

2014-2015 Learning Support Centers Program Review

Program Name: **CSM Learning Center**

Program Contact: **Andrade, Ronald**

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.

The CSM Learning Center (LC) provides student-centered resources that integrate instruction and support services to facilitate student academic achievement and support the college's mission and priorities. The LC promotes campus community by creating a learning environment committed to the holistic development of each student.

The CSM Learning Center supports the **College's diversity statement** by fostering an environment that values learning as well as the experiences and perspectives of all students. In this environment, diversity matters and is manifested through the services and programs we support. The LC Staff is committed to hiring and retaining team members who represent the social, cultural and ethnic diversity of the campus community. The LC's programs and staff reflect the differences in racial and ethnic background, national origin, sexual identity, religion and spirituality, age, and gender of CSM. The entire LC staff is committed to providing sensitive and high quality services to all students, including groups who historically have been underrepresented in higher education.

Below are the LC Priorities that are aligned to **CSM's Institutional Priorities** along with the *LC programs and services* which coincide with both.

1. *Enhance student learning through innovative teaching and technology strategies* (**Priority 2: Promote Academic Success; Priority 3: Promote Relevant, High-quality Programs and Services**) *Computer Software (CIS, DGME, Assistive Technology); Learning Resources; Pathway to College; S.M.A.R.T. (Mentoring Program); Student Success Workshops; Tutoring*
2. *Design intentional and integrated programs across disciplines to increase student success* (**Priority 1: Improve Student Success; and Priority 2: Promote Academic Excellence**) *Learning Resources; Pathway to College; S.M.A.R.T. (Mentoring Program); Student Success Workshops; Tutoring*
3. *Promote civic engagement through structured community service activities* (**Priority 1: Improve Student Success; Priority 5: Enhance Institutional Dialog**) *S.M.A.R.T. (Mentoring Program)*
4. *Evaluate LC programs/services and assess their effectiveness* (**Priority 4: Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources; and Priority 2: Promote Academic Excellence**) *SLO's; assessment plans for LC programs and services*

Additionally, the establishment of a comprehensive Learning Center was identified in the **5 in 5 College Strategies** document within the Basic Skills and Transfer area. The LC has established partnerships with the BSI Committee, Diversity in Action Group, Student Services, Business and Technology, Creative Arts/Social Sciences, ESL, Reading, Kinesiology/Athletics, Math and Science divisions/departments, as well as, the discipline-specific Learning Support Centers to create programs that increase student success. The programs and services currently offered by the Learning Center, which directly fall within the 5 in 5 College Strategies, are stated below along with a list of identified LC programs.

5 in 5 College Strategies, Basic Skills

- S.M.A.R.T. (Mentoring Program)
- Student Success Workshops

- Textbook Reserve
- Pathway to College
- Tutoring

5 in 5 College Strategies, CTE

- Computer Software
- Tutoring (Accounting, and CIS)

5 in 5 College Strategies, Transfer

- Connect: Resources Across the Curriculum (Online Software)
- Social Sciences Review Sessions
 - Supplemental Instruction
- Keys to Success course
- Reading Apprenticeship
- Student Success Workshops
- Tutoring

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.

CSM Learning Center SLO: Students will have knowledge of CSM Learning Center resources, including how to access them.

Two means of assessment were conducted to determine whether students have knowledge and understand how to access LC resources.

Assessment # 1

A two-item survey was distributed to student users upon log out from Accudemia. Data was collected between 02/27/2015 – 3/13/2015; Total number of responses=873.

Outcomes

*Are you familiar with the programs and services offered by the Learning Center? Yes **88.9%** or No **11.1%***

*Were you able to access the programs and/or services you came in for today? Yes **93.0%** or No **7.0%***

Positive responses to both questions are slight increases over the previous program review cycle.

Assessment # 2

Data were extracted from the CSM Learning Center Users Survey (online satisfaction survey), managed through the PRIE office. Learning Center users rated how familiar they were with individual LC services (Likert Scale - Very familiar, Somewhat familiar, Not at all familiar) and were asked to indicate how satisfied they were with the services they had used (Likert Scale – Very satisfied, Somewhat satisfied, Not at all satisfied). Total number of responses= 382.

Outcomes

Please indicate how familiar you are with the following Learning Center services?

With the exception of **Connect: Resources Across the Curriculum** and **Test Proctoring** the respondents said they were Very or

Somewhat Familiar with LC services from 54% to 86% depending on the particular service. The exceptions, **Connect: Resource Across the Curriculum** (48%) and **Test Proctoring** (50%), showed an increased familiarity with the resource but still at or below 50%.

