1. Assessment Plan - Three Column

PIE - Humanities & Social Sciences: American Language (AMLA) Unit

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
Transition - Transition students so that they will succeed in the next step of their academic or professional pathways. **Status:** Active **Goal Year(s):** 2017-18, 2018-19, 2019-20, 2020-21 **Date Goal Entered (Optional):** 05/15/2019	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 50 We have accelerated our program to be fewer courses with 5 units instead of 4 units. AMLA 41, 42, 43 have been replaced by integrated, accelerated five-unit AMLA 70, 80, 90. AMLA 90 is attracting a new audience of high school NNES, which explains its popularity. We don't have enough trained teachers to teach all the sections we need. (05/09/2019)
		Reporting Year: 2017-18 **% Completed:** 0 With the advent of AB705, both the English and AMLA departments have made major changes to curriculum in order to comply with the law. Our AMLA program has been in upheaval this last year. We have been working on our BSI grant to develop and implement our newest class designed to offer students the chance to accelerate their path to transfer-level English: AMLA 90. We have five sections of AMLA 90 in the Fall 2018 schedule. This coming year 2018-2019, we plan to continue this goal under the column of "Transition" to track student success through our program and into the English side of the continuum. (05/10/2018)
	In Progress - Now that we have received the report from RIE about where are students are coming from, where they are going, and how they are succeeding/non succeeding, we need to spend some time in 2019-	**Reporting Year:** 2018-19 **% Completed:** 100 We have generated a report with the assistance of RIE. It is informing our decisions going forward. (05/09/2019)
		Reporting Year: 2017-18 **% Completed:** 0

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	2020 analyzing the data and make data-driven decisions.We know that our success and retention rates are higher than the College averages, but we want to know whether or not the students are successful after they leave our program and go on to other college classes, in particular, English 68 and English 1A. We continue to work with Research to collect success data of (1) our students after they leave the AmLa program and go to sequential English classes and (2) students who come from Mt. SAC's ESL program to optimize a successful transition. We also want to develop a follow-up survey to collect qualitative data from former students to assess their strengths and weaknesses and self-awareness of whether they are prepared for the next level of English class. Resources needed: researcher time, faculty time, computer database time. ***Describe Plans & Activities Supported (Justification of Need):** We plan to spend time in 2019-2020 to analyze the data receive in 2019 from RIE. We plan to continue this goal and work with Research. It's even more important now to be sure that we are articulating with ESL and English to comply with AB705. We will conduct demographic research	We did not implement this project this year (2017-2018) because of the curriculum changes in AMLA and English. We will need REI help with this goal as we move into 2018-2019. We will use Equity and BSI grant money to help with data collection and analysis. (05/10/2018)

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	about who comes into AMLA, who doesn't come into AMLA, and where AMLA students go after AMLA and what their success rates are. ***Lead:** B Mezaki **What would success look like and how would you measure it?:** It will be helpful to future scheduling and curriculum development to have demographic data on students and their success after AMLA. **Type of Request:** RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking). **Planning Unit Priority:** High **One-Time Funding Requested (if applicable):** 2000 **On-Going Funding Requested (if applicable):** 2000 **Request - Full Funding Requested -** Now that we have developed our integrated, accelerated AMLA 70, AMLA 80, and AMLA 90, we need to support this effort with funding to pay professors to attending pre-semester and weekly/biweekly COP meetings before and during the term. We would also like funding to attend the annual CAP conference in Spring or Summer. ***Describe Plans & Activities Supported (Justification of Need):** Resource Development Professional Development (teacher training pre-semester and during the semester), Supplies, travel ***Lead:** Barbara Mezaki **What would success look like and**	**Reporting Year:** 2018-19 **% Completed:** 75 AMLA 90 has been implemented. Course templates and units have been designed. July 2018 AMLA sent a team to CAP Riverside. (05/09/2019) **Reporting Year:** 2017-18 **% Completed:** 100 We have designed our one course to 1A (AMLA 90) and have shepherded it through the approval process by (EDC); five sections are in the Fall 2018 schedule. We sent a team of five to the California Acceleration Project (CAP) training (Valencia, July 2017). This project showed us how to develop, implement a one course to 1A. We have trained five faculty members to use the acceleration principles, and we are ready with our redesigned syllabi. Because we know accelerated courses need to be conducted using acceleration principles and techniques and because we know we need to hone these skills, we have a team of seven participating in the Reading Apprenticeship

