

1. Assessment Plan - Four Column



PIE - Continuing Education: English as a Second Language (ESL) Unit

Narrative Reporting Year

2017-18

Contact Person: Jody Fernando

Email/Extension: jfernando4@mtsac.edu

Program Planning Dialog: Designated ESL staff meet weekly for a leadership team to address on-going issues in the department and plan for current and future needs. This meeting includes the program director, instructional manager as well as counselors, coordinators, and specialists in the department. In addition, we meet quarterly to determine and review our program goals for the 17-18 school year. The program director also attends a weekly division meeting which serves to keep ESL knowledgeable of division and college level policies and procedures.

Under the leadership of Dana Miho, the full-time professor, ESL adjunct faculty selected peers to represent them in curriculum and policy advisory meetings that met on a monthly basis. ESL Faculty Advisory topics included Academic Senate updates, Regional Consortia workgroup progress, and curricular and resource needs for the 7-level program.

External Conditions, Trends, or Impacts: 1. Restructuring of Adult Education in the state through adult education (K-12) and noncredit (Community College) regional consortia is providing opportunities as well as challenges. Opportunities for the Mt. San Antonio Consortium includes improved dialog among leadership and faculty, and progress in streamlining pathways for students through articulation and curriculum alignment.

2. The Noncredit SSSP plan was submitted on October 30, 2015, which required local governance review and signature. SSSP data continues to be submitted by semester and tracks student contact with counselors.

3. Student Equity Plan includes ESL / Basic Skills students in terms of access and course success. The main trend for Mt. SAC's ESL program is the declining enrollment of Hispanic populations disproportionate to the communities served by the district, and the need to improve access to those who are socio-economically disadvantaged. In an effort to serve more students from these populations in our district, we are establishing off-site courses in Pomona and in the local manufacturing industry to make our services more accessible to community members. We also target advertising on social media outlets toward Spanish speakers in the Mt. SAC district.

4. Enhanced CDCP rate equalizes the FTES apportionment of noncredit to that of credit rate; it also sets the stage for increased noncredit college and career pathways development in terms of short-term vocational as well as basic skills (ESL and ABE) programs.

5. Noncredit Progress Indicator of Satisfactory Progress (SP)s as a measure of "grade" success for noncredit student has been added as a grade option in title 5. This is necessary for students who take CDCP programs in the open entry system to show positive academic progress without course completion (i.e., student adds mid-term, thus can't complete all outcomes of the course). All noncredit programs at Mt. SAC and many other colleges are currently utilizing this system but it doesn't get reported once uploaded to the Chancellor's Office.

6. WIOA IET/IELCE Funding: Increased focus on integrated education and training which promotes accountability and reporting for college and career readiness and pathways to employability and academic degree attainment. We continue to track federal and state communication on IET requirements while the reporting mechanisms and matrices of success are being determined.

Internal Conditions, Trends, or Impacts : PROGRAM

1. Maintaining positive attendance in ESL classrooms on campus in order to maximize growth in FTES and efficiency in terms of LHE, as well as increase visibility of Mt. SAC ESL in the community.

FACILITIES

2. Aging office furniture in ESL administrative office is in need of replacement due poor ergonomic standards and impact on employee overall health.

3. Bldg 36-1 computer lab chairs are breaking apart and becoming a safety issue. Need to replace 32 chairs.

4. Toilets in the restrooms near 31b frequently flood and need repair.

5. Students in Bldg 66 have limited seating area. Seating and charging stations are needed for students to access study space and technology.

6. Need dedicated storage space in Building 66 for sensitive documents, student records, equipment and supplies.

STAFFING

7. Status Quo budget is no longer adequate to staff ESL registration, Instructional Support, and Technical Support offices hourly permanent crew due to growth in programs, off-site locations, and increase in salaries and benefits. Additional positions are needed to meet requirements of increased WIOA guidelines.

8. Need additional full-time ESL instructors to facilitate curriculum improvement, outcomes reporting, and professional development activities for incredibly large noncredit ESL program (4000 unduplicated, over 60 adjunct and only 1 full-time)

9. Need assistant manager to support large adjunct faculty (55+) and classified staff (23), as well as to assist with reporting requirements for federally funded WIOA grant, along with state Student Equity, SSSP, AEBG, and Basic Skills programs. This position would also monitor EL Civics implementation, monitoring, and reporting.

10. Status Quo budget for LLC faculty is no longer adequate to provide teacher-of-record coverage.

Critical Decisions Made by Unit: 1. Due to state and national initiatives that promote college/career pathways for adult immigrant learners, additional emphasis was placed on career exploration. In 2017-18, ESL program offered new contextualized courses including English for Special Uses (ESU) Accounting and Hospitality in order to comply with WIOA IET/IELCE plan that promotes college and career pathways for noncredit adult learners in the program.

2. The ESL Counseling Team continues to utilize the Noncredit Student Education Plan (NSEP), which is a component of the overall ESL Counseling Process. Students undergo a process beginning with a counselor-presented orientation, and progresses through the NSEP, counseling appointments, the annual career conference, class presentations on transitioning to credit (coordinated with Short-Term Vocational counselors), and culminating in Career and Life Planning courses both embedded in the VESL Program and as stand-alone. Additionally, we created a Career Guidance Center which hosts our counselor offices and space for computer/printer use, workshops, and career guidance materials.

3. Aligned ESL student support services with Noncredit Data Elements dictionary in order to capture the core services of assessment/placement, orientation, counseling, educational planning, and other follow-up services that will be collected and used in the 2017-18 SSSP funding formula. Worked with IT support to map and align systems and codes that require extraction of data from ESL database and Banner into MIS reporting system.

4. Opened off-site course in partnership with City of Pomona at Renacimiento Community Center. Plans are in process to open more classes in Pomona. We are also working to open an ESU course at Williams Sonoma distribution and manufacturing plant.

5. The ESL Department worked together on the WASC Program Team and Criterion Focus Groups to successfully contribute to the WASC Report.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. Secure Resources: Five adjunct ESL faculty members participated in action research through the department's annual Student-Teacher Action Research (STAR) project. Research topics included Digital Storytelling and TPRS in the Adult ESL Classroom.

2. Awards & Nominations: Michael Sanetrick received the WHO Award from the Faculty Association. Anne Im received recognition for her contributions to the ESL department at the Annual Celebration of Adjunct Faculty that was hosted by the Mt. SAC Faculty Association.

3. The Basic Skills funded Give Me 20 Reading and Tutoring Program showed marked course success rates for students who enrolled and completed reading and reporting on three books with 86.5% pass rates versus their classmates' pass rate of 60% (Summer and Fall 2017). Additionally, student sign ups increased by 16% from 2016-2017 by offering it in three building locations instead of only one.

4. During Fall 2017, 105 students (mentees) from 28 course sections (CRNs) received academic support by participating in the Basic Skills funded Peer Mentoring program. The course success/pass rates of the mentees compared with the course success rates without the mentees were the following: Pre-Level 1 (100% vs. 86%), Level 1 (96% vs. 94%), Level 2 (100% vs. 93%), Level 3 (100% vs. 97%), and Level 4 (100% vs. 85%). Spring 2018 results are currently being tallied and analyzed.