Please indicate your level of satisfaction with the Center services you used

The percentage of respondents who indicated they were Very Satisfied or Somewhat Satisfied with the services they used were all above 90%. The only services to receive a rating of Not at all Satisfied of more than 7% of respondents was **Textbook Reserve (7.2%)**.

Assessment of SLO

The first assessment was presented to individual students as they were signing out of their time in the Learning Center. This captured a fair number of students but the time frame for collecting the information was short because of a computer error that caused the survey to be deleted. It is only a quick survey and asks students, broadly, if they are familiar with LC programs and services. However based upon the responses from that survey approximately eighty-eight percent of LC users were familiar with the programs and services offered. When asked whether they were able to access the programs and/or services they were seeking, nearly 93% of students said yes. The *Learning Center User Survey* conducted through PRIE had a improved response rate over previous review cycles and asked respondents about specific programs and services thus providing a more detailed look at which programs and services students seem to have a greater familiarity with (Printing, Group Study Rooms) and those which may require greater efforts to raise awareness (Student Success Workshops).

The data suggest LC users are familiar and know how to access most resources offered in the LC. However there are still some services where familiarity and satisfaction can be improved given the resources that are put into them. The Learning Center staff will continue to promote tutoring and success workshops to student users in an attempt to increase awareness. In areas where awareness and participation are lower than expected efforts will continue to be evaluated and additional strategies to increase awareness and participation introduced. Some possibilities include having an information flyer included in the regular orientation workshops and participation during Welcome Week activities. Marketing and promotion are still largely conducted through the LC website, flyers, email, classroom visits and departmental/division meetings. Students are very receptive to advice from their peers and our LC student assistants have been extremely helpful in providing assistance and answering questions when needed. In fact the most recent user survey data show that 48% of students believe that their academic performance improved A Great Deal as a result of using the LC.

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.

The Learning Center served an unduplicated count of 2931 students in the spring 2014 semester and 2754 in fall 2014 semester. The number of student visits (duplicated) in the spring was 27,047 and 25,686 in the Fall 2014 semester. Learning Center User Survey data collected by PRIE shows that 55% of users visited the LC more than 6 times. There are some notable differences between the demographic profiles of LC attendees and the general campus population. The percentages of underrepresented students who use the Learning Center's services are all higher than their proportion on campus except for Native American students. As an example, the percentage of African American students on campus is 3.3% while the percentage of African American LC users is 4.8%. We believe that this demonstrates that the LC has created an environment where traditionally underrepresented students feel comfortable seeking academic support and find it a location conducive to studying.

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

In previous reviews the only service with a measurable difference in mode of delivery is the student success workshop series. Workshops were offered in person and through an on demand, streaming video service. While the topics were similar use of the streaming video workshops was higher than in person participation. In spring 2014 and fall 2014 there were 16 individuals who viewed at least one of the on demand workshops and similar numbers who attended in person workshops.

The advantages to the on demand nature of the video workshops are the flexibility to view them at a time and place that are convenient for the student. However, much of the content is covered in many of the CRER courses at CSM so there may not be a very high demand for these types of workshops. Additionally, we have seen greater participation rates when students who made use of either the video or in person workshops have done so as part of a course assignment or extra credit. The cost for ongoing rights to the video series may become prohibitive and investing some time and resources into producing our own on demand services is worth exploring for the future.

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 9,000 square foot Learning Center (LC) facility at College of San Mateo currently encompasses a large amount of open space dedicated to computer use, individual and group studying and tutoring. Additionally there are three group study rooms, a test proctor room, two audio/recording rooms (four recording booths-Communication Studies Center), and a larger multipurpose room for classroom meetings. The Center holds a total of 56 computers, MACs (28) and PCs (28). The LC is staffed 56.5 hours per week by one full-time Manager, one Program Services Coordinator, one full-time Instructional Aide II, six student assistants, and twenty academic peer tutors. The Learning Center is open Monday through Thursday 8:00am – 8:30pm and Friday 8:30am – 2:30pm. Additionally, during the Spring 2015 semester the LC has been experimenting with holding weekend hours one Saturday per month.

We currently have barely enough full-time staff members to adequately operate the LC in an efficient manner. Since opening in fall 2011, the LC has seen steady increase in the number of students utilizing Learning Center resources. In order to adequately serve students in existing programs and services, plus meet anticipated needs as programs and services grow additional staff will be needed. The Communication Resource Center does lend some support with their 48% Instructional Aide providing some backup coverage during morning hours; however any time spent supporting the general Learning Center is time taken away from supporting the Communications Resource Center.

