See program review website for detailed timeline and relevant request forms:
https://research.gwc.cccd.edu/oir/progreview/2013/index.html

Golden West College
INSTRUCTIONAL
PROGRAM REVIEW
Spring 2013

Program Name: English as a Second Language
Division Name: Arts and Letters

Overview of Program: *(THIS DESCRIPTION WILL LIKELY BE USED ON YOUR DEPARTMENT'S WEBSITE.)*

Program Contact Information:

Nancy Boyer   714-892-7711   ext 51142   Forum I, Room 107   nboyer@gwc.cccd.edu

Richard Ullrich   714-892-7711   ext 51152   Humanities 129   rullrich@gwc.cccd.edu

David Barrett   714-892-7711   ext 58204   Forum I, Room 107   dbarrett@gwc.cccd.edu

Current State of the Program

1. What noteworthy trends do you notice in your data tables?

The data tables show that the number of Fall sections has decreased from a high of 33 sections in 2008 to 27 in 2012. This is a direct result of enforced mandatory budget cuts beyond the control of the ESL Department. This represents a reduction of 18% in sections offered. However, during the same period enrollments have dropped by only 11% and fill-rates have increased by 19%. The FTES total value (student contact hours) has dropped by 12%. The WSCH/FTEF 595 value (the efficiency measure based on State guidelines of 35 students per 3 unit class has increased by 7% since Fall 2008 to a value of 521. It should be noted that ESL classes are capped at 32 so this value is somewhat misleading and explains why the value is consistently below 595 although whenever possible and appropriate, additional students are added. Finally, the FTES/FTEF (30) value has increased from 29.6 in Fall 2008 to 31.8 in Fall 2012. This represents an increase of more than 7%. Again, this value is obviously affected by the fact that ESL classes are capped at 32 (not at 35).

For recent spring semesters, the data tables show that the number of Fall sections has decreased from a high of 30 sections in 2010 to 24 in 2013. Once again, this is a direct result of enforced mandatory budget cuts beyond the control of the ESL Department. This represents a reduction of 20% in sections offered. During this same period, total enrollment has dropped by only 14% while fill-rates have increased by 14%. The FTES total value (student contact hours) has dropped by 15%. The WSCH/FTEF 595 value (the efficiency measure based on State guidelines of 35 students per 3 unit class) has increased by almost 5% from Spring 2010 to 555. It should be noted that ESL classes are capped at 32 so this value is somewhat misleading and explains why the value is consistently below 595 although whenever possible and appropriate, additional students are added. Finally, the FTES/FTEF (30) value has increased from 32.4 in Spring 2010 to 33.8 in Spring 2013. This represents an increase of more than 4%. Again, this value is obviously affected by the fact that ESL classes are capped at 32 (not at 35).

Due to budget constraints which are beyond the control of the ESL Department, the ESL Department had to cancel its summer program for 2012. However, we have reinstated one section for Summer 2013.

The available data suggests that despite the economic constraints of recent semesters, the ESL Department is improving fill rates and both efficiency measures (WSCH/FTEF 595 value and WSCH/FTEF (30) value). Although there has been a substantial reduction in sections offered due to budget cuts, ESL enrollments have not dropped to the same percentage levels as one would expect.

2. What are your analyses of the causes or reasons for those trends?

Given the enforced cuts imposed upon the ESL program over the last few semesters (primarily budgetary constraints that are beyond the control of the ESL Department and which have resulted in the Department being asked to eliminate sections from its schedule), the data is surprisingly unremarkable. The elimination of sections has obviously been to the detriment of enrollments and FTES totals. However, fill rates and efficiency factors have increased as the Department continues to strive to meet the needs of its local community by increasing class sizes whenever possible and appropriate. The ESL Department would have expected to see a drop in enrollments, fill-rates and efficiency measures at census over the last couple of semesters due to changes in course repeatability and withdrawal deadlines starting in Fall 2012. Now that students are limited to the number of times they can repeat a class and are forced to drop a class in the first two weeks of semester, ESL faculty have made a conscious effort to inform students of these changes in order to foster awareness and smart decision-making. There is no doubt that these factors will continue to affect student enrollment, fill-rates and efficiency factors in the future.

