

1. Assessment Plan - Four Column



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

Narrative Reporting Year

2017-18

Contact Person: Evelyn Hill-Enriquez

Email/Extension: ehillenriquez@mtsac.edu X5445

External Conditions, Trends, or Impacts: 1. Passage of AB705 necessitates extensive curricular changes to the department which in turn necessitates extensive changes in pedagogy.

2. Discontinuance of the COMPASS reading placement instrument as well as the cancellation of Common Assessment (CAI) mean we no longer have a reading placement instrument.

3. A new placement system which uses GPA has been implemented on campus. This will affect some AMLA students. Proper messaging needs to be developed.

4. With an expanding Humanities Division office, faculty work space has been reduced with the loss of a conference room and potentially our faculty work room which provides access to phone, computer, xerox, desk space.

Internal Conditions, Trends, or Impacts : 1. With the hiring of a new faculty member the AMLA office needs to be reconfigured to maximize layout and functionality of work space for three full-time faculty. New office design includes campus-standard systems furniture and desks for three faculty, minor electric data work, repainting, cleaning of carpet, removal of existing furniture to surplus. We have the design which includes furniture and partition costs, but no work has yet begun.

2. There has been a loss of a learning environment of excellence. Students complain about the condition of the restrooms in our area, there is a lack of study space, so students usually sit on the floor to do their homework between classes or eat, the white boards are poorly cleaned at night, and the desks are not wiped off. Also, in our rooms in Building 66, the temperature is often at the extremes - too hot or too cold - and cannot be regulated with the thermostats in the classrooms.

3. Classroom computer stations, projectors, and document cameras are older models. Sometimes they do not function fully because they are older. Replacement is required.

4. Compliance with AB705 requires students to do more in less time; therefore, we need consistent access to computers for in-class writing assignments at new higher levels.

5. When we have problems with the teacher stations, we have to call two different departments for service : HELP desk for the computer issues and presentation services for the overhead projection system. It seems it would be less confusing and more efficient to have these two services under the same department so that our faculty, especially adjunct faculty teaching at night, would know where to get help.

6. With our new accelerated courses, Tutors in the Classroom (TCs) will be mandatory for student success. Availability of TCs must be assured.
7. The department needs to implement universal design strategies and establish a community of practice as a result of accelerated classes. We need to establish an ongoing training process for FT and PT faculty in the department.
8. Flow charts, flyers, websites need to be updated to inform current and future AMLA students to help them with their self-guided placement.
9. Room 66-222 needs to be kept vacant from Monday to Thursday from 2:00-4:00pm for mandatory computer updating.
10. AMLA classes are often the "first exposure" to college that NNES students have.

Critical Decisions Made by Unit: 1. We have developed and are offering a new course - AMLA 90, which is in the accelerated one-course to 1A model.

2. We have decided to develop a transfer-level AMLA 1A course.

3. We have decided to deactivate the one-unit courses.

4. We decided to write a grant to accelerate the lower levels of AMLA.

5. We have decided to maintain the placement test (AWE) for students who do not have three years of high school in the US.

6. We have decided to request Student Equity funds to support a new transfer level AMLA 1A.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. AmLa received a Basic Skills grant to develop ten take-and-teach modules for our "One Course to 1A (AMLA 90)."

2. AmLa received Basic Skills monies to develop a community of practice for professors who teach the accelerated courses.

3. A four-member team attended California Acceleration Project (CAP) conference in Valencia.

4. A seven-member team attended the Reading Apprenticeship conference.

5. We were selected to send a seven-member team to CAP in Summer 2017.

6. We have trained two faculty members in SPOT for possible hybrid courses.

7. We will receive a \$7,000 grant from Student Equity funds to support the development of a transfer-level AMLA 1A.

Notable Achievements for Theme B: To Support Student Access and Success: 1. Through our ESL liaison, we participated in the ESL Career Day and annual VESL retreat in order to facilitate communication so that noncredit students can transition to the AmLa classes.

2. We promoted the use of and contributed to the resources in the Writing Center such as DLAs, Writing Boot Camps, and workshops. Several faculty encourage students to use the resources by requiring students to complete success portfolios as part of the course grade. Other faculty encourage students to use the Writing Center to improve their grades.

