1 instructional aide computer(to replace the full-time instructional aide's old computer)

34 student computers (32 replacement and two new)



1 sign-in (front desk) computer

1 document camera and related monitor/storage for work in back room for Read LOC courses and RA work with Read Dept and discipline faculty

#### Instructional Materials

Instructional materials will need to continually updated and expanded as needed. Funding requests were submitted and approved by the division.

No immediate need is expected for either the ESL Department or the Reading Department for now, with one exception. For Read Dept the computer licenses for Reading Plus are no longer being supported by the Ware Group. Thus "seat licenses" of 15 will need to be purchased. Cost per student is \$65.00 per student per year (or \$130/3 years). With a 10% discount cost is \$58.50/student/year or \$117/3 years.

#### 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 hands-on.

#### 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). On days that there is no faculty or student coverage during the noon time, the full-time instructional aide has difficulty taking her lunch. 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) The quiet room on the lower floor of Bldg. 18 was utilized by reading and ESL students. Its loss is a deficit.
- (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, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

**Plan 1**

Title: Lab assignments

Description: Lab Assignments for reading classes have been updated to incorporate RA (Reading Apprenticeship). However, as adjuncts leave our campus and new adjuncts are hired these assignments will continually updated.

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 fulfilled.

**Plan 2**

Title: Faculty Collaboration

Description: All faculty and instructional who work in the Read/ESL Center need time to collaborate to update assignments connected with reading courses

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 3**

Title: RA FIG meetings

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

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

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

**Plan 4**

Title: Professional Development/Conferences

Description:

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

Participation in conferences Dependent upon funding.

**Plan 5**

Title: In-house Training

Description:

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

See plan C.

**Plan 6**

Title:
<b>Update ESL materials</b>

Description
There are limited resources for lower-level students, so offerings for these students need to be expanded. Also, Conversation Circle Topics require updating.

Action(s)	Completion Date	Measurable Outcome(s)
Investigate materials	Fall 2014	New materials are found or not
Adopt/implement new materials	Spring 2015	New materials are put in the Center, faculty are notified of them and they are made available to students

**Plan 7**

Title:
<b>Implement and Assess New Orientation Procedures</b>

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Description
There has never been a new faculty orientation. With the increased number of adjuncts being hired, this is now a necessary addition. Also to better comply with TBA requirements and be more meaningful in orienting students to the Center, a new orientation procedure has been defined and put in place.

Action(s)	Completion Date	Measurable Outcome(s)
New Faculty Orientation is conducted	Once a year in the fall and additional semesters as needed	Orientation is advertised and takes place
New Student Orientation is created	Spring 2014	Tours are permanently cancelled and a new hands-on, in-the-Center scavenger-type Assignment #1: Orientation is developed for students.
New Student Orientation is advertised	Fall 2014	The new procedure of opening the Center for assignments the first week of the semester in lieu of tours is announced by e-mail, the Welcome Letter and in faculty orientations.
New Student Orientation is implemented	Fall 2014	Staff members are trained to assist students with the new procedures. Additional lead faculty hours are dedicated to the Center the first two weeks of the semester help orient students and faculty.
New Student Orientation is assessed	Fall 2014-Spring 2015	Lead faculty and Center staff assess and tweak the orientation as needed to best serve students.

**Plan 8**

Title:
<b>Analyze READ/ESL Center</b>

Description
Enrollment for both TBA and lab-only courses in the RESL Center has not rebounded as expected. This, coupled with discussion among Centers regarding TBA, has prompted the co-leads to begin a more in-depth analysis of the RESL Center to determine how best to serve its students in the future.

Action(s)	Completion Date	Measurable Outcome(s)
Analysis of TBA in the RESL Center	Spring 2015	Discontinuation of TBA or continuation of TBA
Needs Analysis	Fall 2015	A needs analysis is completed; plan is created to address declining enrollment. Alternate Center models are considered and presented to departmental faculty and the dean.

### 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
N/A	
Reading Plus for 15 cost varies depending on if for 1 year or 3 years	\$1755.00
Price mentioned herein is with a 10% discount	
\$58.50/student/year of \$117.00/3 years	

Classified Staff

Description	Cost

Student Assistant

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

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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 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, eighteen - lab courses were updated or banked in Spring 2014.**

Currently under discussion for both Read and ESL courses is the decision as to whether or not to continue with TBA for the TBA classes that use the Center.

Courses to be updated	Faculty contact	Submission month
Read 825	J Marron	December 2015
Read 830	J Marron	December 2015
Read 400	J Marron	December 2014


**B. Website Review**

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

<b>Faculty contact(s)</b>	<b>Date of next review/update</b>
Jamie Marron and/or Kristi Ridgway	November 2015

**C. SLO Assessment Contacts**

<b>Faculty contact(s)</b>	<b>Date of next review/update</b>
Jamie Marron and/or Kristi Ridgway	November 2015