It must also be taken into account when examining both efficiency values, WSCH/FTEF 595 and WSCH/FTEF (30), that all ESL classes max out at 32 students and therefore will obviously compare unfavorably with the 35 student per class standard.

The ESL Department is adamant that the cuts to class offerings has had and will continue to have a significant effect upon student success. Due to the unique nature of second language learning, continuity from one semester to the next is critical. Fewer sections severely limit the number of students who can gain this continuity. Missing a semester due to a lack of available classes can be disastrous for language learners as they are likely to lose recently acquired language skills especially when they may have to wait up to 9 months to get the class they need. Furthermore, the Department is now facing the significant challenge of trying to rebuild enrollments and the trust of students who have been unable to enroll in eliminated sections. This is extremely difficult to do. Students lose patience and confidence in a program that cuts the classes they need. As a result, the GWC ESL program is losing students to other colleges, and it is a major challenge to win them back. The fact that the Department's summer offerings were reduced to zero in the summer of 2012 as a result of the consistent budget hits over the last 15 years further exacerbates this problem. The Department hopes to make a comeback this summer with the restoration of our combined 61/71 summer class. The ESL Department realizes the importance of providing multi-level, multi-skill classes that allow students access to classes in fall, spring and summer.

3. What does your program do well?

- Fully revised flexible program offering classes in discrete language skills
- Seven levels of ESL catering to all language competencies
- Six revised self-study classes, four of which became available in the Student Learning Center in Spring 2011. The remaining two will be available later depending on the Writing Center's ability to accommodate them and the budget.
- Computer Classroom—the lab in Humanities 311 continues to provide a valuable resource for classes who want to work on writing skills, presentations, collaborate on Google docs, or work on language learning software.

2

- Diverse faculty committed to student success
- Computer consoles in ESL classrooms for teacher presentations
- Computerized placement test in three distinct language areas
- Separate section for ESL texts / readers in the library
- Increased liaison within the Coast District to ensure course compatibility allowing students an easier transition from one ESL program to another—Colleges all use the same placement test and accept each other's scores thus saving money and time.
- Comprehensive norming of all ESL faculty teaching core classes each semester to ensure program consistency
- Plato reading courses available to ESL students in the Student Learning Center
- Conversation lab with volunteer tutors targeting speaking and listening skills. The lab is very popular with students, and spring 2013 is offering expanded hours.
- Growing number of ESL listening and reading materials made available in the library
- ESL portal website for students to gain more practice in the four language skills.

4. **What are the challenges to your program within your program's control**?

I. Increase student awareness of the scope of ESL courses available in the Writing Center and of other areas providing academic assistance to the needs of our students.

SOLUTION
Our instructors have been doing in-class presentations on the Writing Center and other areas of assistance on campus: the Tutoring Center and the Conversation Lab. We then follow-up the presentations with short campus tours to those areas.

FURTHER STEPS TO THAT SOLUTION
We intend to have short workshop in which we present all that information to our newer part-time instructors so that they can include it in their class presentations

II. Work with the International Student Program to increase the international student population on campus, which would bring revenue to the campus and increase our presence on an international level.

SOLUTION
Our program is uniquely suited to meet the needs of international students. First of all, international students need to have a full load of at least 12 units. At all lower and mid-levels of our program a student could amass 12 units by taking classes in all the skill areas and an additional Writing Center course. Also, international students often need full language immersion. We can offer that through the full range of all our courses at each level along with support from the Writing Center, Tutoring Center and Conversation Lab. Finally, international students need a program that allows them to gradually merge with regular degree courses as they become ready. Due to the nature of our program being divided into skills-based classes at all levels and allowing for flexibility between the levels depending on student placement and ability, students (especially at higher levels) are able to continue with some ESL courses according to their needs while starting into regular degree courses. Our program covers a full range of 7 levels, and within each level the students can choose skills they need to work on: the core course, a focus on reading and vocabulary, and/or a focus on listening and speaking.

