ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011
ESL Department 2013
Fall 2012 PLO Assessment
Reference ESL Data Packet 2013

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement
It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision
Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

Document Map:
0) Key Findings
1) Planning group
2) Authors
3) Program
4) Responses to previous Annual Program Plan &Review (APP&R)
5) Curricular Offerings
6) Program Level Data
7) Action Plan
8) Resource Identification

Department/Program Title: ESL Department **Date submitted:** March 28, 2013
0. Key Findings:
1. Planning Group (include PT& FT faculty, staff, stakeholders)
List of names and positions:
Jenny Castello (FT): faculty
Anniqua Rana (FT): faculty
Katie Schertle (FT): faculty
Jeanne Gross (FT): faculty
Alicia Aguirre (FT): faculty
Linda Haley (FT): faculty
2. Writing Team and Contact Person:
Jenny Castello (FT): faculty
Anniqua Rana (FT): faculty
Katie Schertle (FT): faculty
Jeanne Gross (FT): faculty
Alicia Aguirre (FT): faculty
Linda Haley (FT): faculty
3. Program Information
A. Program Personnel
Identify all personnel (faculty, classified, volunteers, and student workers) in the program:
FT Faculty: 6
Jenny Castello (FT): faculty
Anniqua Rana (FT): faculty
Katie Schertle (FT): faculty
Jeanne Gross (FT): faculty
Alicia Aguirre (FT): faculty
Linda Haley (FT): faculty
PT Faculty: 15
Amira Abedrabbo (PT): Faculty
Natalia Ades (PT): faculty
Abdoubou Traore (PT): faculty
Marina Brodskaya (PT): faculty
Patty Gallagher (PT): faculty
Kathy Haven (PT): faculty
Beth Enthoven (PT): faculty
Andrea Scarabelli (PT): faculty
Alessandra Castello (PT): faculty
Garth Bunse (PT): faculty
Kelly Farrell (PT): faculty
Danielle Pelletier (PT): faculty
Liz Schuler (PT): faculty
Janet Wyer (PT): faculty
Nooshin Vassei (PT): faculty

PT Classified (hrs/wk): 1
Diana Espinoza-Osuna (PT): classified
Volunteers: 1
Student Workers: 1
ESL 924: Student in-class tutor one day a week with BSI funds Spring 2013
ESL 400: Some student in-class student tutoring with BSI funds Fall 2012 and Spring 2013
Off-Campus ESL: 1 student worker
ESL 800: One student volunteer at Hawes School
B. Program mission and vision
Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)
The mission of the Canada College ESL Department is to help students develop the communicative competence to achieve their academic, professional, and personal goals.
C. Expected Program Student Learning Outcomes
Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder
and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC
List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.
Program Level Outcomes:
1. Students can produce and interpret oral and written English at an advanced level in order to successfully enter academic or career pathways.
2. Students can use academic skills and study skills to succeed at the transfer level.
3. Students can use technology skills and information competency skills to succeed at the transfer level
4. Students will develop a Student Educational Plan by identifying and assessing educational opportunities at Cañada College.

Fall 2012 PLO Assessment
Notes:
· Response to assignment needs to be added to the PLO rubric
· Include word choice-Basic, adequate, and sophisticated
· Ask students to identify a signature essay that represents their best work
· May 25th, we will reflect on ESL 400 final essays from Spring 2013
·
Program Level Assessment:
A departmental e-portfolio will be required of all student who complete ESL 400, which will be assessed to demonstrate successful completion of Program Level Outcomes #1, #2, #3. Successful completion of Program Level Outcome #4 will be assessed with quantitative data from Counseling demonstrating the number of ESL students with Student Educational Plans.

○ *More detailed notes are available at this link:*
https://docs.google.com/document/pub?id=1NqNAaRq3CcmqvmJD_wYhQ9eqY3DJtpyitBIwu3BMhHw

4. Response to Previous Annual Program Plan & Review
Tool: http://sharepoint.smccd.edu/SiteDirectory/canio/ipc
(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on
previous Annual Program Plan and/or CTE Professional Accreditation report.

Guideline: Original documents can be linked or attached, as needed.
Recommendations from Spring 2012: provide more details and/or analysis in these areas:

1. A plan for curriculum development

Spring 2013: Need to meet with Human Services department faculty to discuss learning community with ESL courses to HMSV courses offered in Spanish similar ECE and ESL linked courses. Two attempts to offer ESL with HMSV in Spanish in Fall 2012 and Spring 2013 have failed. ESL Department energy may be better used to continue collaborations with ECE, CBOT, LIBR, and Math.