5. Overall, 67% of students (fall 2017-daytime and evening cohorts) utilized the VESL tutoring services. 52% of VESL students who attended 1 or more tutoring sessions during VESL 1 progressed to VESL 2, and all 52% of them also completed the VESL Career Paths Program and earned a certificate. 25% of VESL students who utilized tutoring services decided not to continue to VESL 2, but they transferred to other credit/noncredit programs.

6. Mentees from ESL classes received academic support by participating in the Basic Skills Funded LLC-ESL Tutoring program. The course success/pass rates of the mentees compared with the course success rates without the mentees were the following: Level 1 (100% mentees vs. 39% non-mentees), Level 2 (100% vs. 68%), Level 3 (100% vs. 63%), Level 4 (83% vs. 58%), Level 5 (100% vs. 70%), and Level 6 (0% vs. 49%). The overall average course success rates (88% vs. 59%) demonstrated marked improvement in ESL course work when using the LLC-ESL Tutoring far above the expected 10% rate.

7. In 2017-18, 43% of ESL faculty presented at local, consortium, regional, statewide, and international TESOL conferences on a variety of topics including action research, technology integration, social justice, and noncredit student transitions. On campus, two adjunct faculty also presented on creating interactive video lessons at the Language Learning Center Tech Week in April. ESL full-time faculty also presented at the statewide ASCCC conference and on campus for classified and faculty flex days.

8. ESL awarded 492* Beginning ESL, 481* Intermediate ESL, 406* Advanced ESL, 53 VESL Career Paths Certificates (a new certificate issued in 2017-18). All 100% of the certificates have outcomes, summary of data, and use of results compiled with reflective practice. (*indicates preliminary numbers prior to posting)

9. 100% of certificates offered in ESL have outcomes, summary of data, and use of results compiled. 100% of the ESL courses have two or more SLOs and are assessed on a rotating four-year schedule. During the 17-18 academic year, 96% of Level 3, 100% of Speaking Pre-1, 100% of Writing Pre-1, 71% of TOEFL, and 96% of LLC passed the Fall 2017 SLO assessments. 78% passed the Spring 2018 ILO assessment on communication.

10. Faculty, counselors, and instructional support met with counselors, faculty, and student support in the Short-Term Vocational program to create an Integrated Education and Training plan for ESL students transitioning into certificate programs. The plan was part of our annual WIOA grant.

11. The ESL instructional manager participated in year one of a two year project called Building Opportunities Collaborative. This is a federally-directed project bringing a national coach in touch with state agencies to further develop Integrated Education and Training for adult ESL learners. The CA and GA team meet together on a monthly basis to exchange ideas and discuss career pathways for students.

Notable Achievements for Theme B: To Support Student Access and Success: 1. Over 77 noncredit students attended optional workshops offered by LLC faculty to enhance college preparation and academic success. Topics included use of software for accent reduction and conversation skills as well as advanced PowerPoint features.

2. ESL offered Afternoon at the Movies in order to promote language fluency and persistence. Approximately 75 students attended two separate events.

3. The ESL Counseling Team has worked to create strategies and activities that target students with low socioeconomic status and who are seeking college and career pathways. Much of the work that has been done has involved finding points of entry in the community where we can reach out to potential students. Bilingual counselors, Vanessa Garcia and Cindy Bonilla, translated and conducted the New Student Orientation in Spanish to build rapport with our Hispanic population. Focusing on our equity goals, students from our off-site course in Pomona were invited to campus. Students were able to visit the Language Learning Center, receive their student ID's and received a Pathways Presentation in Spanish from a counselor. In addition, the ESL Counseling Team has had meetings with counselors, classroom presentations, and information tables/booths at multiple community locations and events.

4. Hosted CATESOL San Gabriel Valley Chapter workshops on November 4, 2017 and April 7, 2018 with keynote speakers and breakout sessions. Themes included technology enhanced classrooms and critical thinking strategies.

5. Utilized enrollment data from ESL database, including weekly class counts and wait lists, to schedule additional classes that maximize access and efficiency for growth. Cut 6% of fall sections from 2016 to 2017; increased 96.63 FTEs. Cut 13% of spring sections from 2017 to 2018; increased 6.44 FTEs.

6. The 18th Annual ESL Career Conference was held on May 23th, 2018. This annual conference informs matriculating ESL students about Mt. SAC programs and services, career options, and securing a fulfilling job. Mt. SAC faculty and staff presents on degree and certificate programs, college services, information about career and job skills, and general college success. This year, in the evening, we had a student panel of former ESL students sharing their experience with ESL and where they are now. In addition, we had a key note speaker, Paula Massadas Pereira, talk to our students about her immigrant experience. ESL students in levels 3 through 6 participated in the morning and evening conference.

7. The ESL Counseling Team continues to update the ESL Orientation. This includes updating the orientation PowerPoint presentation with pictures of new staff, campus map, and mandated provisional information. The ESL New Student Orientation Handbook is also updated with relevant information in multiple languages that coincide with the PowerPoint for the students.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: 1. ESL faculty continue to increase their utilization of computer labs and language learning software in the department. This has allowed adult immigrant learners to become exposed and more comfortable with use of technology with their daily learning.

2. The ESL Counseling Team continues to modify the Noncredit Student Education Plan (NSEP) and uses pre-populated information from the ESL database to streamline counselor meetings which outlines their academic pathway, based on their placement test results. This is a mandated service for noncredit SSSP.

3. Utilized Qualtrics survey tool with all levels of ESL students to gather input on language and literacy needs that determine English Literacy and Civics themes integration into the curriculum. These integrated themes are part of the WIOA grant mandates and deliverables providing student input into learning goals. In addition, the surveys provide the department with industry sector interest by students to assist with future curriculum planning.

4. Opened new Language Learning Center (LLC) in the BCT Complex which includes state of the art language learning technology. The increased proximity to Building 66 facilitates better access to the LLC for ESL students.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: 1. AEBG's ESL work group has had monthly meetings hosted in Building 66 by 4 ESL faculty and 1 ESL manager. They created a consortium-wide set of rubrics for evaluating student progress to further refine the progress report with our K-12 partners.

2. Four ESL faculty presented along with K-12 colleagues at the AEBG Consortium fall and spring conferences. Topics included refining rubrics to address progress report usage.

3. AEBG's Counselor work group met monthly with one of our ESL counselors attending and participating in the AEBG consortium conferences.

4. Twenty faculty and staff participated in annual School of Continuing Education Advisory Retreat.

5. One ESL full-time presented at a non-credit advocacy ASCCC conference and one ESL adjunct presented at the international TESOL conference on social justice concerns for ESL students. One manager presented at the CASAS Summer Institute to the national consortium and as a panelist regarding our division implementation of the Integrated Education and Training plan.

6. Five ESL adjunct faculty participated in year-long action research on Digital Storytelling and Teaching Proficiency through Reading and Storytelling. They presented at a year-end event attended by several faculty and managers demonstrating teaching techniques and student projects.