FURTHER STEPS TO THAT SOLUTION
The ESL Department needs to work with the international student program to do three things:
> 1) Start opening up the campus to international students who test in at any English level that matches what we have to offer in GWC ESL. In other words, since we can offer them enough hours to become full-time students, we should accept students at levels below ESL 051, but with the caveat that the student must work up to the 051 level before the student may take regular degree courses.

3

2) Develop worldwide marketing strategies which stress the uniqueness and flexibility of our program.

3) At the same time the ESL Department and the International Student Program need to work together with the administration to take advantage of the one-time great housing opportunity which is about to present itself right next door to our campus so that we can have housing available to future international students.

III. The Effect of Past Budget Cuts

Past budget cuts meant that we had to cut many of our classes and turn many students away. In fact, the summer program was cut to nothing in the summer of 2012. Now, as classes have been added back for summer 2013, we need to spring back from those cuts and bring the many lost students back to our campus.

SOLUTION

We intend to advertise within the classes to communicate to our students that a summer program will again be offered. Also, if it is needed, we will advertise within the community with flyers.

Beyond Your Program's Control:

The ESL Department has encountered many examples of students misplacing themselves into English 098. When they take the English Department Assessment test, they are automatically placed into 098 no matter how low their score is. In other words, someone who speaks no English would still place into 098.

SOLUTION

We have done research with Dwayne on the above situation, and Dwayne has found statistically significant evidence that students who go through our program and complete 071 do better on average than ESL-identified students who circumvent the ESL program and place themselves into Eng 098.

We need to communicate those findings work with Counseling so that they can tell the students. It would be wise as well to communicate those findings with English Department Faculty (especially at the 098 level) so that they can communicate it to students who have clearly misplaced themselves into their classes when they "strongly advise" those students about what would be best for them.

Further, a positive note in that area has been that levels of communication between the English and ESL Departments have been improving and increasing. Together, these things have been happening.

1) Faculty in both areas are becoming more knowledgeable of each others' programs and how to communicate that information to the students.
2) Through joint readings of the English Department Mastery Test, we've increased ongoing discussions on what defines an ESL student in writing.
3) More and more English faculty are becoming aware that even after the semester has begun, if an ESL student who is not prepared for their classes has been identified early enough, we will make every effort to find a seat for that student in an ESL level-appropriate class. Finally, once a misplaced student has been identified, we hope that English faculty will "strongly advise" that student to take the right ESL class. We understand that students cannot be forced out of a class once they have placed or passed into that class, but they can be strongly advised.

FURTHER STEPS TO THE SOLUTION

Although progress is being made, we recognize that more can be done to address the above problem and increase levels of communication between the English and ESL Departments.   Some possibilities include the following:

1) Have the issue put on the agenda of an English Department meeting. We will then bring samples of our students' writings to begin the discussion.
2) Hold a short workshop at a time that is most convenient for faculty in both departments.
3) Invite English faculty to join us during our mid-semester norming sessions, in which we read a sample of all our students' writings.

4

5. What are the opportunities for your program

The biggest opportunity we see is in the area of increasing the number of International students. There are various possibilities for this. First, ACT is opening new testing sites in Vietnam and Japan. Students will be able to take the placement test in-country. This means that they could come ready to finish off their ESL here without having to go to a language institute, or if they choose, they could come ready for English 99 or higher. This is a real advantage for the students. It also saves the college the expense of providing the test.

Second, the college has an agreement with a language company who will be taking up residence in the old KOCE building with their own teachers and curriculum. We look forward to getting to know them and perhaps seeing their students at the higher levels transition into our program some time down the road. Apparently such a thing has happened at Santa Monica College. This may also lead to more teaching opportunities for our part-time faculty and to cross-pollination and creative ideas.

Third, early in the spring semester of 2013, the department was contacted by a local tour operator interested in bringing students here for short term programs, three weeks or so, to learn English and have fun. The department chair's first reaction was that we didn't do that kind of thing, but then she thought of Community Ed, so together with one of the part-time teachers, Norbert Voisard, she put together a proposal for just such a course. It was turned in to Community Ed and has gone to the board. Due to space considerations, such a course would most likely have to be offered in the summer or during January, but it could also be a way to boost our international recognition and bring more students to the campus for a longer term.