1. Faculty and Staff hiring request

Spring 2013 See 8.A.

1. Professional Development

Spring 2013: continued work on e-portfolios; applied for ALLIES mini-grant to continue work on e-portfolios; Jeanne Gross, Anniqua Rana, Jenny Castello are all working on the E-Portfolio Program Assessment Project for Accreditation.

2. Classroom and Instructional Equipment Request

Spring 2013: updated request with more information dated January 25, 2013 is in Section 8.C.

Response to Spring 2012 Next Steps - Timeline
Next Steps - Timeline:
○ *Spring 2012:*
■*IT needs to remove block on student-created websites through google docs:* **Spring 2013: ESL faculty are on the E-Portfolio Task Force. Blocks on student-created websites have been removed Spring 2013. ESL Department completed the PLO assessment cyle for Fall 2012 using e-portfolios to assess PLO #1,# 2, and #3. Fall 2012 PLO Assessment**
○ *Spring 2012, Summer 2012, Fall 2012:*
■*create templates for the portfolio:* **Done**
■*rubrics for the portfolios at each level, and within the portfolio:* **Spring 2013:Rubric developed for ESL 400 Program Level E-Portfolio Done**
■*reflection papers on what has been learned with the assignments included for each level, expectations need to be clear to students,* **Spring 2013: Discussion and rubric developed at Flex Day January 2013 Done**

■*perhaps a checklist for the reflection to connect to course SLOs*
■*tech training for ESL faculty on creating student websites and portfolios:*
Spring 2013: ESL faculty developed and attended one e-portfolio workshop offered in Fall 2012; ESL faculty developed and attended Flex Day e-portfolio workshops in August 2012, January 2013 and March 2013; ESL faculty are on the E-Portfolio Task Force
Spring 2013: continued work on e-portfolios including data for ESL PLOs for Fall 2012 collected from e-portfolios and plan to report and analyze data for Spring 2013 in May.

5. Curricular Offerings *(current state of curriculum and SLOAC)*

All curriculum and SLOAC updates must be completed when planning documents are due.
SLOAC = Student Learning Outcomes Assessment Cycle
Tools: **TracDAT folders in SLOAC** sharepoint
http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC
Curriculum Committee http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/

A. Attach the following TracDat and Curriculum data in the appendix:
· List courses, SLOs, assessment plans, and results and action plans (attach report from TracDAT folders in SLOAC sharepoint).

· List courses with COR's over 6 years old (attach documents from Curriculum Committee)

Spring 2013: all ESL CORs are up-to-date

B. Identify Patterns of Curriculum Offerings

Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.
Spring 2013: All ESL courses are offered every semester with the exception of ESL 808, which is offered in the Summer. ESL 830, 840, 860 are offered based on the ECE course offerings. The ESL Department also works with the International Education Advisory Committee to insure the ESL course offerings meet the needs of international students. There are a growing number of international students enrolled in ESL courses.

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.
Tool:
http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:
· Describe trends in the measured parameters.
· Reflect and analyze causes of trends.

Spring 2013: Questions about the data:
1. Why does Table 1 show there are ESL 35 courses when there are 16 ESL courses in the catalog? Is TBA a separate course? If so, this data is misleading.
2. We would like to have the enrollment data disaggregated by location.

Spring 2013 Reflections on the data in the ESL packet:
Table 1 Enrollment Patterns and Course Offerings:
Class maximums are 35 students, and ESL 400 has a maximum of 26 student or in the learning communities 30 students. Therefore, the number of students per section enrollment is within a reasonable range. Average number of students has stayed the same while the number of sections has been reduced. The number of sections seems to meet the enrollment needs. Offering more learning communities with Math, CBOT, and other areas may help to increase the enrollments per section and better prepare our students for academic and career pathways.

Table 2 Department Efficiency:
Our load has not changed dramatically and is within 10% of the College average. Enrollment data for different locations may help us understand the enrollment and efficiency needs better.

Table 3 Student Performance Profile:
We need to do more program assessment at all the levels of ESL. We have started to address this goal by aligning our course SLOs at each level with our PLOs and starting to identify signature assignments for each course at each level. We need clarification on the average GPA data.

Table 4 Student Enrollment Status Profile:
The most interesting data is the increase in the number of continuing and returning students from 2007/20088 to 2011/2012. The increase may be due to the changes made to the ESL Program, especially in the area of reducing exit points, collaborating with the Counseling Dept. on SEPs, incorporating the use of technology into the ESL classrooms, having the Transfer Discipline Parade, and generally working to ensure that ESL students are aware of the academic and career pathways offered through the College.