Contributors to the Report: Jody Fernando

- Margaret Teske
- Dana Miho
- Lourdes Granda
- Chong Hee Min
- Antonio Gallardo
- Michael Ngo
- Vanessa Garcia
- Peggy Marcy
- Kari Bang
- Frances Fendors
- Heidi Alcalá

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Academic Innovation - Support innovative teaching and learning projects that include both in class and outside of class activities designed to

Report directly on Goal

Reporting Year: 2017-18
% Completed: 75
 DELETE? NO LONGER RELEVANT ESL faculty continue to increase their utilization of computer labs and language

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans	
<p>enhance student success. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>learning software in the department. This has allowed adult immigrant learners to become exposed and more comfortable with use of technology with their daily learning.</p> <p>An example of innovative academic technology use: ESL faculty completed an action research project with students using digital storytelling to utilize their newly acquired language skills. (06/26/2018)</p>	
	<p>Full Funding Requested - Rosetta Stone Software Describe Plans & Activities Supported: LLC continues to add projects to the umbrella Passport Rewards program to enhance academic success. Passport Rewards includes Rosetta Stone software (\$35,000 annually), LLC Tutoring (BSI funding), and Language Partners. Lead: Peggy Marcy One-Time Funding Requested (if applicable): 35000 Type of Request: Lottery Planning Unit Priority: Low What would success look like and how would you measure it?: Participants in Language Partners, who have completed at least 2 activities, will have a 5% higher passing rate 17-18 than students in the same class not participating to that extent. Documentation Attached?: Yes Related Documents: Passport Rewards Rosetta Stone Quote annual.pdf</p>	<p>Reporting Year: 2017-18 % Completed: 50 Rosetta Stone and Rosetta Stone Advantage was used by 10% of LLC language learners. These Passport Rewards participants averaged 18 hours which is 35% higher attendance than non-Rosetta Stone users.</p> <p>Fall 2017 launched the Language Partners program with a total of 36 students resulting in 12 active pairs. Average attendance hours per student was 28 with each partnership completing an average of 6 activities. (05/30/2018) Related Documents: Passport Rewards Rosetta Stone Quote annual.pdf 201720_FALL_2017_Passport_Rewards-Statistics.docx 201720_Fall_Language Partner Statistics.xlsx</p> <p>Reporting Year: 2016-17 % Completed: 50 Program will launch Fall 2017. Program was launched successfully Fall 2017 to 36 students. (07/27/2017)</p>	<p>: USE of RESULTS: 1. (RS) Report statistics in an easy to understand infographic to encourage more instructors using the program for extra credit. 2. (RS) Continue yearly purchases of Rosetta Stone software in order to increase attendance. 1. (LP) The LLC has made a push for LP with French and other languages served to increase the usefulness and increase attendance hours. Next year we will analyze how many languages are involved. 2. (LP) Need to follow up on future semesters with comparison of passing rates of language classes. 3. (LP) Need more funding for writing more activities. (05/30/2018)</p> <p>: Activity not yet started (07/27/2017)</p>
	<p>No Funding Requested - Integrate IELCE in upper level courses Describe Plans & Activities</p>	<p>Reporting Year: 2017-18 % Completed: 50 ESL for Health Professionals, ESU Accounting, and ESL</p>	<p>: Faculty member Dana Miho is investigating potential for other</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>	
	<p>Supported: Integrate English Language and Civics Education (IELCE) grant objectives (emphasizing transitions to work and workforce training) – instruction and assessments in Levels 4,5,6 and Career Life Planning.</p> <p>Funding would come from current WIOA allocations.</p> <p>Lead: Margaret Teske, Jody Fernando</p> <p>One-Time Funding Requested (if applicable): 1725</p> <p>Type of Request: Staffing</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: Student success is expected to be at a 70% pass rate for each class.</p> <p>Documentation Attached?: No</p>	<p>Hospitality were offered for 5 week sessions during Spring 2018. ESL for Health Professionals enrolled 36 students, ESU Accounting enrolled 29, and ESU Hospitality enrolled 35 students. For fall 2018, we will offer these courses for 8 weeks instead of 5.</p> <p>SHOULD I MOVE THIS SECTION TO ANALYSIS OF PROGRESS INSTEAD OF FUNDING REQUEST? DO I DELETE/MOVE ALL YEARS?? (06/01/2018)</p> <p>Reporting Year: 2017-18 % Completed: 100</p> <p>Supplementary curriculum for meeting IELCE (EL Civics) objectives were improved and put into place in Levels 3, 4, 5, 6, and in VESL Career and Life Planning. The department counselor were consulted and brought in with a pilot in the fall and with all their classes in the spring. Students success rates range from 80-95%.</p> <p>As of May 2018, Dana Miho has created three supplemental IELCE classes for Accounting, Health, and Hospitality for upper levels. She has recruited two other faculty to create additional curriculum for longer length classes to begin next fall. She has met with Short-Term Vocational instructors to ensure that these courses will prepare students for future studies in these fields. In addition, interested faculty are making inquiries into similar courses for additional industry sector language support classes. This is year one of many to come. Student interest is high and lengthier classes including EL Civics are being planned for fall 2018. (05/30/2018)</p>	<p>specialized CTE courses such as hospitality and accounting. (07/27/2017)</p>
		<p>Reporting Year: 2016-17 % Completed: 25</p> <p>ESU for Health Professions was offered Winter 2017 with a waitlist of 30 students. ESU for Academic & Career was offered during the summer term. Faculty member Dana Miho is planning to work with Culinary Arts and other CTE areas to develop similar ESU courses. (07/27/2017)</p>	<p>: This course was very popular and had a waitlist of 30 students during the winter term. Because of it's popularity, it was offered again in the summer along with ESU Academic and Career purposes. Both of these courses filled to capacity. Course was taught on overload by full-time</p>

Unit Goals

Resources Needed

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

faculty, so requested funding was covered by the college. (07/27/2017)

No Funding Requested - ESL Professional Development Funding

Describe Plans & Activities

Supported: IET in VESL & ESU Courses (Funding from WIOA), STAR Projects (Funding from BSI), Curriculum Improvement: ESL Retreat (Funding from BSI)

Lead: Dana Miho

Type of Request: Staffing

Planning Unit Priority: High

What would success look like and how would you measure it?: 1.

Faculty will develop curricula for three new ESU courses: hospitality, accounting, and American Welding Society (AWS) test preparation.

2. Three to five faculty members will incorporate their action research strategies into their daily teaching and present their research findings upon conclusion of their projects.

3. Faculty will collaboratively develop an annual departmental SLO focusing on a College ILO (Communication) that is to be assessed in Spring 2018. 70% of ESL Level students who participate in the departmental SLO will obtain a passing score.

Documentation Attached?: Yes

Reporting Year: 2017-18

% Completed: 75

1. Faculty developed curricula for new ESU courses (hospitality and accounting). The department piloted offering the courses for advanced-level ESL students in Spring 2018. Due to the high demand for both courses, the department plans to offer these courses for intermediate and advanced-level ESL students separately in Fall 2018. Development of ESU course for welding test preparation is currently in progress.

2. Five faculty members formed two research groups and conducted their year-long action research. The two teams of faculty focused on the following research topics: 1) digital storytelling and 2) TPRS in the Adult ESL Classroom. Upon conclusion of their research, the faculty presented their research findings at the share-out meeting that was open to all ESL faculty.