One other note: Wes has said that he has talked to the developers of the complex going up east of Gothard to reserve apartments there specifically for students, which would include international students. In short, all of this could benefit and expand the program.

6. Identified areas in need of improvement
Our communication with the English department has greatly improved over the past few years. One factor is the continued cooperation with the English department on the Mastery Test toward the end of the semester with the joint reading of said test. English and ESL faculty continue to work together in the Writing Center. Another factor has been the series of Basic Skills workshops done mostly by English (Ryan and Keisha) but with ESL input. Excellent workshops! Finally, Sacha Moore (English) is our SLO coordinator, so we, or at least the chair, spend a lot of time going back and forth talking about SLOs and assessment thus strengthening the connection. We see this as only getting better, especially as we talk about the SLO assessment of the Mastery Test.

Communication with Counseling has also improved, but the ESL department wants to ensure that correct and accurate information about our program and its merits and the benefits of completing the program is being communicated to the students.   To this end, it might be useful to share some of the research that Dwayne Thompson has done on the success rates of ESL students in English 99 which showed that those who got to English 99 through English 71 did better in 99 than those ESL students who left the program early and did not complete it.

We continue to refine our SLO evaluation process. Our goal for this semester is to have all our SLOs done and into Sacha by the end of April. SLO coordinators have noted the superb job we have done with our writing classes on our Midterm Writing Sample, as we had been doing for over 15 years. We are **all** very well-normed and in agreement on those levels. While we have done a fair bit of work on reading and listening/speaking SLOs, they could take some continuous review. Beginning of semester meetings and continued work on the SLO evaluation will help with that.

5

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12

Complete a separate page for each major and/or certificate you assessed.

Program Name: ESL

Semester Assessed: (x) Fall   ( ) Spring   **Year:20 12**

                ( ) Winter   ( ) Summer

2012Program Type:
- ( ) Transfer Major
- ( ) Certificate of Achievement
- (x) Basic Skills Sequence
- ( ) Area of Emphasis
- ( ) Gen Ed Area

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	The successful student will be able toconstruct clear, grammatically correct sentences using a variety of sentence structures and appropriate academic vocabulary. *For this assessment, we're focusing on a specific component of the above SLO: use of appropriate <u>verb tense</u> within sentences and paragraphs.*
Step 2	**What method did you use to assess the SLO?**	The SLO was assessed through the Fall 2012 Mastery Test done with ESL 071 & English 98, which was given the 13th week of the semester.
Step 3	**Describe the results of your assessment.**	The assessment was based on a four-point rubric; students could receive a score of 3 (Mastery), 2 (Competency), 1 (Deficiency), or 0 (Severe Deficiency). Of the 60 ESL 071 students who took the test, 35 passed (received a score of 3 or 2) and 25 did not (received a score of 1 or 0).
Step 4	**Describe your analysis of the data.**	Clearly there is ongoing work to be done in teaching the 71s to use verbs correctly.
Step 5	**What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?**	We will continue to work on verbs.

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12

Complete a separate page for each underline major and/or certificate you assessed.

Program Name:	ESL		Semester Assessed:	( ) Fall (x) Spring	Year:2012

Program Type:
( ) Transfer Major
( ) Certificate of Achievement
(x) Basic Skills Sequence
( ) Area of Emphasis
( ) Gen Ed Area

Semester Assessed: ( ) Fall (x) Spring ( ) Winter ( ) Summer

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	The successful student will be able to construct clear, grammatically correct sentences using a variety of sentence structures and appropriate academic vocabulary. ***For this assessment, we focused on a specific component of the above SLO: sentence boundaries (i.e. fragments, fused sentences, and comma splices).***
Step 2	**What method did you use to assess the SLO?**	The SLO was assessed through the Fall 2012 Mastery Test done with ESL 071 & English 98, which was given the 13th week of the semester.
Step 3	**Describe the results of your assessment.**	The assessment was based on a four-point rubric; students could receive a score of 3 (Mastery), 2 (Competency), 1 (Deficiency), or 0 (Severe Deficiency). Of 51 ESL 071 students assessed, 44 passed (score of 3 or 2) and 7 did not pass.
Step 4	**Describe your analysis of the data.**	The ESL students did quite well in this area. In fact, they generally outperformed the English 98 students (86% to 71% passing).
Step 5	**What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?**	We will keep working on and reviewing this SLO, but probably turn our attention to other areas that need more work such as summarizing and analyzing as our students are not as strong in those areas.