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	how would you measure it?: The desired number of sections of AMLA 70,80,90 offered because we have enough trained teachers to meet demand. **Type of Request:** PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees. **Planning Unit Priority:** High **On-Going Funding Requested (if applicable):** 25000	Workshop (CalPoly, Pomona) and our AMLA team of seven has been accepted to CAP in July 2018. As well, some tenure and adjunct faculty are participating in our English department Community of Practice Seminars. We have ordered two class sets of books for our new AMLA 90 and researched other appropriate texts. We anticipate that the students who wish to accelerate their progress to the English transfer level will be able to starting in the Fall of 2018. We have spent all of our BSI grant monies ($13,900) toward the completion of this goal. (05/10/2018)
	Request - Full Funding Requested - Development of Dual AMLA/ESL courses. ***Describe Plans & Activities Supported (Justification of Need):** Now that we have developed dual enrollment classes for AMLA 21, 70, 80, 90, we need to monitor and assess student success. ***Lead:** Elizabeth Casian **What would success look like and how would you measure it?:** A full complement of mirrored AMLA classes offered to Non-Credit students to enable them to experience credit classes where ESL students are thriving in credit classes. **Type of Request:** RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking). **Planning Unit Priority:** Medium **One-Time Funding Requested (if applicable):** 2000	**Reporting Year:** 2018-19 **% Completed:** 100 AMLA 70, 80, 90, 21 have dual enrollment status with ESL. (05/09/2019) **Reporting Year:** 2017-18 **% Completed:** 100 We have met this goal 100%. We worked with ESL to develop four mirrored ESL/AMLA courses, which means that non-credit students can experience AMLA 41, 42, 43, and 21. (05/10/2018)
	Request - Full Funding Requested -	**Reporting Year:** 2018-19

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	Since no progress has been made to Install in 66-229B AMLA offices, furniture and dividers as called for in the designer's plan (Fall 2017) and we have one and perhaps two new hires coming in, we need to follow up with the Dean and the planners to get the plans implemented. ***Describe Plans & Activities Supported (Justification of Need):** Workstations, furniture, electrical work, painting, carpet cleaning, removal of existing furniture. ***Lead:** AMLA Chair **What would success look like and how would you measure it?:** private and semi-private work space for AMLA faculty offices **Type of Request:** NON INSTRUCTIONAL EQUIPMENT: Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over $500 per individual item. Used for administrative or non-instructional purposes. **Planning Unit Priority:** High **One-Time Funding Requested (if applicable):** 27000	**% Completed:** 0 Nothing has been done with dividing this four-person office up as yet. (05/09/2019) -- **Reporting Year:** 2017-18 **% Completed:** 25 On the positive side, we met with the designer in the Fall of 2017 and came up with an office reconfiguration plan and furniture selections to fit three faculty members comfortably and at least semi-privately in this space. However, no progress has been made on this goal. We must have this office reconfiguration for work-place quality and student-professor privacy. We put $25,000 in PIE last year, and we are requesting these funds again for 2018-2019. We must get this done. It's not appropriate to have sensitive conversations with students in a public area which this office current is. (05/10/2018)
Academic Support - Provide academic support and help further equal access for our students (equity projects; pathways projects) **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 **Date Goal Entered (Optional):** 05/15/2019	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 25 We continue to develop resources to support student success from new accelerated courses to TCs to tutoring for speech courses. (05/09/2019) -- **Reporting Year:** 2017-18 **% Completed:** 100 This year we have developed some new Directed Language Activities for use by our NNES students in the Writing Center. TOEFL-trained tutors are also available to our