3. Twenty-nine faculty members participated in the annual ESL faculty retreat and collaboratively developed a departmental SLO focusing on the Communication ILO: Listening Comprehension. The SLO was implemented in all ESL Level courses in Spring 2018. Note: As of June 11, the ESL Outcomes Team is collecting the SLO results from faculty. The results will be tallied and analyzed for reporting by June 28, 2018. (06/11/2018)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>Enhanced Student Support - Use evidence-based decision making to plan for noncredit SSSP, Student Equity, and other student support services that lead to college and career advancement.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18</p> <p>Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 75</p> <p>SSSP data continues to be submitted by semester and tracks student contact with counselors. The ESL Counseling Team continues to utilize the Noncredit Student Education Plan (NSEP) and uses pre-populated information from the ESL database to streamline counselor meetings which outlines their academic pathway, based on their placement test results.</p> <p>Student Equity Plan includes ESL / Basic Skills students in terms of access and course success. The main trend for Mt. SAC's ESL program is the declining enrollment of Hispanic populations disproportionate to the communities served by the district, and the need to improve access to those who are socio-economically disadvantaged. In an effort to serve more students from these populations in our district, we are establishing off-site courses in Pomona and in the local manufacturing industry to make our services more accessible to community members. We also target advertising on social media outlets toward Spanish speakers in the Mt. SAC district.</p> <p>The ESL Counseling Team has worked to create strategies and activities that target students with low socioeconomic status and who are seeking college and career pathways. Much of the work that has been done has involved finding points of entry in the community where we can reach out to potential students. Bilingual counselors translated and conducted the New Student Orientation in Spanish to build rapport with our Hispanic population. Focusing on our equity goals, students from our off-site course in Pomona were invited to campus. Students were able to visit the Language Learning Center, receive their student ID's and received a Pathways Presentation in Spanish from a counselor. In addition, the ESL Counseling Team has had meetings with counselors, classroom presentations, and information tables/booths at multiple community locations and events. (06/26/2018)</p>
<p>Reporting Year: 2017-18</p>		

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans	
	<p>Software & Technology Support for Student Success</p> <p>Describe Plans & Activities</p> <p>Supported: LLC software-support workshops, class orientations, and individual coaching will impact students successfully using LLC software for class assignments. These tools will assist students to integrate online software into their language acquisition goals for English as a Second Language as well as 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 (\$38,000 annually).</p> <p>Lead: Peggy Marcy</p> <p>One-Time Funding Requested (if applicable): 59000</p> <p>Type of Request: Lottery</p> <p>Planning Unit Priority: Low</p> <p>What would success look like and how would you measure it?: Attendance at LLC workshops will increase by 5% in 2018-19 when compared to 2017-18.</p> <p>Documentation Attached?: Yes</p> <p>Related Documents:</p> <p>MSAC - Azar Bulk Code Quote - 5-7-18.pdf</p> <p>NativeAccent Quote Lab Pack 04052018.xlsx</p> <p>Full Funding Requested - Additional counseling hours to collect noncredit student education plans (NSEP) and orientations for all ESL students.</p> <p>Describe Plans & Activities</p>	<p>% Completed: 50</p> <p>LLC Workshops Fall 2017 resulted in an average attendance of 19 students per workshop.</p> <p>Spring 2018 had over 115 class orientations to various software such as Native Accent, Azar, Voicethread, and GoReact, which combined with the technology the new building provides, is going to increase student attendance. (05/30/2018)</p> <p>Related Documents:</p> <p>NativeAccent Quote Lab Pack 04052018.xlsx</p> <p>MSAC - Azar Bulk Code Quote - 5-7-18.pdf</p> <p>GoReactSoftware Quote Mount San Antonio College - FLASL 18.pdf</p>	<p>USE of RESULTS: 1. The LLC has learned to plan workshops two terms ahead of schedule so that this allows us to collaborate more with various learning centers on campus as well as provide a planning tool for professors. 2. Furthermore, the workshop topics need to expand to aid students in integrating online tools into their academic success. 3. Need to continue yearly purchases of Native Accent (\$15,000), Azar Software (\$5,120), Voicethread (\$1,000), GoReact (\$38,000). 4. Need to work with professors in choosing new useful software such as Lingt. (05/30/2018)</p>
		<p>Reporting Year: 2016-17</p> <p>% Completed: 100</p> <p>Total workshop attendance was 64. Average attendance per workshop was 5. (07/27/2017)</p> <p>Reporting Year: 2017-18</p> <p>% Completed: 75</p> <p>During the spring semester, the counseling team worked to establish a new process to ensure collection of education plans which coincides with our current orientation and</p>	<p>Based on workshop feedback, the LLC Proj/Program Coordinator will create a Native Accent Pronunciation Workshop (NAPW) series for 17-18. Additionally, we found that our Event Calendar on our website asking for RSVPs was effect as well as announcing it on our Facebook page. Funding requested for nonteaching faculty was increased by \$14,000 this year. (07/27/2017)</p> <p>In 2016-17, ESL Counseling Team implemented a new and highly effective process to support students in developing clear</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>	
	<p>Supported: Following the New Student Orientation, students will begin the educational planning process by meeting with a counselor (NSEP). Students who do not meet with a counselor following the New Student Orientation will be contacted for an appointment. We are requesting 1500 additional counseling hours to cover peak times in order to collect all NSEPs for SSSP mandates to cover John Pellitteri's sabbatical and additional coverage needs.</p> <p>Lead: Jody Fernando, Michael Ngo</p> <p>One-Time Funding Requested (if applicable): 88000</p> <p>Type of Request: Staffing</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: At least 80% of new ESL students participating in the New Student Orientation, will meet with a counselor (NSEP).</p> <p>At least 70% of ESL students who do not meet with a counselor following the New Student Orientation will meet with a counselor for a follow-up appointment.</p> <p>Documentation Attached?: Yes</p> <p>Related Documents: 18-19 Counseling Coverage.pdf</p> <p>No Funding Requested - BSI VESL 1 Tutoring</p> <p>Describe Plans & Activities</p> <p>Supported: To provide four weekly hours of tutoring to VESL 1 students</p>	<p>assessment. In May 2018, the dean granted 1200 hours of counseling coverage for the 18-19 academic year. (07/27/2017)</p> <p>At least 70% of ESL students who do not meet with a counselor following the New Student Orientation will meet with a counselor for a follow-up appointment.</p> <p>Reporting Year: 2017-18</p> <p>% Completed: 50</p> <p>Overall, 67% of students (fall 2017-daytime and evening cohorts) utilized the VESL tutoring services. 52% of VESL students who attended 1 or more tutoring sessions during</p>	<p>pathways to college and career. As such, they will continue to imbed noncredit student educational planning (NSEP) services with orientation and assessment processes for new students. The fall 2017 NSEPs will increase from last year by 700% (from 73 to 511) and by 10% for the remainder of 2017-18 terms. No additional funds were received for adjunct faculty this year. (07/27/2017)</p>