Needing to provide LC supervision as well as complete assigned duties does, at times, make it difficult for staff members to take regular lunch hours and breaks. Scheduling vacation is also difficult requiring shifting work schedules to provide evening coverage.

There is a long term need to rebalance staffing to match the current and anticipated growth in hours and levels of services. The LC can continue to function on a basic level with three full-time staff. However an unexpected event, like illness, severely limits the ability to attend meetings or be an active participant on campus since coverage of the LC becomes the primary responsibility at that point.

The LC is operating as efficiently as possible given the current resources. However, the demands on current staff time are not compatible with program stability and growth over time. To function effectively there should be 4 individuals staffing the LC. This could even be a shared resource with the Communication Resource Center or Modern Language Center that provides additional evening coverage over the current staffing of a single Instructional Aide.

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.

A new division has formed which has had some impact on the LC. The vision of the Dean of Academic Support & Learning Technologies has guided the LC staff into supporting new initiatives, such as Umoja and Mana. There has also been improved administrative support with the hiring of the division assistant. There are some state initiatives which could have a significant impact on LC operations including the Online Education Initiative which is exploring options for providing online peer tutoring resources for all CCCs.

The First Year Success Initiative also has the potential to impact the LC with expansion of summer programs that bridge the time between high school and college. The FYSI Task Force has not yet made its recommendations so the impact is not known but dramatic changes in the Pathway to College summer program could strain current resources, especially staff time and availability.

Both the FYSI and the Habits of Mind group are interested in incorporating peer mentoring support on a broader basis. This would likely cause a significant change in the S.M.A.R.T. peer mentoring program currently operated through the Learning Center as that support is grown and expanded beyond just the Pathway to College students.

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.

Online Tutoring

The Learning Center has a reputation for offering excellent one-on-one peer tutoring for CSM students. The LC staff has reviewed several available platforms, considered costs for outsourcing the service and our program standards for tutor certification. The LC has taken some small steps to offer access to online tutoring using CCCConfer platform. The offerings for online tutoring continue to be limited to math, chemistry and physics on an appointment only basis. This is primarily due to the state wide efforts of the Online Education Initiative to assess and negotiate access to a single common platform for all California community colleges. Going forward the LC will be evaluating the chosen platform and how it fits in with our current program of CRLA certified peer tutors. We anticipate that subjects and availability will be expanded for the 2015-16 academic year. Online tutoring started just a year ago and few students have used the service so outcomes remain difficult to assess. However the need to provide equivalent services for our distance education students remains a driving force for improving the online tutoring program.

Supplemental Instruction

Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by "SI leaders," students who have previously done well in the course and who attend all class lectures, take notes, and act as model students.

The Learning Center has partnered with academic departments to support SI in courses in which the material is traditionally very difficult to master; Math, Chemistry, Biology, Art History, ESL and English are all involved in providing SI support for some of their courses. This program appears to be improving the success rates of CSM students based on assessments of final grades for those students who participated in SI review sessions. For example, in the SI supported Anatomy courses (BIOL 250), students who attended SI sessions (mean number of sessions=5) had a success rate of 69% while those who did not attend SI sessions had a success rate of 26%.

In spring 2014 the LC was only supporting 3 courses (Philosophy 100, Economics 100, Biology 250) through SI although there was a larger group of courses supported directly by the Math department. In fall 2014 the LC took on supervision of all the SI courses (17 courses, 6 subjects) and ongoing assessment of the expanded list of supported courses will provide additional data for evaluating the SI program and its effectiveness. The Learning Center hopes to expand its SI offerings for 2015-16 by adding Physics and Political Science to those courses that receive support.

Tutoring Program

The CSM Learning Center offers academic tutoring utilizing approximately twenty CSM students as peer tutors. They are selected to offer both individual and small-group tutorial sessions in a variety of subjects including: Biology, Computer Information Science, Chemistry, Economics, History, Math, Music, Philosophy, Physics, Political Science, Psychology, Sociology, and Statistics. This program exists in partnership with faculty and staff to support and improve student motivation and achievement. All peer tutors are required to complete a tutor-training course that explores a variety of procedures for understanding and utilizing effective practices to assess a tutee's needs.

In spring 2014 303 students registered in LCTR 698 to receive tutoring assistance and that number increased in fall 2014 to 364. These numbers have been fairly consistent from the 2013-14 numbers of students who sought tutoring help. Below is a sample of the number of hours of tutoring by subject.