Table 5 Student Goal Orientation:
The percentage of students who choose the Educational Development goal has increased while the percentages for the other goals have remained relatively the same. We are not certain where this data comes from. Is it from the application or assessment testing that students complete? Knowing the source of this data would help us to understand it.

Table 6 Student Demographic: Ethnicity
The percentages of Asian and Mixed Race students have increased slightly while the percentage of Hispanic students has decreased slightly. These changes may be due to the increase in the number of international students taking ESL courses. The large number of Hispanic students helps Canada maintain its HSI designation, which has been so useful in obtaining grants.

Table 7 Student Demographics: Gender and Age
There have been slight shifts in the age and gender of our students, which may be related to the economy more than any other factor.

Table 8 Student Education Attainment Level
There have been some slight shifts in the percentages of students with high school diplomas and foreign secondary degrees. These increases may be due to the increase in international students.

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)
Tool: **TracDAT folders in SLOAC** sharepoint
http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

Guidelines:
· Explain how the assessment plan for Program Student Learning Outcomes (listed on
#3c) measures quality and success of each Program.
· Summarize assessment results of Program Student Learning Outcomes.
· Describe and summarize other data that reveals Program performance.
· Explain how changes in community needs, technology, and transfer requirements
could affect the Program.
Spring 2013: Fall 2012 PLO Assessment of SLOs #1, #2, and #3 using e-portfolios is complete. Fall 2012 PLO Assessment Data Spring 2013 PLO Assessment is scheduled for May 24, 2013.
1. The ESL Department has successfully used e-portfolios to measure 3 of the 4 ESL PLOs. To make the e-portfolio PLO assessment more meaningful, we are working on training all ESL faculty about the use of e-portfolios in order to begin the use of this assessment in earlier levels of the ESL Program so that students will become more comfortable with and proficient in the creation and maintenance of an e-portfolio. The ESL Department has applied for a mini-grant from the ALLIES network to continue to train ESL faculty on the use of e-portfolios to assess ESL PLOs.
2. To measure PLO#4, we need data from Student Services about the number of ESL students who have created SEPs.
3. To continue to incorporate the use of e-portfolios in the assessment of ESL PLOs, it is necessary for ESL faculty and students to have access to computers on a regular basis. The adjunct faculty who are incorporating the creation and/or use of e-portfolios in their ESL classes need laptops, and the students need to be in computerized classrooms where the use of technology can be part of the class on a regular basis.

C. Other Considerations

<u>**Math and ESL Update**</u>

Previous data on the Math and ESL collaboration has been positive in terms of attitudinal changes as well as on enrollment behavior. (See information below.)

Pre and post survey responses at Math and You Presentation: 1) From 46% who liked Math, to 76%; 2) From 57% who knew that the College provided support, to 83%; 3) From 13% who were interested in participating in Math Jam to 46%.

Pre and Post Survey Responses at Math and You Presentation
1) From 46% who liked Math, to 76%; 2) From 57% who knew that the College provided support, to 83%; 3) From 13% who were interested in participating in Math Jam to 46%.

Semester	ESL, enrolled in Math
Fall 09	**9 (1%)**
Spring 10	**24 (4%)**
Fall 10	**28 (6%)**
Spring 11	**47 (11%)**
Current data pending	

However, it has been difficult to get current data from the Office of Research. We need to be able to get current data in a timely manner from the Office of Research if we are going to make changes to improve our Program. We have pursued multiple avenues to get the data. After meeting with Jeanne Gross and Michael Hoffman, Administrative Analyst Bart Scott has indicated that he will perform requested data queries, including the number and percentage of students concurrently enrolled in ESL and Math as well as data concerning success, persistence and retention. He will also perform a cohort study of ESL students who enroll in Math, which will be extremely valuable in shaping interventions.

In terms of daily work, Michael and Jeanne meet weekly to plan and review how the learning community is working, to discuss ways to support shared students, to see how math and language overlap, and to synthesize what they are learning.

Tentative dates for Math and You Presentations in Grammar and Writing classes on campus are Wednesday, April 17 for both day and evening classes. The target group for the learning community, ESL 923 is scheduled to take the Math Placement Test on April 22. The question was asked, would it be possible to teach these classes in Spanish? Many of the in-class students are Spanish speakers. At this time, Math in Spanish may not be a viable option; however, we should talk to the Math Department about offering a Math 811 section at Sequoia Adult. This would be a great way to get students started on ESL and Math when they transition to the campus .