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	<p>(Funding provided through Basic Skills Initiative Grant) Lead: Heidi Alcalá, Dana Miho On-Going Funding Requested (if applicable): 25000 Type of Request: Staffing, Instructional Equipment, Instructional Supplies Planning Unit Priority: High What would success look like and how would you measure it?: 70 % of VESL students who utilize tutoring services will:</p> <ul style="list-style-type: none"> • transition to VESL 2 and earn a certificate AND/OR • transition to a credit/noncredit program <p>Documentation Attached?: Yes Related Documents: BSI ESL-VESL Tutoring 2018-19.docx No Funding Requested - BSI LLC-ESL Tutoring: Self-Directed Learning Activities (SDLA) Describe Plans & Activities Supported: Self Directed Learning Activities will increase success rate and expand steadily into lower levels.</p>	<p>VESL 1 progressed to VESL 2, and all 52% of them also completed the VESL Career Paths Program and earned a certificate. 25% of VESL students who utilized tutoring services decided not to continue to VESL 2, but they transferred to other credit/noncredit programs. A higher transfer rate to other credit/noncredit programs was expected; unfortunately, several credit courses were cancelled in the spring semester, so students did not have the opportunity to take some of these courses. Overall, a total of 77% of students who utilized tutoring services in the fall of 2017 continued to VESL 2 and completed the program (52%) or transitioned to a credit/noncredit program (25%). It is remarkable to note that all 52% of students who attended at least one tutoring session completed the program and earned a certificate in the spring of 2018. Data pending for students who enrolled in VESL 1 in the spring 2018 and who will continue into VESL 2 or transfer to other programs in the summer or fall 2018. (06/11/2018)</p> <p>Reporting Year: 2017-18 % Completed: 75 Students who actively participated in LLC Tutoring Fall 2017 Levels 1-6 had a 27% higher passing rate than non-participant cohorts in the same classes. (06/05/2018) Related Documents: Data analysis done by Mt SAC Research Dept for LLC ESL Tutoring for Fall 2017.pdf</p>
	<p>(Funding from BSI Grant) Lead: Peggy Marcy On-Going Funding Requested (if applicable): 45000 Type of Request: Staffing Planning Unit Priority: Medium What would success look like and how would you measure it?: During Fall 2017 semester, Levels 1-6 noncredit ESL students completing</p>	<p>: 1. Need to increase LLC Tutoring participation in order to allow greater access to learning tools which greatly impact student success. 2. Need to continue writing new SDLAs so that students remain challenged each session. 3. Will explore using SDLA Workshops in series of 5 for attracting and increasing access for night students. (06/05/2018)</p>

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two or more SDLAs in the LLC with the Faculty-Tutor have a 10% higher passing rate compared to a similar cohort of students not participating.

No Funding Requested - Peer Mentoring + Afternoon at the Movies

Describe Plans & Activities Supported: 1. Peer Mentoring (funded through BSI Grant) will provide academic support to struggling Pre-Level 1 to Level 4 students to make greater progress in their courses. 2. Afternoon at the Movies (funded through WIOA funds) will provide students with comfortable learning environments to strengthen speaking and listening skills.

Lead: Dana Miho

Type of Request: Staffing

Planning Unit Priority: High

What would success look like and how would you measure it?: 1. The course pass rates of the mentees (struggling students) will surpass or match the course pass rates of students who do not participate in the peer mentoring program.

2. 70% of students who attend the Afternoon at the Movies and complete pre and post surveys will indicate that their confidence in speaking has improved.

Reporting Year: 2017-18

% Completed: 75

1. During Fall 2017, 105 students (mentees) from 28 course sections (CRNs) received academic support by participating in the peer mentoring program. The course success/pass rates of the mentees compared with the course success rates without the mentees were the following: Pre-Level 1 (100% vs. 86%), Level 1 (96% vs. 94%), Level 2 (100% vs. 93%), Level 3 (100% vs. 97%), and Level 4 (100% vs. 85%). Note: Spring 2018 results are currently being tallied and will be analyzed for reporting by June 28, 2018.

2. During the 2017-18 year, four Afternoon at the Movies sessions were offered. A total of 116 students participated and were provided with opportunities to practice listening and speaking skills through communicative and meaningful activities. (06/10/2018)

No Funding Requested - Career Guidance Center

Describe Plans & Activities Supported: • Build student

Reporting Year: 2017-18

% Completed: 75

The CGC was initiated late in Fall 2017 with 4 student contacts for the term. Winter 2018 with 41 student

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>and faculty awareness of the Career Guidance Center by having appropriate signage in common areas, classroom presentations, departmental student newsletter and its offerings at faculty meetings.</p> <ul style="list-style-type: none"> • Create resources for student use <p>Lead: Vanessa Garcia Planning Unit Priority: Medium What would success look like and how would you measure it?: • Average of 5-8 students per week will visit the CGC per semester. There will be a 10% increase in students visiting the CGC when there are workshop/events.</p> <ul style="list-style-type: none"> • Counselors will develop 3-5 resources such as SDLAs, Career Inventory surveys, or workshops for student use in the CGC <p>Full Funding Requested - Counseling replacement for FT vacated counseling position Describe Plans & Activities Supported: Replace John Pellitteri's full-time position to continue to provide robust SSSP services to ESL students. This position is needed to provide comprehensive counseling services to the noncredit ESL student population, including academic, career, and personal counseling. ESL counselors are critical in providing new student orientation, registration, assessment, educational plans, referrals, and planning academic and career</p>	<p>contacts and Spring 2018 with over 200 student contacts to date. Students would use the CGC computers for various reasons such as Portal Account claim, Open CCCApply, career sites, etc. All computers have career/college links for students to use. Counselors have developed 3 SDLAs for student use in the CGC (see attached samples). Counselors also hope to offer workshops in the future pending increased counselor coverage. (05/30/2018)</p> <p>Related Documents: ONET.pdf California Career Zone.pdf</p>

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support for our students. They also teach Career and Life Planning in our VESL program, provide SSSP services, and implement student equity related activities. Our counselors coordinate student newsletters, serve on college committees, develop curriculum, facilitate career workshops, and assist students who face barriers in their educational path. ESL counselors support over 4700 students annually for approximately 350 sections of morning and evening courses offered between 8 am and 10 pm.

Lead: Jody Fernando
Type of Request: Staffing
Planning Unit Priority: High
What would success look like and how would you measure it?: Hiring of a full-time counselor (11 months).

The counselors will assist students with core services of Noncredit SSSP including noncredit educational plans, provide orientation, enrollment, and assessments. Additionally, the ESL counselor will facilitate student pathways to further training or career placement, represent ESL in outreach activities, support student equity initiatives, and provide SSSP services. Also, he/she will work closely with regional consortium partners to provide access for under-served students into our programs in order to close an equity gap.