3. We made use of Tutors in the Classroom (TCs) to support student success.

4. Faculty attended meetings and webinars in the development of the new assessment and placement process using multiple measures.

5. Faculty attended a meeting in counseling and distributed a packet of updated information on placement into and out of AMLA and updated flow charts.

7. We have trained one faculty member on OMNI for website work.

8. Faculty have developed flow charts and flyers and updated the website with messaging designed to help students with guided-self placement.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: AMLA received a Basic Skills Grant for over \$30,000 to support accelerated course development and training.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: AmLa faculty represented the department in various college-wide councils, committees, and task forces: Basic Skills, AWE Lead Facilitator, SSSPAC, Content Review, LLC Advisory Board, ESL Liaison. We were very active in the development of the new placement process using multiple measures.

Contributors to the Report: Nona Stokes

Barbara Mezaki

Evelyn Hill-Enriquez, Chair

Elizabeth Casian

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>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</p>	<p>Report directly on Goal</p>	<p>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)</p>
	<p>In Progress - 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</p>	<p>Reporting Year: 2017-18 % Completed: 0 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)</p>

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Where We Make an Impact: Closing the Loop on Goals and Plans

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: 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 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: AmLa Department

One-Time Funding Requested (if applicable): 2000

On-Going Funding Requested (if applicable): 2000

Type of Request: Research Support

Planning Unit Priority: High

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

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their success after AMLA.
Documentation Attached?: No
Full Funding Requested -
 Development of One Course to 1A as a CA Acceleration Project, including participation in Summer CAP Riverside, development of ten take-and-teach modules as resources for professors, training of faculty in CAP and COP principles.
Describe Plans & Activities
Supported: Research, New Course Development, Resource Development Professional Development (teacher training), Supplies
Lead: Barbara Mezaki
One-Time Funding Requested (if applicable): 7000
On-Going Funding Requested (if applicable): 3000
Type of Request: Professional Development, Research Support
Planning Unit Priority: High
What would success look like and how would you measure it?:
 Establishment of AMLA 1A and courses offered

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 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)

Full Funding Requested -
 Development of Dual AMLA/ESL courses.
Describe Plans & Activities
Supported: Research, Professional Development, Marketing
Lead: AmLa Department
One-Time Funding Requested (if applicable): 2000
Type of Request: Professional Development
Planning Unit Priority: High

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)

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What would success look like and how would you measure it?: Full complement of mirrored AMLA classes offered to Non-Credit students to enable them to experience credit classes

Full Funding Requested - Install in 66-229B AMLA offices, furniture and dividers as called for in the designer's plan (Fall 217)

Describe Plans & Activities

Supported: Workstations, furniture, electrical work, painting, carpet cleaning, removal of existing furniture.

Lead: AMLA Department

One-Time Funding Requested (if applicable): 27000

Type of Request: Non-Instructional Equipment

Planning Unit Priority: High

What would success look like and how would you measure it?: private and semi-private work space for AMLA faculty offices

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)

<p>Academic Support - Provide academic support and help further equal access for our students</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 100</p> <p>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 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)</p>
	<p>In Progress - We will continue to look at student and professor</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 50</p>

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	<p>satisfaction in 25-student classrooms vs 30-student classrooms in our new AMLA 90 and English 1A/80(M) classes this year.</p> <p>One-Time Funding Requested (if applicable): 2000</p> <p>On-Going Funding Requested (if applicable): 2000</p> <p>Type of Request: Research Support</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: reduction of class size from 30 to 25 or any and all new course developed with a 25 class size</p> <p>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.</p> <p>One-Time Funding Requested (if applicable): 12000</p> <p>Type of Request: Non-Instructional Equipment</p> <p>Planning Unit Priority: High</p> <p>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</p>	<p>We have gained approval for our new AMLA 90 class to have a cap of 25 instead of 30. We can now use AMLA 90 to research purposes to see if this cap of 25 helps to provide support and to foster student success. We intend to extend this goal into 2018-2019. (05/10/2018)</p> <p>Reporting Year: 2017-18</p> <p>% Completed: 0</p> <p>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)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>In Progress - Continue to collaborate with the Writing Center to design and produce resources to support any and all accelerated courses and English 1A/80(M). We want to continue using Tutors in the Classroom, which is an integral part of accelerated course success.</p> <p>Describe Plans & Activities</p> <p>Supported: Human Resources, Research, Marketing, Staffing (Tutors in the Classroom)</p> <p>Lead: Evelyn Hill-Enriquez</p> <p>One-Time Funding Requested (if applicable): 5000</p> <p>Type of Request: Staffing, Research Support</p> <p>Planning Unit Priority: High</p> <p>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</p> <p>Full Funding Requested - Acquire classroom resources such as maps, class sets of textbooks, class sets of novels, and reference books.</p> <p>Describe Plans & Activities</p> <p>Supported: Supplies</p> <p>Lead: AmLa Department</p> <p>One-Time Funding Requested (if applicable): 7000</p> <p>Type of Request: Instructional Equipment, Instructional Supplies, Lottery</p> <p>Planning Unit Priority: High</p>	<p>Reporting Year: 2017-18 % Completed: 75</p> <p>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)</p> <p>Reporting Year: 2017-18 % Completed: 75</p> <p>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)</p>
<p>Campus Presence - Be a viable campus presence to support and</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 75</p>