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	Report directly on Goal	students at expanded hours for NNES students. AMLA professors are using these Writing Center services more and more with some professors requiring attendance as it relates to course objectives. As well, we have have added tutoring by TOEFL-trained tutors for AMLA speaking students in the new Language Learning Center. (05/10/2018)
	Request - Full Funding Requested - Our students still need more areas in Bldg. 66 which are conducive to studying and meeting up with fellow students; as a result of complying with AB705, students will be having more collaborative work in their classes. The installation of more tables and chairs where appropriate and stadium seating would work with fire codes. Research stadium seating and low profile tables and chairs. **What would success look like and how would you measure it?:** areas where more students and meet with classmates outside of the classroom and in the general area of the classrooms **Planning Unit Priority:** High **One-Time Funding Requested (if applicable):** 12000	**Reporting Year:** 2018-19 **% Completed:** 0 This is an ongoing issue. Students in Bldg. 66 need areas for studying. The two or three tables that are around in the hallways are always full of students engrossed in their studies. We need more tables and chairs in any area that will be fire code safe. Stadium seating should be an option; the aisles seem wide enough outside of classroom doors -- a much wider walkway than that leading to the stairwells. (05/09/2019) **Reporting Year:** 2017-18 **% Completed:** 0 We have made no progress on this goal since our Division reported to us that putting student-oriented furniture in these areas would be a fire hazard. We must have basic furniture in our hallways as our students virtually live here. Students regularly sit on the floor and put their food on the floor so that they can be comfortable and can study while waiting for classes to begin or at break times. We need furniture that is designed to be stationary and that will fit into the hallway cutouts that are part of our hallways. We plan to keep this goal, and anticipate we will need $10,000 for appropriate furniture. (05/10/2018)
	In Progress - Continue to collaborate with the Writing Center to design and produce resources to support any and all accelerated courses. We need Tutors in the Classroom for all our accelerated writing courses: AMLA 70, 80, 90. TICs are an integral part of accelerated course success.	**Reporting Year:** 2018-19 **% Completed:** 50 We continue to need TCs provided by the Writing Center for all of our AMLA 90 sections. We need to investigate the possibility of using TCs in the 70 and 80 courses as well. Would there be enough TCs for AMLA 70 & 80? Are there any new DLAs needed? (05/09/2019) **Reporting Year:** 2017-18 **% Completed:** 75

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	*Describe Plans & Activities Supported (Justification of Need): Human Resources, Research, Marketing, Staffing (Tutors in the Classroom) ***Lead:** B Mezaki **What would success look like and how would you measure it?:** continued growth in the number of resources for students to succeed in accelerated courses and traditional course formats **Type of Request:** RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking). **Planning Unit Priority:** High **One-Time Funding Requested (if applicable):** 5000	This year we have developed some new Directed Language Activities for use by our NNES students in the Writing Center. TOEFL-trained tutors are also available to our students at expanded hours for NNES students. AMLA professors are using these Writing Center services more and more with some professors requiring attendance as part of the course grade as it relates to course objectives. As well, we have added tutoring by TOEFL-trained tutors for AMLA speaking students in the new Language Learning Center. We have also developed a list of DLAs and workshops and podcast topics to be developed in the future for student support resources in our new AMLA 90 course. (05/10/2018)
	Request - Full Funding Requested - Acquire classroom resources such as maps, class sets of textbooks, class sets of novels, and reference books. ***Describe Plans & Activities Supported (Justification of Need):** Supplies ***Lead:** B Mezaki **Type of Request:** SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than $500. **Planning Unit Priority:** High **One-Time Funding Requested (if applicable):** 7000	**Reporting Year:** 2018-19 **% Completed:** 75 We have acquired eight class sets of books for AMLA 90 coursework. We have laminated many posters and handouts for use on walls in the classrooms. (05/09/2019) **Reporting Year:** 2017-18 **% Completed:** 75 We have used our department budget and monies from our BSI grant to purchase eight classroom sets of novels, two classroom sets of texts for our new AMLA 90 students, and miscellaneous extra textbook copies to loan to students who forget their texts. We are not finished adding to our AMLA resources library and plan to continue this goal into 2018-2019. (05/10/2018)
Campus Presence - Be a viable campus presence to support and	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 50