Spring 2014		Fall 2014	
Subject	Hours	Subject	Hours
BIOL	5.75	BIOL	21.25
CHEM	17.75	CHEM	54.75
CIS	17	CIS	131
ECON	216.75	ECON	240.75
MATH	224	MATH	596.75

PHIL	22.75	PHIL	183
PHYS	47	PHYS	13.5
PLSC	4.5	PLSC	0.75
SOCI	2.5	SOCI	2.75

Making exact comparisons semester to semester and year to year is challenging since the mix of subjects, numbers of tutors and available hours varies depending upon the availability of peer tutors. For example, we have seen an increase in the number of hours of math tutoring primarily due adding more tutors and hours for statistics. There is a dramatic increase in the number of hours for philosophy but we expanded the hours of the philosophy tutor for Fall 2014 and we offered Supplemental Instruction in Philosophy in Spring 2014 which we did not offer in Fall 2014.

Although differences in individual course success rates for students receiving tutorial services are typically small, the overall data highlights the extent to which tutorial services are having a positive impact on students' academic success.

The LC has been experimenting with using CCCConfer to provide online, one-on-one tutoring using our current CRLA certified peer tutors. During summer 2014 different platforms were reviewed and ultimately the CCCConfer platform was selected for cost (\$0) and ease of use. Since this was to be a new venture we only offered tutoring in limited subjects. Using our own tutors and the need to supervise them as they are tutoring presents some challenges with online tutoring because it is not available on an "on demand" system as it would be if the support was contracted out. Our slow approach continued as the state Online Education Initiative was doing an evaluation of platforms and providers for access for all CCC's. The vendor was chosen in Spring 2015 and as more information about the new platform and provider becomes available we will likely be making changes in our online tutoring program.

Pathway to College

The third cohort of students completed the Learning Center's summer program in 2014. The new emphasis of Pathway to College is on developing math competence in addition to the Keys to Success college readiness preparation. Both the 2012 and 2013 cohorts have shown good persistence numbers with 65.2% and 72.4% enrolled in their second year respectively. The summer 2014 cohort shows a persistence rate of approximately 68% into their second semester. The students chosen to participate in the Pathway to College program are those that place into math and English two levels below transfer level. The numbers of participants in the summer program have remained relatively small but we hope to increase recruitment and participation through some new initiatives such as the FYSI and other means.

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 Learning Center provides tutoring and other assistance to meet the academic support needs of students at CSM. The LC will continue to collaborate with academic and student service units across campus to develop strategies for the retention and academic development of students.

As stated in our Priorities we will use innovative teaching and technologies, intentional and integrated programs, and assessment to sustain and continuously improve student learning and success. The LC will seek opportunities to develop programs and services which support under-prepared and at-risk students (i.e. Pathway to College; Supplemental Instruction). Since opening in fall 2011, the LC has seen a steady increase in the number of students utilizing Learning Center resources. The LC Manager will need to focus on assessing existing programs and services to ensure their sustainability.

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.

Professional Enrichment – The Learning Center is instrumental in scaling up and sustaining key institutional initiatives that are evidence based. In order to be successful and to support the campus community in a comprehensive manner it is essential for LC staff to have the proper resources and access to current best practices in the field. The best way to stay informed about best practices and innovations in

program development and delivery is for LC staff to participate in professional associations and conferences. Also, staying up to date with research and publications in the field. With the \$1,000 cap on staff development funding available through CSEA, staff have the opportunity to attend maybe one conference per year. Any additional conferences, training or professional development will require additional funding sources.

Another option for greater professional enrichment would be to provide more Flex Day activities geared specifically towards staff development in the area of student services/support.

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.

LC staff often participate in other divisions' meetings as a way of communicating what is happening with center services. Increased interactions with the outreach and matriculation processes would be important to program success as those two areas are usually the first contact students have with CSM and would be an important opportunity to inform them of the support services available.

The Learning Support Centers 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.

The LC also collaborate with faculty to develop and maintain academic support for students through our peer tutor and Supplemental Instruction programs.

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

Instructional Materials

Instructional Materials – In building a “reserve” of text books it is not always possible to get a copy donated by the publisher or instructor. It is necessary at times to purchase a copy of a particular textbook. Expanding our reserve may require this more frequently. Online tutoring also requires some additional materials such as a touch pad to interface with the online whiteboard. While not prohibitively expensive (approx. \$200) if online tutoring expands it may be necessary to purchase a few more of these touch pads.

Two of the LC's most visible programs are Supplemental Instruction and Pathway to College. It is problematic having only 1 person in the LC trained on the SI model and in how to train SI leaders. Sending one or two faculty or staff members to the training would provide better support for this growing program. Also, the Pathway to College program requires each student to have access to the ALEKS online math program. The cost of providing that access is approximately \$1,000 per year.