Documentation Attached?: No

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>	
<p>and support ESL faculty and staff in developing professionally as well as in taking on leadership roles, both locally and statewide. Status: Active Goal Year(s): 2016-17, 2017-18 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 75 ESL faculty are actively involved in leadership at the local and state level. Our ESL instructional faculty member sits on Academic Senate. Counseling faculty serves on Student Equity, PLC, XXX committees. Adjunct faculty serve on PLC and Academic Senate. Four ESL faculty and 1 ESL manager are actively involved in AEBG workgroup and conferences. Twenty faculty and staff participated in the SCE Advisory Retreat. (06/26/2018)</p>	
	<p>No Funding Requested - Faculty Advisory Group and Syllabi Review Team Describe Plans & Activities Supported: 1. The advisory group (11 faculty members: a chair, a secretary, eight level reps, and a counselor) will hold three meetings per semester and discuss faculty related matters including curriculum, SLOs, ESL retreat planning, Academic Senate Issues, student Issues, and administrative issues. The group will provide meeting agendas and minutes to all faculty members for input. 2. Each term, the syllabi review team (three to five faculty members) review course syllabi and provide feedback. (Funding from WIOA) Lead: Dana Miho Type of Request: Staffing Planning Unit Priority: High What would success look like and how would you measure it?: 1. Faculty reps will voice students' needs at the advisory group meetings.</p>	<p>Reporting Year: 2017-18 % Completed: 100 1. The ESL Faculty Advisory Group, comprised of eleven faculty members, held a total of six meetings during the 2017-18 academic year. The advisory group has increased adjunct faculty involvement in the department's instructional processes and provided opportunities for participating faculty to take on leadership roles. The meeting agendas and minutes were shared with all ESL faculty via email communication and were also posted on the department website for further faculty input and discussion. 2. The ESL Syllabi Review Team, comprised of four to five faculty members, was formed in Fall 2017. The team reviewed all ESL syllabi and provided feedback to fellow faculty. The syllabi review team ensured that all ESL syllabi were in compliance with the syllabi requirements set by the SCE in order to provide students with clear course information. This also provided opportunities for participating faculty to take on leadership roles. (06/10/2018) Related Documents: ESL Faculty Advisory Group Website ESL Syllabi Review Website</p>	<p>: The feedback from and work completed by the faculty advisory group created an outlet for faculty to give input to departmental</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>	
	<p>2. Clear communication of course information to students.</p> <p>No Funding Requested - Faculty and staff leadership in local and statewide initiatives</p> <p>Describe Plans & Activities</p> <p>Supported: Guide and support ESL faculty in developing leadership roles, both locally and statewide, including:</p> <ul style="list-style-type: none"> AEBG ESL Work Groups. Conference presentations <p>Conference planning committees</p> <ul style="list-style-type: none"> Writing curriculum packets for EL Civics <p>(Funding from WIOA)</p> <p>Lead: Margaret Teske</p> <p>Type of Request: Staffing</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: These instructors will be prepared to lead our department into changes brought on by statewide and local policy changes through their networking.</p>	<p>new textbook addition, worked on SLOs, provided feedback on departmental policies, and mapped courses to CAI competencies. (07/27/2017)</p> <p>Reporting Year: 2017-18</p> <p>% Completed: 100</p> <p>Under the leadership of Dana Miho, the full-time professor, ESL adjunct faculty selected peers to represent them in curriculum and policy advisory meetings that met on a monthly basis. ESL Faculty Advisory topics included Academic Senate updates, Regional Consortia workgroup progress, and curricular and resource needs for the 7-level program. (07/03/2018)</p>	<p>needs and gather faculty expertise in shaping departmental decisions and policies. No additional funding was provided for this activity. (07/27/2017)</p>
		<p>Reporting Year: 2017-18</p> <p>% Completed: 100</p> <p>Four ESL faculty participate in the AEBG workgroup, with an additional membership joining in June. Faculty are also active in local AEBG meetings and conference presentations.</p> <p>The ESL Department has four CATESOL conference committee and board leaders who are working to promote ESL teacher professional development on both a local and state level. Nineteen faculty members have presented at state and international conferences. Seventy-one faculty have attended state or local professional development opportunities.</p> <p>Four faculty participated in writing curriculum packets for new EL Civics objectives this year. Seven adjunct faculty joined a bimonthly workgroup on curriculum and assessment with the Director to research acceleration methods, discuss curriculum concerns, and propose potential solutions. (05/30/2018)</p>	
<p>Data-Driven Decisions - Encourage faculty, staff, and students to use evidence-based data for decisions, including the ESL Database and SLO</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 75</p> <p>Aligned ESL student support services with Noncredit Data Elements dictionary in order to capture the core services of</p>	

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>assessment data in planning course of study and measures of student support and success. Status: Active Goal Year(s): 2016-17, 2017-18 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>assessment/placement, orientation, counseling, educational planning, and other follow-up services that will be collected and used in the 2017-18 SSSP funding formula. Worked with IT support to map and align systems and codes that require extraction of data from ESL database and Banner into MIS reporting system.</p> <p>Utilized enrollment data from ESL database, including weekly class counts and wait lists, to schedule additional classes that maximize access and efficiency for growth. Cut 6% of fall sections from 2016 to 2017; increased 96.63 FTEs. Cut 13% of spring sections from 2017 to 2018; increased 6.44 FTEs. (06/26/2018)</p>
	<p>No Funding Requested - Streamline and increase data collection for reporting accuracy (Action Plan) Describe Plans & Activities Supported: 1. Streamline AEBG and WIOA data collection process by identifying data missing from registration card needed for data entry. 2. Streamline and increase data collection in order to improve follow up services to post-program students Lead: Kari Yahiro, Frances Fendors, Heidi Alcala, Jody Fernando Type of Request: Non-Instructional Equipment, IT Support Planning Unit Priority: High What would success look like and how would you measure it?: 1. Identify process to routinely update student information: address, phone, educational goals and employment status (require students portal sign-up) 2. Banner/APEX able to capture data by end of Fall 2019</p>	<p>Reporting Year: 2017-18 % Completed: 75 Pared down questions from data entry (compared with registration card and CASAS entry form). Consulted with Counseling team regarding educational goals questions. Pared down answer options for remaining questions. Determining best method to update students' data on regular basis. (06/04/2018)</p> <hr/> <p>Reporting Year: 2017-18 % Completed: 50 Created division-wide registration card to capture data collected from data entry. Transitioned to CASAS E-testing to capture data previously missed that was collected by data entry. (05/30/2018)</p>

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- 3. Increase Social Security numbers by 10%
- 4. Establish process to follow up with students who have completed the program and track their pathways
- 5. Develop articulation agreement with AMLA for mirrored courses
- 6. Establish alumni contact through Mt. SAC foundation

Documentation Attached?: No

No Funding Requested - Increase opportunities for student input and feedback (Action Plan)

Describe Plans & Activities

- Supported:** 1. Conduct for VESL and ESL during fall semesters
 2. Conduct student surveys based on feedback from focus groups during spring semesters

Lead: Heidi Alcala, Kelly Velasquez

Type of Request: Staffing, Non-Instructional Supplies

Planning Unit Priority: Medium

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

- Get new ideas to improve course offerings/services
- Increase recruitment of Hispanic populations

Reporting Year: 2017-18

% Completed: 100

VESL Focus Groups were conducted on November 20 and 21, 2018, among VESL 1 and VESL 2 students. A total of 7 morning students and 8 evening students participated in Focus Groups.

Some recurring topics emerged, such as students requesting extra support for computer courses, specifically Microcomputer Applications, which is a difficult class and requires more time for students to practice and a teacher assistant to help them with in-class assignments and homework.

Students expressed their interest in language courses to improve their communications skills. They suggested that we offered pronunciation courses, modern American idioms, and courses related to American culture.

Students also requested to have support courses in specific areas such as accounting, hospitality and health before enrolling in credit/noncredit programs in these areas.

We asked students to provide us with some ideas to increase recruitment of Hispanic populations, and they asked us to post flyers in businesses owned by Hispanics as well as to visit local schools to do presentations.

To respond to this data, we offered new sections of Microcomputer Applications and Pronunciation during interim sessions. We also created and implemented English for Specific Uses (ESU) courses in Accounting, Hospitality,

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and Health. We are also hoping to pilot themed speaking courses in American culture and pronunciation during the 2018-19 academic year.