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safeguard our goals, inform and teach our colleagues across campus about our program, and otherwise raise AmLa visibility. (FLEX activities; pathways mini-grant project) **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20, 2020-21	**Report directly on Goal**	We are currently in the hiring process for a new AMLA faculty member. However, two faculty retired in 2019. With only one replacement, we are still short a member to represent NNES across campus. (05/09/2019)
		Reporting Year: 2017-18 **% Completed:** 75 We are representing AMLA cross campus as well as we can with only three tenured and one probationary faculty member. We have regular and consistent presence on SSSPAC, BSI, LLC Advisory Board, Writing Center Advisory Board, and Content Review, ESL Liaison. We need more FT faculty members because we are stretched too thin to represent AMLA on all of the required committees. (05/10/2018)
	Request - Full Funding Requested - We are a small department; we must have enough FT faculty to maintain representation on all the committees below. With two retirements in 2018 and 2019 and one projected new hire in June 2019, we need to maintain at least four faculty to represent on the Writing Center Advisory Board, Content Review, SSSPAC, AB705 Coordinator and department liaisons across campus. We need two new faculty hires to replace two retiring members. In general, the department needs new hires to update us on developments in the field of TESOL and AB705. ***Describe Plans & Activities Supported (Justification of Need):** Students need to be taught by faculty members who are up to date on methods and techniques in accelerated class design. ***Lead:** Evelyn Hill-Enriquez	**Reporting Year:** 2018-19 **% Completed:** 50 The department needs one more new hire to replace the two faculty who retired in 2019. (05/09/2019)
		Reporting Year: 2017-18 **% Completed:** 75 We need more FT faculty to be able to represent AMLA on all the required committees. We are representing AMLA cross campus as well as we can with only three tenured and one probationary faculty member. We have regular and consistent presence on SSSPAC, BSI, LLC Advisory Board, Writing Center Advisory Board, and Content Review, ESL Liaison. We need more FT faculty members because we are stretched too thin to represent AMLA on all of the required committees. (05/10/2018)

	What would success look like and how would you measure it?: a new hire to replace a retired faculty member **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** High **One-Time Funding Requested (if applicable):** 75000	
Professional Development - Encourage professional growth, development and innovation, especially regarding acceleration, growth mindset, and reading apprentice philosophies. (continuing - ⁻includes Canvas shell for department COP) **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 **Date Goal Entered (Optional):** 05/15/2019	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 50 This year AMLA has run a COP for AMLA 90 faculty all year starting in summer of 2018 through June 2019. Syllabi, rubrics, unit template, assessments, prompts, philosophies, policies have been developed and can be applied to future semesters. (05/09/2019) **Reporting Year:** 2017-18 **% Completed:** 100 We have compiled a seven-member team of AMLA professors devoted to the concepts of CAP and miscellaneous activities that keep us relevant in the classroom. (05/10/2018)
	Request - Full Funding Requested - In our efforts to comply with the AB705 mandate to accelerate and integrate, we have created, have received EDC & C&I approval for, and will offer a fully AB705-compliant writing curriculum in Fall 2019. Starting Spring 2019 and going forward each and every semester, we initially need to develop, and thereafter refine and revise, and offer a training program so that we have enough trained teachers to meet student demand for sections. We need to design a training	**Reporting Year:** 2017-18 **% Completed:** 100 We have compiled a team of professors devoted to the concepts of CAP -- accelerated teaching techniques. We send a team to CAP training (Valencia, July 2017), we sent a team of seven to the Reading Apprenticeship conference at CalPoly, Pomona, and we are sending this seven-member team to CAP Riverside this July 2018. As well, several members of AMLA, FT and PT, have attending the Mt. SAC English department Community of Practice, which is the on-campus designed training for CAP principles. We have trained FT faculty on SPOT for possible future distance learning courses and OMNI Update for our website. AMLA faculty members regularly take part in miscellaneous POD activities to remain relevant. (05/10/2018)

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	program, train before and during each semester, and meet weekly/biweekly during each semester to support professors for student success. Research statewide shows that programs which discontinue professor support suffer a precipitous decrease in student success rates. A training program would look like this: o initial need to design and develop a training program which details AMLA philosophies, preferred techniques, examples of lesson plans for each level, classroom observations o Canvas Workshops o Pre-semester classroom observations for new faculty o Pre-semester workshops regarding evolving pedagogy, such as CAP and RA o Pre-semester planning summits each term to plan the course: establish/refine policies, design syllabus, select readings and the various multi-media resources, design writing prompts, rubrics, activities o Weekly/biweekly course-level meetings to assess student achievement and design lesson plans ***Describe Plans & Activities Supported (Justification of Need):** 25,000 ***Lead:** Chair	