Classified Staff

Student Assistant

Student Assistant - The Learning Center will always have a need to hire student assistants to assist in staffing the front desk and provide peer support (tutoring) and guidance (mentoring) to CSM students. This expense is currently funded primarily through remaining Measure G funds. To institutionalize tutor and mentor programs, general funds will need to be allocated.

Facilities

While the LC has a large amount of square footage there are increasing demands for office/room usage. The Learning Center currently has only two enclosed office spaces for full-time staff. The manager is currently occupying what was intended to be a group study room and the program coordinator is occupying what was obviously intended to be a storage closet.

The number and frequency of requests for internal and external proctoring has increased over the last year and the LC serves as an alternate space for DSPS testing requests that will last later in the evenings than what the DSPS office is open. Options to plan and construct additional office space are needed. An obvious solution would be to split the proctoring room space (220-F) using one of the "Genius Walls", similar to what is used in dividing the Communications Studies recording rooms, and realign the glass panels to incorporate a door.

In the Communication Studies Resource Center the recording booths have glass walls. It is distracting to have individuals moving back and forth in the background of the students who are recording their assignments for COMM classes. Some window applications that give the glass a frosted look would be an inexpensive way of solving this particular challenge.

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.)

Program Plans and Actions to Improve Student Success

Plan 1: CSM Online Tutoring Institutional Priorities: *Priority 1: Student Success; Priority 2: Academic Excellence; Priority 3: Relevant, High-Quality Programs and Services*

Action 1 – Determine additional subjects suited for online tutoring program

- Completion – Spring 2015
- Outcome – Have at least 2 additional subjects available for online tutoring in Fall 2015

Plan 2: Peer Tutoring. Institutional Priorities: *Priority 1: Student Success; Priority 2: Academic Excellence; Priority 3: Relevant, High-Quality Programs and Services*

Description – Provide a robust program of peer tutors across multiple disciplines

Action1 – Continue to assess effectiveness of program and track success of those students who make use of peer tutors

- Completion: ongoing
- Outcomes: Improved course success rates compared to those who do not receive tutoring services.

Plan 3 Supplemental Instruction. Institutional Priorities: *Priority 1: Student Success; Priority 2: Academic Excellence; Priority 3: Relevant, High-Quality Programs and Services*

Description - Provide student-lead study sessions in historically difficult courses

Action1 – Assess effectiveness of SI in current courses

- Completion: ongoing
- Outcomes: Determine effectiveness of program, track success by course. Improved course success rates compared to students who do not seek support through SI sessions

Action2 – Determine additional courses/subjects that are good candidates for SI support

- Completion: ongoing
- Outcomes: Expanded SI program to include Physics and Political Science for Fall 2015 other courses

Plan 4 Pathway to College. Institutional Priorities: *Priority 1: Student Success; Priority 2: Academic Excellence; Priority 3: Relevant, High-Quality Programs and Services*

Description – a two week bridge program for first time college students with a focus on developing math competence in addition to the Keys to Success college readiness preparation.

Action1 – Recruit students for summer program

- Completion: Ongoing
 - Outcomes: at least 30 students complete the program each summer
- Action 2 – Assess effectiveness of Pathway to College program
- Completion: Ongoing
 - Outcomes: Rates of Fall to Fall retention and successful completion of degree applicable/transfer level math course within 3 years 5% greater than non-Pathway students

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	Cost
Accudemia license renewal 1 @ \$4,000	\$4,000

Instructional Materials

Description	Cost
Supplemental Instruction Training 2 @ \$2,000	\$4,000
Pathway to College materials 1 @ \$1,000	\$1,000

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Classified Staff

Description	Cost

Student Assistant

Description	Cost
Student Assistants Max 6@ 20 hours/week, \$10.50/hr	\$32,000 annual
Tutors Max 20 @10 hours/week, \$11.50/hr.	\$63,000 annual
Mentors (SMART) Max 6 @\$11.50 per hour	\$4,000.00 annual
SI Leaders Max 18 @\$11.50 per hour	\$60,000 annual

Facilities

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

Description	Cost

One new office space conversion	\$25,000 - \$50,000
Window film/frosting application	\$500 - \$750
-this is for the communication studies area. the glass on the recording booths is clear and it is a distraction having people wandering through the backgrounds of their recordings. Some window film that would make the glass more frosted/opaque would help with this problem	

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.

Courses to be updated	Faculty contact	Submission month
None due	Ron Andrade	

B. Website Review

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

Faculty contact(s)	Date of next review/update
Ron Andrade	Summer 2015

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Ron Andrade	Spring 15