We have continued to focus our recruitment efforts to Hispanic populations through hosting tables at Mt. SAC and external community events throughout the year, connecting with local organizations who serve Hispanic populations, and advertising on social media outlets in Spanish and English. (06/11/2018)

Full Funding Requested - Digitize documents using OnBase in order to more efficiently track enrollment data used to report SSSP outcomes and comply with college's goals to go paperless. (\$3000 initial cost + 15% annual maintenance fee)

Reporting Year: 2017-18
% Completed: 25
 IT has installed OnBase on scanning system. Staff is participating in ongoing training. Full functionality (scanning registration documents and employee information) for scanning documents expected beginning July 1. (05/30/2018)

(REQUESTING FUNDING FROM SSSP)

Describe Plans & Activities
Supported: Digitize records using OnBase and move paper processes online
Lead: Monica Juarez, Chong Hee Min
One-Time Funding Requested (if applicable): 3000
On-Going Funding Requested (if applicable): 500
Type of Request: Staffing, Non-Instructional Equipment, Non-Instructional Supplies, IT Support
Planning Unit Priority: High
What would success look like and how would you measure it?: •
 Efficient use of physical office space (count number of hard copies)
 • Will be able to scan 50% of documents

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Documentation Attached?: No

<p>Noncredit Advocacy - Promote involvement of faculty, staff, and students in advocacy efforts that support student access into the program, steady persistence, and goal-based student success. Status: Active Goal Year(s): 2016-17, 2017-18 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>No Funding Requested - Faculty representation Describe Plans & Activities Supported: 1. Faculty Representation on Statewide Committees and Work Groups 2. Faculty Representation on the College’s Shared Governance Process: Academic Senate and Committees</p> <p>Lead: Dana Miho Planning Unit Priority: High What would success look like and how would you measure it?: 1. Faculty will serve on the Common Assessment Initiative (CAI) Statewide ESL Work Group representing noncredit ESL. 2. Faculty will hold seats designated for ESL: Academic Senate and Basic Skills Coordinating Committee. Additional faculty members participate in the shared governance process by serving on committees representing noncredit.</p>	<p>Reporting Year: 2017-18 % Completed: 75 ESL Faculty represented ESL on statewide CAI work group and multiple campus wide committees. The ESL Instructional Support Manager was invited to present on an IELCE/IET panel regarding the Mt. SAC ESL program for the CASAS National Consortium meeting with the California Department of Education. (06/26/2018)</p> <hr/> <p>Reporting Year: 2017-18 % Completed: 100 1. Dana Miho has served on the CAI Statewide ESL Work Group from Spring 2015 to Fall 2017 representing noncredit ESL. The CAI Project was officially terminated in Fall 2017. 2. The following ESL faculty members served on the campus-wide committees in 2017-18 in order to represent noncredit student voices and improve noncredit student access to educational opportunities and services.</p> <p>Dana Miho: Academic Senate Executive Board, Noncredit Liaison to the Academic Senate, Curriculum & Instruction Council, Equivalency, Basic Skills (Fall 17), Guided Pathways, and Educational Design John Pellitteri: Student Preparation & Success Council Vanessa Garcia: Student Equity Michael Ngo: Guided Pathways Rita Van Dyke-Kao: Academic Senate, Basic Skills (Spring 18) (06/10/2018)</p> <hr/> <p>Reporting Year: 2016-17 % Completed: 100 Dana Miho represented noncredit at the state level on the common assessment workgroup in Sacramento 3 times this year. (07/27/2017)</p> <p>: Dana provided expertise on how the development of statement common assessment initiative would impact the noncredit ESL population. (07/27/2017)</p>
<p>Facilities & Infrastructure - Seek various sources of funding to secure</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 25</p>

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<p>state-of-the-art technology for teaching and learning as well as more basic needs such as furniture replacement for safety and classrooms to accommodate growth.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18</p> <p>Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>Full Funding Requested - Additional Classroom & Computer Lab Chairs/tables</p> <p>Describe Plans & Activities Supported: Add 44 chairs in Bldg 66 (estimated cost = \$150 ea; \$6600 total)</p> <p>Replace 34 computer chairs (Lumin 5 star base) in lab 36-1. (estimated cost = \$160 ea; \$5500 total)</p> <p>Replace computer tables in lab 36-1. (estimated cost = \$30,000)</p> <p>Installation costs (40% of total order = \$16,840</p> <p>Lead: Jody Fernando</p> <p>One-Time Funding Requested (if applicable): 58940</p> <p>Type of Request: Facilities</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: •</p> <p style="padding-left: 40px;">We need 44 additional classroom chairs in Building 66 to accommodate larger class sizes.</p> <ul style="list-style-type: none"> • Computer Lab 36-1 chairs and tables are also a safety issue. Several students have fallen due to cracked plastic back support. The tables are wobbly and unstable. <p>Documentation Attached?: Yes</p> <p>Related Documents:</p> <p>2018_05.18_Preliminary Cost Estimates.pdf</p>	<p>We purchased technology and textbooks using our WIOA funding. No funding was received from the district for other requests. (06/26/2018)</p> <hr/> <p>Reporting Year: 2016-17</p> <p>% Completed: 100</p> <p>Chairs were replaced in fall 2016. (06/02/2017)</p>	<p>: Chairs were funded and purchased. (06/02/2017)</p>
	<p>Full Funding Requested - Reconfigure computer lab to accommodate more students.</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 0</p> <p>Chairs not yet purchased. (07/27/2017)</p>	<p>: Chairs still need to be replaced. (07/27/2017)</p>

Describe Plans & Activities

Supported: Reconfigure computer labs (66-169, 66-228, 66-238) to accommodate more stations / larger class sizes.
Additional costs exceeding attached quote include \$10,000 for consultant fees and \$40,000 for electrical/data modifications.

Lead: Jody Fernando

One-Time Funding Requested (if applicable): 258000

Type of Request: Facilities

Planning Unit Priority: Low

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

Currently, labs 66-228 and 66-238 have a classroom capacity of 31 students. 66-169 has a capacity of 34 students. If a class is large, students need to share computers or observe which negatively impacts the learning process. We would like to increase stations to accommodate larger class sizes (36) by purchasing new lab furniture.

Documentation Attached?: Yes

Related Documents:

[2018_05.18_Preliminary Cost Estimates.pdf](#)

Full Funding Requested - Update
Office Furniture to ergonomic standards

Describe Plans & Activities

Supported: • Replace task and guest chairs with ergonomic chairs for work stations and waiting areas.

- Obtain 32 guest chairs for

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the Career and Guidance Center (CGC) to replace unsafe, aging chairs.

- Obtain desktop standing desks for full-time staff and faculty.

Lead: Jody Fernando

One-Time Funding Requested (if applicable): 45000

Type of Request: Facilities

Planning Unit Priority: High

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

Office task and guest chairs are at least 11 years old (purchased when Building 66 was built). Multiple staff are complaining of back problems.

- Currently, the CGC has chairs that are becoming a safety issue as the plastic back support can easily break.

Documentation Attached?: Yes

Related Documents:

[2018_05.18_Preliminary Cost Estimates.pdf](#)

Full Funding Requested - Add lobby furniture for increased student study space

Describe Plans & Activities

Supported: • Purchase tables and chairs to provide work spaces in Building 66 lobby.

- Purchase charging station for student use.

Lead: Jody Fernando

One-Time Funding Requested (if applicable): 15000

Type of Request: Facilities

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Planning Unit Priority: Medium
What would success look like and how would you measure it?:
 Students frequently look for spaces to work in our building and would benefit from seating and tables to both study and complete registration paperwork. Students will have access to increased study space and charging stations.

Documentation Attached?: Yes

Related Documents:

[2018_05.18_Preliminary Cost Estimates.pdf](#)

No Funding Requested - Roving laptop lab for CASAS e-testing (WIOA Funded)

Describe Plans & Activities

Supported: Create a roving laptop computer lab (or modify existing computers) for CASAS eTesting.