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources

What would success look like and how would you measure it?: Having enough sections to meet student demand would mean that we have trained enough teachers in our new philosophies and techniques.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 25000

Request - Full Funding Requested - We need to design a training program, train before and during each semester, and meet weekly/biweekly during each semester to support professors for student success. Research statewide shows that programs which discontinue professor support suffer a precipitous decrease in student success rates. A training program would look like this:o   initial need to design and develop a training program which details AMLA philosophies, preferred

techniques, examples of lesson plans for each level, classroom observations

o   Canvas Workshops

o   Pre-semester classroom observations for new faculty

o   Pre-semester workshops regarding evolving pedagogy, such as CAP and RA

o   Pre-semester planning summits each term to plan the course:

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources

establish/refine policies, design syllabus,

select readings and the various multi-media resources, design writing prompts, rubrics, activities

o   Weekly/biweekly course-level meetings to assess student achievement and design lesson plans

*Describe Plans & Activities Supported (Justification of Need): In our efforts to comply with the AB705 mandate to accelerate and integrate, we have created, have received EDC & C&I approval for, and will offer a fully AB705-compliant writing curriculum in Fall 2019. Starting Spring 2019 and going forward each and every semester, we initially need to develop, and thereafter refine and revise, and offer a training program so that we have enough trained teachers to meet student demand for sections.

*Lead: Barbara Mezaki
What would success look like and how would you measure it?: Sufficient trained instructors to meet demand for AB705-compliant writing classes.
Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 25000

Course Alignment - Examine our

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
writing course objectives to align with CB21 as we redesign our curriculum. This goal, however, has become less important in our efforts to comply with AB705 and develop a new assessment and placement method for NNES. **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20 **Date Goal Entered (Optional):** 05/15/2019	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 0 We have not made progress on this as we've been busy aligning our courses with AB705. (05/10/2019) **Reporting Year:** 2017-18 **% Completed:** 100 As we know, the Common Assessment Project died this year in Sacramento. We won't be implementing it. We are making progress on aligning our courses with CB21 as we redesign our entire AMLA curriculum. (05/10/2018)
Student Guided Self-Placement Process - develop resources for students to make informed decisions in the guided self-placement process Now that GSP has been implemented in the pilot phase, we need to evaluate its effectiveness in helping students place themselves in the appropriate level. We have communicated with the English department on the need to "adjust" those students who may have placed themselves too high or too low. Despite their lack of response, we need to continue our efforts to ensure that students can "move" to a different class if/when the need arises. We will work with RIE to measure the efficacy of the GSP. **Status:** Active **Goal Year(s):** 2018-19, 2019-20, 2020-21 **Date Goal Entered (Optional):** 05/15/2019	**Report directly on Goal** **Request - Full Funding Requested -** faculty time, supplies, website guidance ***Describe Plans & Activities Supported (Justification of Need):** develop website to include new courses and descriptions of courses, develop flyers/posters and flow charts for students ***Lead:** Chair **What would success look like and how would you measure it?:** updated info for students online, in the schedule, at Assessment, etc.	**Reporting Year:** 2018-19 **% Completed:** 25 We have developed new flow charts for our new curriculum with the help of Marketing. We will give our current and summer students these flow charts to inform them. We need to update the AQ 2 to include information to help NNES student choose their proper courses, whether they identify as NNES or as a speaker of English as a primary language. English and Math both have guided self-placement help on the AQ. According to AB705 students must be informed of their choices. AMLA website will also be of use going forward as many resources can be kept there with links at the AQ 2. (05/10/2019)

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	Planning Unit Priority: High **Request - Full Funding Requested -** 13 LHE reassigned time per year for one FT faculty member to spearhead the efforts on campus to comply with AB705 required assessment and placement mandates and guidance for a report to be produced in July 2020 outlining the plan for NNES assessment and placement at Mt. SAC. ***Describe Plans & Activities Supported (Justification of Need):** This FT faculty member will use the 13 LHE per year released time to design and implement the new plan for assessment and placement of NNES at Mt. SAC. Some of the efforts required are: attend SSSPAC meetings, design an NNES AQ survey, conduct focus groups, pilot test, and refine this instrument. Report to SSSPAC and then to SP&S and Counseling the plan for NNES assessment and placement campus wide. Troubleshoot NNES AQ implementation issues with IT and RIE. ***Lead:** Elizabeth Casian **What would success look like and how would you measure it?:** Success would be defined as having in place a working NNES AQ that would direct NNES students to appropriate courses (non-credit, credit ESL and transfer-level courses). IT & RIE would help us guage success. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees.	