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<p>safeguard our goals, inform and teach our colleagues across campus about our program, and otherwise raise AmLa visibility. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19</p>	<p>Report directly on Goal</p> <hr/> <p>Full Funding Requested - With such a small department, currently 4 FT faculty members which will soon be 3 FT faculty members with a pending retirement, it is difficult to maintain representation on campus committees such as the Writing Center Advisory Board, Content Review, SSSPAC, participation in SLO norming sessions and department liaisons across campus. We need a new faculty hire to replace a retiring member. In general, the department needs new hires to update us on developments in the field of TESOL.</p> <p>Describe Plans & Activities Supported: 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 One-Time Funding Requested (if applicable): 75000 Type of Request: Staffing Planning Unit Priority: High What would success look like and how would you measure it?: a new hire to replace a retired faculty member</p>	<p>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)</p> <hr/> <p>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)</p>

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<p>Professional Development - Encourage professional growth, development and innovation, especially regarding acceleration, growth mindset, and reading apprentice philosophies.</p>	<p>Report directly on Goal</p>	<p>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)</p>
<p>Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19</p>	<p>Full Funding Requested - In our efforts to comply with AB705, we need to participate in CAP California Acceleration Project Conferences, SLO Norming Sessions, Canvas Workshops, Academic/Student Services Master Planning Summit, any and all accelerated model topics of community of practice evolving pedagogy, such as:</p> <ul style="list-style-type: none"> o implementing universal design strategies o establishing ongoing training in acceleration, reading apprenticeship, etc. o expertise offered to discipline area faculty for NNES in disciplines <p>Describe Plans & Activities Supported: 5000 Lead: Chair Type of Request: Professional Development Planning Unit Priority: High</p>	<p>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)</p>

<p>Course Alignment - Examine our writing course objectives to align with CB21 as we redesign our curriculum. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19</p>	<p>Report directly on Goal</p>	<p>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)</p>
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<p>Student Guided Self-Placement</p>	<p>Full Funding Requested - faculty</p>
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<p>Process - develop resources for students to make informed decisions in the guided self-placement process Status: Active Goal Year(s): 2018-19 Date Goal Entered (Optional): 05/24/2018</p>	<p>time, supplies, website guidance Describe Plans & Activities Supported: develop website to include new courses and descriptions of courses, develop flyers/posters and flow charts for students Lead: Chair Type of Request: Staffing, Instructional Supplies Planning Unit Priority: High What would success look like and how would you measure it?: updated info for students online, in the schedule, at Assessment, etc.</p>	
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<p>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 Date Goal Entered (Optional): 05/24/2018</p>	<p>Full Funding Requested - Chromebook Mobile Lab Describe Plans & Activities Supported: Purchase a mobile cabinet with 30 Chromebooks, wireless keyboards, wireless printer, printer station, wireless installed in 66-346. Lead: Chair One-Time Funding Requested (if applicable): 22500 Type of Request: Instructional Equipment Planning Unit Priority: High What would success look like and how would you measure it?: Chromebook lab in use</p> <hr/> <p>No Funding Requested - New classroom furniture for 66-209, 66-222, 66-246 Describe Plans & Activities Supported: Research best furniture for accelerated-program classrooms Lead: Chair</p>	
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Type of Request: Instructional Equipment

Planning Unit Priority: High

What would success look like and how would you measure it?: Detail specs for furniture that faculty and students agree would be best

Full Funding Requested - Printer stations in classrooms for students to print.

