1. Assessment Plan - Four Column

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

Narrative Reporting Year

2018-19

Contact Person: Evelyn Hill-Enriquez
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External Conditions, Trends, or Impacts: 1. Passage of AB705 necessitates extensive curricular changes to the department which in turn necessitates extensive changes in pedagogy and assessment and placement of NNES on campus.

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. New April NNES guidance from the Chancelor's office calls for an assessment and placement plan for NNES on our campus by July 2020.

3. A new placement system which uses GPA has been implemented on campus AQ2. 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.

5. AMLA 1A moves through the approval process; English concurs with the AB705 request for transfer-level English for NNES.
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 or 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. We need a third AMLA lab classroom for 66-209.

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 for AMLA 70,80,&90. And in the future AMLA 1A if possible.

7. The department needs to implement universal design strategies and establish a training program for new AMLA faculty for pre-semester and ongoing communities 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 process as we comply with State guidance for our July 2020 report.

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.

11. AB705 requires an assessment and placement plan for NNES on campus to be design and reported July 2020.

Critical Decisions Made by Unit: 1. AMLA 90 has been offered for a year now, and it was so successful that we decided to design all our writing courses in the model of AMLA 90

2. We have decided to request UC/CSU transferability for AMLA 90.

3. We have decided to design and request English overlap sign off on transfer-level English for NNES (AMLA 1A) and then request approval by EDC and C&I.

4. We decided to design a training program to train our returning and new faculty in CAP, RA, and Growth Mindset philosophies and techniques to ready them for Fall 2019 all new writing offerings.

5. We decided to ask our returning and new faculty to agree to AMLA Teaching Tenets wherein faculty agree to abide by this contract which stipulates the use of a standard syllabus, multimedia resources, and stardard policies.

6. We have decided to design, conduct focus groups on, and gather data on an NNES AQ placement survey for NNES to assessment and placement students with no HS in the US and students with less than three years of regular English in a US HS.

7. We have decided to request Student Equity funds to support training and staff development of new and returning faculty.

8. We have decided to request LHE released time for two AMLA FT faculty to act as professional development facilitators as we begin to offer our new accelerated, integrated courses AMLA 70,80,90 through SEAP.

9. We have decided to request LHE released time for one FT AMLA faculty member to act as AB705 coordinator to implemement a new assessment and placement process mandated by AB705 by July 2020.

10. We have decided to request more BSI carryover funding for AMLA professional development training for 2019-2020.
Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. AMLA received approval for AMLA 70 & 80, beginning/intermediate

and intermediate/advanced integrated writing and reading, from EDC and C&I. This completely aligns our writing curriculum with AB705 mandates to integrate and accelerate directly in transfer-level English.

2. AMLA received overlap signoff from English on transfer-level AMLA 1A.

3. AMLA offered and collected success data on our first year of AMLA 90.

3. AmLa received Basic Skills carry-over grant funding for professional development for returning and incoming AMLA faculty to train with CAP, RA, Growth Mindset principles. ($14,000)

4. AmLa received Student Equity grant funding from Eric Lara to cover the cost of weekly/biweekly and pre-semester training for returning and new AMLA faculty to teach the accelerated, integrated AMLA 70,80,90 courses. ($18,000)

5. AMLA trained five returning/new faculty in CAP, RA, Growth Mindset philosophies and techniques at a May Community of Practice, the first workshop to be ready to teach our new course in the Fall. We set the schedule for more COPs and Community for Improving Teaching (CFIT) for the summer and fall semesters.

6. AMLA developed and began implementation of the "AMLA Teaching Tenets," which all faculty must agree to and follow in their courses.

7. AMLA coordinated Canvas workshops with POD to help AMLA faculty comply with the AMLA Teaching Tenets which mandate the use of Canvas.

8. A five-member team attended California Acceleration Project (CAP) conference in Riverside, July 2018.

9. One adjunct added CAP Sacramento in February.

10. Three AMLA faculty have all but completed SPOT training.

Notable Achievements for Theme B: To Support Student Access and Success: 1. We have completed a wide-ranging demographic report on AMLA students and their success after AMLA with the help of RIE.

2. 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: 1. AmLa received Basic Skills carry-over grant funding for professional development for returning and incoming AMLA faculty to train with CAP, RA, Growth Mindset principles. ($14,000)

2. AmLa received Student Equity grant funding from Eric Lara to cover the cost of weekly/biweekly and pre-semester training for returning and new AMLA faculty to teach the accelerated, integrated AMLA 70,80,90 courses. ($18,000)

3. AMLA applied for SEAP funding for two LHE released time positions: one AB705 Coordinator an two Professional Development Coordinators

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

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
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 **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

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Report directly on Goal	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 2019-2020 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.	**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 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)
	Resources needed: researcher time, faculty time, computer database time. **Describe Plans & Activities**	

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

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 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

Documentation Attached?: No

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

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

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 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

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

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)

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)

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
Request - Full Funding Requested - 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

Reporting Year: 2018-19
% 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)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
Academic Support - Provide academic support and help further equal access for our students **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:** 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 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

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

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	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	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 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	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 50 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	**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)

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

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	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 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	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)

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
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

plans for each level of classroom

techniques, examples of lesson

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): 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

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	classes. **Type of Request:** PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees. **Planning Unit Priority:** High **Documentation Attached?:** No **On-Going Funding Requested (if applicable):** 25000	
Course Alignment - Examine our 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 **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:** 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)
	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.

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.

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	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. **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 **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,	**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)

| | 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 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 | **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) |

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	for administrative or non-instructional purposes. **Planning Unit Priority:** High **Documentation Attached?:** No **On-Going Funding Requested (if applicable):** 30000	
	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 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	**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)
	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):	**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)

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

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 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.

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, 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)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Planning Unit Priority: Medium **One-Time Funding Requested (if applicable):** 25000	
	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 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	**Reporting Year:** 2018-19 **% Completed:** 75 We have added some posters to our classroom walls. (05/10/2019)
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	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	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 **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. **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:** 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)
	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	
Hybrid AMLA Courses - Research, design, and possibly implement online hybrid AMLA writing courses. Now that three AMLA faculty are	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 50 Three AMLA faculty have been/are finishing SPOT training. No courses have been developed. We've been busy

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
SPOT trained, we need to find time to develop at least one online writing course. **Status:** Active **Goal Year(s):** 2018-19, 2019-20, 2020-21 **Date Goal Entered (Optional):** 05/24/2018	**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 . SPOT training **Describe Plans & Activities Supported (Justification of Need):** Research feasibility of online hybrid AMLA courses **Lead:** Barbara Mezaki **Planning Unit Priority:** Medium	changing curriculum to comply with AB705. (05/10/2019)
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** **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	**Reporting Year:** 2018-19 **% Completed:** 0 This position needs continued support. (05/10/2019) **Reporting Year:** 2018-19 **% Completed:** 0 These programs need to be supported each year. (05/10/2019)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	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 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):**	**Reporting Year:** 2018-19 **% Completed:** 0 This position needs our continued support. (05/10/2019)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	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 **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	