It is worth remembering at this point that the ESL classes at Sequoia Adult School were started in response to a request from the North Fair Oaks Council to bring Canada College classes to this neighborhood of our service area. At that time, the representatives from the North Fair Oaks Council asked the College to offer Math courses in addition to ESL courses to meet the needs of the community.

ESL and ECE
Spring 2013: The ESL and ECE learning community was funded by the Grove Foundation in 2012-2013: ESL 860 and ECE 212 with 75% success, 75% retention in Fall 2012. The Spring 2013 learning community will be the last one funded by the Grove Foundation.

Outreach and Campus Ambassador Update
ESL faculty met with the campus ambassadors to explain the benefits of the ESL Placement Test to be eligible for ESL 400 and the PASS Certificate for high school students who are non-native speakers of English. The ACE, EFW Awards were also explained so that the ambassadors are more comfortable answering questions from high school students' parents about our ESL Program.

The ESL Department collaborates with Michelle Mendoza, who is our Basic Skills Counselor, to provide on-going counseling on and off-campus.

ESL on the Coastside
After just one year of course offerings, over 110 students are enrolled at the new site in Half Moon Bay. The first cohort of 25 students will receive their English for the Workforce awards in spring 2013.

Other Data/Success Measures:
For the 2011-2012 Academic year:

- **English for the Workforce (EFW) Awards: 27**
  Students must complete ESL 921, ESL 911, and 2 CBOT courses (415/417 and/or CBOT 430/431) to earn the English for the Workforce Award

- **Academic Command of English (ACE) Awards: 57**
  Students must complete ESL 914 and ESL 924 to earn the ACE Award.

- **Preparation for Academic Scholarship and Success (PASS) Certificates of Achievement: 12**
  Students must complete 8 core units of ESL 400 and ENGL 100 and 4 selective units of CRER, CBOT or LIBR courses to earn the PASS Certificate.

7. Action Plan
Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:
· Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
· Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.

· Identify questions that will serve as a focus of inquiry for next year.
> Determine the assessments; set the timeline for tabulating the data and analyzing results.
> Describe what you expect to learn from the assessment efforts.

Spring 2013 Action Plan:
Continue and initiate the following:

- **provide ESL students entering Canada with needed support (Student Equity issue) by funding a Program Services/Success Coordinator for ESL**

- **provide all ESL faculty with updates regarding work in the Student Services area, especially SEPs and priority registration, counselor classroom visits, and to provide Student Services staff, counselors, campus ambassadors, with information about our courses, learning communities, Awards, PASS Certificate**
- **incorporate technology to help student success/retention in the classroom (digital literacy is an ESL PLO and part of our assessment of PLOs)**
- **provide Basic Skills counseling to continue to serve off-campus and evening ESL students (completion of student SEPs is an ESL PLO)**
- **collaborate with Basic Skills Coordinator and Counselor on Transfer Discipline Parade in the Fall semesters for all basic skills and ESL students**
- **Continue to offer ID Night for off-campus students to access critical student services on campus in the evening**
- **maintain ESL + LIBR, ESL + ECE, ESL + CBOT, ESL + Math learning communities**
- **explore expanding to other departments, especially Human Services and ESL and Career 407 for ESL Level 923**
- **work closely with the College researcher to identify patterns and trends in relation to the innovations in the ESL Department**

8. Resource Identification

A. Faculty and Staff hiring requests
Guidelines:
· Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
· Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

Spring 2013: ESL Program Coordinator who coordinates ESL on campus, ESL off campus, CBET, and VESL under the umbrella of ESL Department Coordination for 8 units.

- **6 locations with contracts involved for facility use and calendar alignment**
- **current collaborations with elementary, secondary, Boys and Girls Club, and adult school institutions, and possible new collaborations**
- **aids H &SS Dean in creating and staffing ESL class schedule**
- **5 FT faculty and 15-20 adjunct faculty**

- o oversees evaluations
    - o interviewing for adjunct faculty pool
- current learning communities Library, CBOT, ECE and collaborations with Math; renewed learning community with CRER, renewed attempts to collaborate with Human Services
- ESL Recognition Event in May
- Transfer Discipline Parade with the Basic Skills Coordinator
- ALLIES connection
    - o Silicon Valley Foundation
- Community connections for example, Redwood City Together
    - o International Institute of the Bay Area, North Fair Oaks Community Center, Sequoia High School, Redwood City Elementary Schools, Kainos, Sheriff's Dept. in North Fair Oaks, City of Redwood City, Half Moon Bay Library
- International Education Advisory Committee
- Environmental Sustainability
- Academic Standards
- EOPS Advisory Board
- Bridging Hispanic Minds to Success Co-Advisor
- AB 540 Task Force
- Strategic Enrollment Committee
- College Planning and Budget Council

Spring 2013: Program Services Coordinator position for the ESL/CBET Program.
This person will assist with the facilitation of off-campus courses and related students services in the evening in various community locations to hundreds of beginning level ESL students. This position should be funded categorically through the Silicon Valley Community Foundation grant and the Redwood City School District Community-Based English Tutoring (CBET) funds for the 2013/2014 academic year. For the 2014/2015 academic year, we recommend that Fund 1 absorb some or most of the cost of this position since more than 50% of the students served will be on-campus students only.