Describe Plans & Activities

Supported: Purchase wireless printer, printer tables, and wireless for 66-246 so that students can print their assignments.

Lead: Chair

One-Time Funding Requested (if applicable): 5250

Type of Request: Instructional Equipment

Planning Unit Priority: High

What would success look like and how would you measure it?: Printers for student use in all the classrooms

Full Funding Requested - New document camera and projectors in three classrooms (66-222, 66-246, 66-209)

Describe Plans & Activities

Supported: Purchase new document camera and projectors for our three classrooms as the current ones sometimes are not compatible with other technology.

Lead: Barbara Mezaki

One-Time Funding Requested (if applicable): 14000

Type of Request: Instructional Equipment

Planning Unit Priority: High

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What would success look like and how would you measure it?:
document camera and projectors that are compatible with all media

No Funding Requested - Smartboard Technology in classrooms 66-209, 66-222, 66-246

Describe Plans & Activities

Supported: Reserarch best options for Smartboards/Britelinks

Lead: Evelyn Hill-Enriquez

Type of Request: IT Support

Planning Unit Priority: High

What would success look like and how would you measure it?: Specs on best products for buy for inclusion in PIE next year

Full Funding Requested - Stadium seating in hallways

Describe Plans & Activities

Supported: 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.

Lead: Chair designee

Type of Request: Facilities , Non-Instructional Supplies

Planning Unit Priority: High

What would success look like and how would you measure it?: Specs on best equipment to buy for inclusion in PIE next year

Full Funding Requested - Learning aids, maps, posters, wall art, inspirational quotes for walls in

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classroom

Describe Plans & Activities

Supported: Research and purchase items for the walls in our three classrooms.

Lead: Chair or designee

One-Time Funding Requested (if applicable): 1000

Type of Request: Lottery

Planning Unit Priority: High

What would success look like and 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.

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

Date Goal Entered (Optional):
05/24/2018

Full Funding Requested - a space that is dependably available

Describe Plans & Activities

Supported: 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)

Lead: Chair

Type of Request: Facilities

Planning Unit Priority: High

What would success look like and how would you measure it?: When

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all faculty who need a space to work in support of students have confidence in their work space being there, we will have succeeded.

<p>English Language Certificate - Research ESL (AmLa) certificate (such as that offered by Berkeley City College) Status: Active Goal Year(s): 2018-19 Date Goal Entered (Optional): 05/24/2018</p>	<p>Full Funding Requested - faculty time Describe Plans & Activities Supported: research other colleges in California who have a certificate Lead: Chair Type of Request: Staffing Planning Unit Priority: Medium</p>
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<p>Hybrid AMLA Courses - Research the possible implementation of online hybrid AMLA courses Status: Active Goal Year(s): 2018-19 Date Goal Entered (Optional): 05/24/2018</p>	<p>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 <ul style="list-style-type: none"> • online support resources (in Canvas) • hybrid writing class offered online • other pathways exploration • SPOT training Describe Plans & Activities Supported: Research feasibility of online hybrid AMLA courses Lead: Barbara Mezaki Type of Request: Professional Development Planning Unit Priority: Medium</p>
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<p>Support for Language Learning Center for Student Success - LLC Support for Student Success Status: Active Goal Year(s): 2018-19 Date Goal Entered (Optional):</p>	<p>Full Funding Requested - LLC Software & Technology Support for Student Success Students using GoReact, Native Accent, Azar, and VoiceThread software to complete class</p>
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06/01/2018	<p>assignments will increase by 5% in 2018-2019 when compared to 2017-2018.</p> <p>Describe Plans & Activities Supported: 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 One-Time Funding Requested (if applicable): 64000 Type of Request: Lottery, Marketing, Non-Instructional Equipment, Non-Instructional Supplies Planning Unit Priority: High What would success look like and 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. Full Funding Requested - LLC Permanent Part-Time Coordinator Project Program Humanities Languages Specialist Describe Plan: This position will support 6 World Languages,</p>	
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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: 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, Evelyn Hill-Enriquez, and Sandon Larson

On-Going Funding Requested (if applicable): 26500

Type of Request: Staffing

Planning Unit Priority: High

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.