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	Planning Unit Priority: High **On-Going Funding Requested (if applicable):** 60000	

Student-Centered Learning Environment in Bldg. 66 Classrooms and Open Areas - To comply with AB705 changes, AMLA will implement a more student-centered learning environment **Status:** Active **Goal Year(s):** 2018-19, 2019-20, 2020-21 **Date Goal Entered (Optional):** 05/15/2019	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 0 We still need three classrooms of student-centered furniture. We have selected diamond-shaped desks with rolling chairs. Division is working on a quote. (05/10/2019)
	Request - Full Funding Requested - 66-209 Classroom Mobile Lab ***Describe Plans & Activities Supported (Justification of Need):** Purchase a mobile cabinet with 27 computers, wireless keyboards, wireless printer, printer station, wireless installed in 66-209. Also required will be electrical wiring to ensure enough plugs for computers to be plugged in each day. (66-209 already has an access point per R Jackson.) (Reese is working on a quote.) ***Lead:** Chair **What would success look like and how would you measure it?:** Computer lab for 66-209 where students are able to write documents, go online, and print documents wirelessly. **Type of Request:** NON INSTRUCTIONAL EQUIPMENT: Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over $500 per individual item. Used for administrative or non-instructional purposes. **Planning Unit Priority:** High **One-Time Funding Requested (if**	**Reporting Year:** 2018-19 **% Completed:** 75 We have just begun using our new mobile Surface lab in 66-246. It is wonderful. But we see that we need management software to view student screens to prevent cheating and also to be able to share work to student's screen. Software is still required to complete this lab. (05/10/2019)

	applicable): 35000 **Request - Full Funding Requested -** New student-centered classroom furniture for 66-209, 66-222, 66-246. Diamond shaped desks and rolling chairs without arms will enable professors and students maximum flexibility to complete collaborative tasks in class. (Reese is working on the quote.) ***Describe Plans & Activities Supported (Justification of Need):** Reese is researching diamond-shaped furniture and rolling chairs for three accelerated-program classrooms: 66-209, 66-222, 66-246. ***Lead:** Chair **What would success look like and how would you measure it?:** Three AMLA classrooms outfitted with diamond-shape desks and rolling chairs without arms. **Type of Request:** NON INSTRUCTIONAL EQUIPMENT: Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over $500 per individual item. Used for administrative or non-instructional purposes. **Planning Unit Priority:** High **On-Going Funding Requested (if applicable):** 30000	**Reporting Year:** 2018-19 **% Completed:** 0 We will require three classrooms of student-centered furniture with rolling chairs and diamond-sharped movable tables. Division is working on the quote. (05/10/2019)
	Request - Full Funding Requested - New document camera and projectors in three classrooms (66-222, 66-246, 66-209) ***Describe Plans & Activities Supported (Justification of Need):** Purchase new document camera and	**Reporting Year:** 2018-19 **% Completed:** 0 Projectors in each of the three rooms 66-222, 66-209, and 66-246 are getting old. The projector in 66-222 is not always displaying the full screen because it's not compatible with some programs/websites. (05/10/2019)

	projectors for our three classrooms as the current ones sometimes are not compatible with other technology. ***Lead:** Barbara Mezaki **What would success look like and how would you measure it?:** document camera and projectors that are compatible with all media **Planning Unit Priority:** High **One-Time Funding Requested (if applicable):** 14000	
	Request - Full Funding Requested - Smartboard Technology in classrooms 66-209, 66-222, 66-246 ***Describe Plans & Activities Supported (Justification of Need):** Research college-approved Smartboards (BriteLink) ***Lead:** B Mezaki **What would success look like and how would you measure it?:** Mt. SAC approved products in three AMLA classrooms **Type of Request:** INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500. **Planning Unit Priority:** High	**Reporting Year:** 2018-19 **% Completed:** 0 We would like a Smartboard in each of our three rooms, but a computer lab for 66-209 is more of a priority in 66-209. (05/10/2019)
	Request - Full Funding Requested - Stadium seating or other furniture suitable for students to wait, socialize, and work in hallways in Bldg. 66 ***Describe Plans & Activities**	**Reporting Year:** 2018-19 **% Completed:** 25 Some measuring was done. It was said that the hallways will not accommodate stadium seating as the frame of the seat still sticks out into the hallway even while the seat folds up when not in use to keep hallways clear. However,