Sample job description
Adheres to strict student confidentiality guidelines. Provides academic advisement/planning to specific student population assigned utilizing a variety of resources provided by the district, community organizations, and other colleges, universities and related organizations. Advising of students may be inclusive of one-on-one interaction, phone, and/or online advising. Interviews students to gather information to assess service needs; plans and implement special projects and coordinates a variety of department activities and services to better serve and extend existing services to specific student population served (e.g. advising, enrollment, book loans, child care vouchers, tutoring, etc.). Coordinates and provides program introduction meetings, workshops and/or seminars which include developing associated material to promote and inform as they relate to the specific student population served. Participates in recruitment activities, registration, drop/add/withdrawal functions, and coordinates new student orientations and/or orientations as they relate to the department's purpose and services. Acts as liaison with external location personnel (e.g. provides program information packets; off-site

registration, attends information sessions, etc.). Gathers and analyzes data and prepares reports related to the assigned student population caseload. Monitors specific budget allocations, including grant budgets; assists in seeking and the solicitation of grant funds to further extend services to the specific student population served. Hires, trains, supervises, and evaluates assigned staff. Performs related duties as assigned.

experience planning and delivering technical assistance initiatives to bilingual, mainstream, and ESL teachers; knowledge of Program Quality Assurance (PQA) process and English language acquisition; proven experience in planning and implementing complex initiatives; proven ability to supervise staff in the development and implementation of educational programs; knowledge of current scientifically-based research in the instruction and education of ESL students ability to understand and explain the laws, rules, regulations, policies, procedures, guidelines etc., governing assigned unit activities; and

proven ability to oversee program details and budgets.

B. Professional Development needs

Guidelines:

· List faculty and staff professional development activities.

· Describe faculty and staff professional development plans for next year.

· Explain how professional development activities improved student learning outcomes.

Spring 2013: E-Portfolio and technology training training for all faculty with funding for a trainer and stipends for faculty to be able to dedicate a certain number of hours to the training. We applied for a mini-grant from ALLIES to continue e-portfolio training for faculty; we will find out in April if we have received a grant.

C. Classroom & Instructional Equipment requests

Guidelines:

· List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.

· Explain how it will serve Department/Program/Division/College needs.

· List the requests (item description, suggested vendor, number of items, and total cost).

· List special facilities and equipment that you currently use and require.

Spring 2013: Computerized classroom See Appendix

Computerized classrooms are a high priority for ESL faculty and students. We are using e-portfolios to assess our ESL PLOs and we need to have easy access to computers for our students. In addition, ESL students need to learn and use the tools on computers to help them with their writing skills. Digital literacy is one of our ESL PLOs.

Price	Amount	Total cost	
Monitor Inspiron 2305 Touchscreen	**842.79**	**25**	**21069.75**
Workstation Precision T3500	**1,162.08**	**25**	**29052**
Dell 5330dn Workgroup Laser Printer Price SMART Board	**1276**	**1**	**1276**

SBX885ix 87"			
Low-Gloss Surface Interactive Whiteboard with UX60 Network-Enabled Projector	**6499**	**1**	**6499.00**
Total			**$57 896.75**

Document cameras are needed in all classrooms.
Laptop computers for ESL adjunct faculty who are using technology, especially e-portfolios, in our ESL courses.

D. Office of Planning, Research & Student Success requests
Guidelines:
· List data requests for the Office of Planning, Research & Student Success.
· Explain how the requests will serve the Department/Program/Division/College needs**.**

Spring 2013: We are trying to incorporate a number of innovation practices, including combining skills and reducing exit points; learning communities with Math, CBOT, ECE, Library; use of technology; SEP completion; and e-portfolio development. We need data to assess how well these innovations are working. It has been a challenge to get appropriate data, which has prevented us from making further data-informed decisions.
E. Facilities requests
Guidelines:
· List facilities requests.
· Explain how the requests will serve the Department/Program/Division/College needs.

Spring 2013: None