8

Program-Level Student Learning Outcomes for 2012-14

(List the 3-5 most important expected student learning outcomes to be assessed over the next two years.
Complete a separate page for each major and/or certificate you did not complete the assessment for the last 2 years.

Program Name: _____ ESL _____

Program Type:
( ) Transfer Major
( ) Certificate of Achievement
(x) Basic Skills Sequence
( ) Area of Emphasis
( ) Gen Ed Area

Semester to be Assessed:
(x) Fall   ( ) Spring
( ) Winter   ( ) Summer

Year: 2013

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	Demonstrate strategies that include on-going self-assessment, successful completion of course requirements, and acceptance of personal responsibility in college level work
Step 2	**What method did you plan to use to assess the SLO?**	Inclusion of critical thinking questions on in-class assessments.
Step 3	**When is the assessment going to be done and who is going to conduct it?**	Fall 2013 – All ESL teachers will participate. The skill is introduced in the first level and developed in all others.

Program Name: _____ ESL _____

Program Type:
( ) Transfer Major
( ) Certificate of Achievement
(x) Basic Skills Sequence
( ) Area of Emphasis
( ) Gen Ed Area

Semester to be Assessed:
( ) Fall   (x) Spring
( ) Winter   ( ) Summer

Year: 2014

9

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	This will be one of the Mastery Test SLOs in view of ESL 71 being our highest / capstone course. The specific SLO to be evaluated will be determined in the spring of 2014, but it will be one of the following: The successful student will be able to 1. distinguish main ideas and supporting details and employ active reading strategies to understand texts at the critical level. 2. construct clear, grammatically correct sentences using a variety of sentence structures and appropriate academic vocabulary. 3. apply prewriting strategies to organize ideas in response to a prompt to create appropriately structured paragraphs and short essays. 4. compose one to two pages demonstrating consistent control of appropriate verb tenses for the context. 5. demonstrate good control of paragraph form and structure in a wide variety of rhetorical forms. 6. demonstrate a consistent ability to use coordinating conjunctions, adverb clauses of time, contrast, and cause and effect, and adjective clauses with who, whom, which, whose, and that.
Step 2	What method did you plan to use to assess the SLO?	The Mastery Test, which is done jointly with the English department.
Step 3	When is the assessment going to be done and who is going to conduct it?	It will be conducted in week 13 of the semester and will be administered and read jointly with the English department.

Program Name: ESL

Program Type:
( ) Transfer Major
( ) Certificate of Achievement
(x) Basic Skills Sequence
( ) Area of Emphasis
( ) Gen Ed Area

Semester to be Assessed:

(x) Fall ( ) Spring

( ) Winter ( ) Summer

Year: 2014

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Identify and utilize special programs and support services in the college to solve academic problems
Step 2	What method did you plan to use to assess the SLO?	Survey students to see who is using the Conversation Lab, the Writing Center, and the library.
Step 3	When is the assessment going to be done and who is going to conduct it?	It will be conducted in Fall 2014. All teachers will participate in the survey.

10

Program Name:	ESL		**Semester to be Assessed:**	( ) **Fall** (x) **Spring**	**Year: 2015**

Program Type:

( ) **Transfer Major**

( ) **Certificate of Achievement**

(x) **Basic Skills Sequence**

( ) **Area of Emphasis**

( ) **Gen Ed Area**

( ) **Winter** ( ) **Summer**

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	This will be one of the Mastery Test SLOs in view of ESL 71 being our highest / capstone course. The specific SLO to be evaluated will be determined in the spring of 2014, but it will be one of the following: The successful student will be able to 1. distinguish main ideas and supporting details and employ active reading strategies to understand texts at the critical level. 2. construct clear, grammatically correct sentences using a variety of sentence structures and appropriate academic vocabulary. 3. apply prewriting strategies to organize ideas in response to a prompt to create appropriately structured paragraphs and short essays. 4. compose one to two pages demonstrating consistent control of appropriate verb tenses for the context. 5. demonstrate good control of paragraph form and structure in a wide variety of rhetorical forms. 6. demonstrate a consistent ability to use coordinating conjunctions, adverb clauses of time, contrast, and cause and effect, and adjective clauses with who, whom, which, whose, and that.
Step 2	**What method did you plan to use to assess the SLO?**	The Mastery Test, which is done jointly with the English department.
Step 3	**When is the assessment going to be done and who is going to conduct it?**	It will be conducted in week 13 of the semester and will be administered and read jointly with the English department.

11

<u>Resource Planning</u>

No equipment or resources are being requested. Just please maintain what is currently in our classes and in the lab in Hum 311. If there is ever a problem with one of our classes, I go over and talk to Maintenance or flag Joe Dowling down when I run into him on campus, like I did with the noisy ventilation problem in Rec Ed 115 Spring semester 2013. We have found Maintenance and Tech Support to be wonderfully helpful and supportive.

<u>**Staffing**</u> What staff changes or additional employees does your program need to function adequately?

> **Faculty:**   **None**
> **Management:**   **None**
> **Classified:**   **None**
> **Hourly:**   **None**
> Considering your current employees, what staff development/training does your program need?

Note: Complete all faculty request forms <u>in separate files</u> and submit with your program review report as an attachment.

<u>**Technology**</u> What improvements, changes or additions in equipment dedicated to your program are needed to function adequately?

> **Equipment or Software** (e.g., computers, AV, lab equipment):

> **Technical Infrastructure** (e.g., AV or computer infrastructure, cabling):

<u>**Facilities**</u> What improvements or changes to the facilities would you need to function adequately?

> **Physical Concerns** (e.g. electrical, gas, water, foundation, space, ventilation).

> **Health, Safety and Security** (e.g.

<u>**Other**</u> What changes or other additions need to be made to your program to function adequately?

We need NO MORE BUDGET CUTS.   Over the years where we have always had trouble is when the college is having budget difficulties, so it cuts sections of ESL. Fifteen years ago, we had a thriving summer program, but once the classes were cancelled, and faith was broken with the students, it becomes very difficult to get them back. In the Fall of 2012, We had combined classes of ESL 011 and ESL 021 due to budget cuts. We had 60 people on the waiting list and at the doors, but we did not get permission to add any sections.

12

IUA and Dean Review

Complete this section after reviewing all program review information provided. IUA and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

IUA/Dean
(1) (1)   a. Significant declines in enrollment and/or FTES over multiple years (Almost all of this is due to mandatory budget cuts, not the department.

(0) (0)   b. Significant change in facility and/or availability and cost of required or necessary equipment

(0) (0)   c. Scarcity of qualified faculty

(0) (0)   d. Incongruence of program with college mission and goals, state mandates, etc

(0) (0)   e. Significant decline in labor market

(0) (0)   f. Continued inability to make load for full-time faculty in the program

(0) (1)   g. An over-saturation of similar programs in the district and/or region

(2) (2)   h. Other__ Budget cuts and loss of sections when we have students to serve.__

Program Review Check-list

(x)   Department Contact Information is up to date: Department Chairs, full-time faculty, classified

(x)   Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel

(x)   Both the Dean and IUA has completed the Dean and IUA Review section.

Signatures, Individual Comments

Department Chair: Dr. Nancy Boyer   Date: April 16, 2013
Comments:

Division Dean: Dr. David D. Hudson   Date: April 16, 2013
Comments:

(X) No further review necessary

( ) We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.
( )   Nancy Boyer
( )   David Barrett
( )   Richard Ullrich
( )

I have read the preceding report and wish to add signed comments to the appendices.
Signatures are on file in the division office.
( )
( )
( )
( )
( )

Appendices

- A. Data Sets
- B. Signed Comments
- C. Classified Position Requests
- D. Faculty Position Requests
- E. General Fund One-Time Funds Requests
- F. Curriculum Inventory
- G. SLO Inventory