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	Supported (Justification of Need): We would research the best product for students who need places to meet and work on projects outside of class time; such projects are a part of the accelerated model. Stadium seating would rest flush against the walls when not in use, causing no fire hazard and keeping the hallways open. TTables and chairs in any areas upstairs and downstairs in Bldg. 66 would send students the message that studying is supported by the college. ***Lead:** Chair or Chair designee **What would success look like and how would you measure it?:** Student friendly study areas in Bldg. 66 upstairs and downstairs areas. **Type of Request:** NON INSTRUCTIONAL EQUIPMENT: Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over $500 per individual item. Used for administrative or non-instructional purposes. **Planning Unit Priority:** Medium **One-Time Funding Requested (if applicable):** 25000	the egress in front of the stairs area in the middle of Bldg. 66, is much more narrow that the hallway outside out classrooms 66-222 and offices 66-229. It doesn't make sense that the egress is more narrow than the hallway with stadium seating. It seems like there's room for stadium seating with fold-up chairs. More work needs to be done with fire code experts on campus. (05/10/2019)
	Request - Full Funding Requested - Learning aids, maps, posters, wall art, inspirational quotes and lamination for walls in classroom ***Describe Plans & Activities Supported (Justification of Need):** Research and purchase items for the walls in our three classrooms. ***Lead:** Chair or designee **What would success look like and**	**Reporting Year:** 2018-19 **% Completed:** 75 We have added some posters to our classroom walls. (05/10/2019)

	how would you measure it?: Items on the walls that students would see and learn from and the use of these items in lesson plans. **Type of Request:** SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than $500. **Planning Unit Priority:** Medium **One-Time Funding Requested (if applicable):** 1000	
Faculty Workspace - We require an ongoing, secure, semi-private, dependable place for faculty, especially adjunct faculty, to work toward the completion of goals of the Department, Division, and College **Status:** Active **Goal Year(s):** 2018-19, 2019-20, 2020-21 **Date Goal Entered (Optional):** 05/15/2019	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 75 All faculty require this faculty workroom, PT, FT! It is as necessary as a classroom for students and teachers. This space needs to be guaranteed as professors list it as their office meeting area. (05/10/2019)
	Request - Full Funding Requested - a space that is dependably available ***Describe Plans & Activities Supported (Justification of Need):** Adjunct faculty need a dependable, secure, private space to meet with students and have access to a phone, Xerox machine, and computers. All professors, especially adjuncts who may have long wait times between classes, need a space to spread out and work, deal with students who need to make up tests and have discussions, and prepare paperwork and complete tasks required by the college. After all, the contract does offer to each faculty member the security of knowing that such a space will be provided. (Active)	

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	*Lead: Chair **What would success look like and how would you measure it?:** When all faculty who need a space to work in support of students have confidence in their work space being there, we will have succeeded. **Planning Unit Priority:** High	
English Language Certificate - Research, design, and implement two or three levels of ESL (AmLa) certificates (such as that offered by Berkeley City College) to take advantage of the new funding formula. We have written new curriculum for the certificate and plan to work on its implementation. **Status:** Active **Goal Year(s):** 2018-19, 2019-20, 2020-21 **Date Goal Entered (Optional):** 05/15/2019	**Report directly on Goal** **Request - Full Funding Requested -** faculty time ***Describe Plans & Activities Supported (Justification of Need):** research other colleges in California who have a certificate ***Lead:** Chair **Planning Unit Priority:** Medium	**Reporting Year:** 2018-19 **% Completed:** 25 Some preliminary research was done on certificates. It is now a part of the new funding formula. Next year it needs to be further developed. (05/10/2019)
Hybrid AMLA Courses - Research, design, and possibly implement online hybrid AMLA writing courses. Now that three AMLA faculty are SPOT trained, we need to find time to develop at least one online writing course. We are modifying this goal to offer our writing classes and perhaps reading classes in an online format; the pandemic has shown us that our students can achieve their learning outcomes in a completely online environment. So we will go forward with both hybrid and fully on-line class offerings in order to improve	**Report directly on Goal** **Request - Full Funding Requested -** o administrative support needed as we try these changes o class sizes may need to be flexible for a period of time • online support resources (in Canvas) • hybrid writing class offered online • other pathways exploration	**Reporting Year:** 2018-19 **% Completed:** 50 Three AMLA faculty have been/are finishing SPOT training. No courses have been developed. We've been busy changing curriculum to comply with AB705. (05/10/2019)

access to our classes.

Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21
Date Goal Entered (Optional): 05/24/2018

. SPOT training

*Describe Plans & Activities Supported (Justification of Need): Research feasibility of online hybrid AMLA courses
*Lead: Barbara Mezaki
Planning Unit Priority: Medium

Support for Language Learning Center for Student Success - LLC Support for Student Success. Funding to support PT techs.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21
Date Goal Entered (Optional): 05/15/2019

Report directly on Goal

Reporting Year: 2018-19
% Completed: 0
This position needs continued support. (05/10/2019)

Request - Full Funding Requested - LLC Software & Technology Support for Student Success
Students using GoReact, Native Accent, Azar, and VoiceThread software to complete class assignments will increase by 5% in 2018-2019 when compared to 2017-2018.
*Describe Plans & Activities Supported (Justification of Need): LLC software-support workshops, class orientations, and individual coaching will successfully impact students using LLC software for class assignments. These tools will assist students to integrate online software into their language acquisition goals for World Languages, American Language, and Sign Language. Workshops and coaching support Native Accent ($15,000 annually), Azar Software ($5,100 annually), VoiceThread ($1000 annually), and GoReact ($43,000 annually)
*Lead: Peggy Marcy
What would success look like and

Reporting Year: 2018-19
% Completed: 0
These programs need to be supported each year. (05/10/2019)

how would you measure it?:
Students using GoReact, Native Accent, Azar, and VoiceThread software to complete class assignments will increase by 5% in 2018-2019 when compared to 2017-2018.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 64000

Request - Full Funding Requested - LLC Permanent Part-Time Coordinator Project Program Humanities Languages Specialist Describe Plan: This position will support 6 World Languages, American Language, and Sign Language in the Language Learning Center. A part-time coordinator project program will provide guidance to LLC staff and faculty and will liaison with Humanities faculty, staff, and management. Additionally, this person will provide input into future LLC projects and purchases.

*Describe Plans & Activities Supported (Justification of Need):
This position will support 6 World Languages, American Language, and Sign Language in the Language Learning Center. A part-time coordinator project program will provide guidance to LLC staff and faculty and will liaison with Humanities faculty, staff, and management. Additionally, this person will provide input into future LLC projects and purchases.

*Lead: Peggy Marcy, Serena Ott,

Reporting Year: 2018-19
% Completed: 0
This position needs our continued support. (05/10/2019)

	Evelyn Hill-Enriquez, and Sandon Larson **What would success look like and how would you measure it?:** Project development and ongoing support will increase World Languages, AMLA, and ASL attendance in the LLC by 2% in 2018-2019 when compared to 2017-2018. **Planning Unit Priority:** High **On-Going Funding Requested (if applicable):** 26500	
AMLA 1A Implementation - Now that English has signed off on AMLA 1A, we need to work with J Fowler to request UC/CSU transferability. We are still working with both the English department and J Fowler to accomplish this goal. **Status:** Active **Goal Year(s):** 2019-20, 2020-21 **Date Goal Entered (Optional):** 05/15/2019		
Transferability for AMLA 90 to UC/CSU - Apply for AMLA 90 to be transferable. We await word from J Fowler that AmLa 90 has been approved as transferrable by UCs and CSUs. **Status:** Active **Goal Year(s):** 2019-20, 2020-21 **Date Goal Entered (Optional):** 05/15/2019		