Lead: Jody Fernando, Tony Gallardo

One-Time Funding Requested (if applicable): 53000

Type of Request: Instructional Equipment

Planning Unit Priority: Medium
What would success look like and how would you measure it?: All of our current computer labs are used for student instruction and testing. A roving CASAS lab would enable us to save time, collect more accurate test scores to provide federal funding for student instruction, and follow up for paired scores more quickly. To ensure adequate internet access, each laptop cart would have its own WiFi access point (or hotspots) specifically for the laptops.

Reporting Year: 2018-19

% Completed: 0

Create a roving laptop computer lab (or modify existing computers) for CASAS eTesting. (\$TBD) We are looking into what would be the best technology and practice by meeting with the IT Department to test both technologies at this coming semester.

Lead Jody Fernando, Tony Gallardo (06/04/2018)

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

Documentation Attached?: Yes

Related Documents:

[Fall 2018 E-testing Lab Usage \(PIE Memo\).docx](#)

Full Funding Requested - New LLC additional furnishing needs

Describe Plans & Activities

Supported: The LLC moved to 77-1005 in Feb. 2018. In settling into the space, they need a few more furniture items that were not included in the original building project.

1. Rolling file cabinet (no cushion top needed) for coordinator in 1005B (\$TBD)
2. 4 rolling chairs for Room 1005a to facilitate student/tutor interactions (\$TBD)

Lead: Peggy Marcy

Type of Request: Facilities

Planning Unit Priority: High

What would success look like and how would you measure it?: LLC is more functional and efficient in serving students.

Full Funding Requested - Updated Wifi Access points

Describe Plans & Activities

Supported: The use of Wi-Fi technology in the ESL classrooms and labs has increased and our Wi-Fi system we have in the Building 66 it is not sufficient to accommodate all our students and department equipment to connect through the Wi-Fi. In order to cover the building's first and second floor only

Reporting Year: 2018-19

% Completed: 0

The use of Wi-Fi technology in the ESL classrooms and labs has been increased in the last couple of years and our Wi-Fi system we have in the Building 66 it is not sufficient to accommodate all our students and department equipment to connect through the Wi-Fi. We are recommending Wi-Fi in each classroom and lab. Currently there are 12 old HP Access Points. In order to cover the building's first and second floor only for the ESL Department, the department will need 26 new Access Points. This doesn't take into consideration the classrooms and offices of the Humanities

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>for the ESL Department, the department will need 28 new Access Points. (Per IT, cost is \$1400 per access point - includes hardware and installation).</p> <p>Lead: Antonio Gallardo</p> <p>One-Time Funding Requested (if applicable): 40000</p> <p>Type of Request: Facilities</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: Students would be able to login using Wifi access in all our Building 66 classrooms at the same time for class activities and testing.</p> <p>Documentation Attached?: No</p> <p>No Funding Requested - Update desktop computers and document cameras in Building 66 classrooms (WIOA Funded)</p> <p>Describe Plans & Activities</p> <p>Supported: Document cameras in classrooms are over 10 years old and need to replace 21 document cameras. Current model is being phased out and new model projected to cost \$2180 each (\$45,780 total). Desktop computers will cost \$1300 each (\$27,300 total). (WIOA funding)</p> <p>Lead: Antonio Gallardo, Jody Fernando</p> <p>One-Time Funding Requested (if applicable): 73000</p> <p>Type of Request: Facilities</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: All</p>	<p>Division. (06/04/2018)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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document cameras will be replaced.
Documentation Attached?: No

<p>Secure Staffing - Secure funding to hire additional counselors (??), administrative staff, and instructional support staff to keep up with the growing mandates required to implement state plans such as WIOA, noncredit SSSP, and Student Equity.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 25 We utilized WIOA funding to employ 4 temporary staff to meet departmental needs in registration, the instructional support office, and counseling. Additional support from the district would be helpful to create permanent positions to support program growth. (06/26/2018)</p>
	<p>No Funding Requested - Full Time ESL Registration Staff</p> <p>(Active request to convert two part-time positions to one full-time position using existing funding)</p> <p>Lead: Jody Fernando</p> <p>One-Time Funding Requested (if applicable): 65732</p> <p>Type of Request: Staffing</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: A full-time staff member will help to increase consistency of coverage and accuracy for the registration desk. See attached request for more details.</p> <p>Related Documents: Funding proposal for FT A&R Clerk.xlsx A&R Clerk FT Request.docx</p>	<p>Reporting Year: 2016-17 % Completed: 50 One registration clerk was hired during the spring semester. (06/02/2017)</p>
	<p>Full Funding Requested - ESL Administrative Specialist II</p> <p>Describe Plans & Activities Supported: Add a part-time Admin Assistant 2 to support more complex admin needs for a department of 2 managers, 4 FT faculty, 55+ adjunct</p>	<p>Reporting Year: 2016-17 % Completed: 0 We have had two part-time Admin Specialist 1s, and one full-time Admin Specialist 3 for over 10 years. Since 2011-12, our student enrollment has grown 25%, course sections have increased 13%, and employees have increased 18% without any additional increase in administrative support to</p>

: The registration clerk supports the matriculation needs of the departments. Because of the need to maintain positive attendance by calling waitlists and contacting absent students, we are still in need of an additional registration clerk. (07/27/2017)

: Position not yet funded. (07/27/2017)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>faculty, 20+ classified staff, and 10-20 student workers. Additionally, this position would support the Admin 3's processes for purchasing, payroll reporting, and budget preparation.</p> <p>Lead: Jody Fernando</p> <p>On-Going Funding Requested (if applicable): 27154</p> <p>Type of Request: Staffing</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: Admin 2 would be hired.</p> <p>Documentation Attached?: Yes</p> <p>No Funding Requested - Instructional Support Assistant permanent position (part-time)</p> <p>(Funding from WIOA)</p> <p>Describe Plans & Activities</p> <p>Supported: Due to growth in our program and EL Civics assessments, there is a need to provide more support to the Instructional Support Office. The ESL program has added 13 classes since 2011, 8 of which are level courses which necessitate additional work for the ISAs. We have also added additional Section 243 EL Civics assessments in every term (fall, winter, spring, and summer) which require additional grading. Further, we are transitioning to CASAS e-testing and need to ensure adequate coverage for proctors administering tests.</p> <p>Lead: Lourdes Granda, Jody Fernando</p> <p>On-Going Funding Requested (if</p>	<p>handle the volume of the workload for facilities, payroll, scheduling, purchasing, and budgeting needs for a large department. (06/02/2017)</p>

Unit Goals

Resources Needed

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

applicable): 20275
Type of Request: Staffing
Planning Unit Priority: High
What would success look like and how would you measure it?: An additional ISA position would be added to the ISO.
Documentation Attached?: Yes
Related Documents:
[2018-19_EZSalaryProjection ISA.xlsx](#)
Full Funding Requested - Full time faculty member
Describe Plans & Activities
Supported: The ESL department has 1 full-time faculty member and 50-55 adjunct faculty members. Additional full-time faculty member is needed to support curriculum, professional development, and program needs necessary to effectively serve a 4000 student department.
Lead: Jody Fernando
On-Going Funding Requested (if applicable): 85000
Type of Request: Staffing
Planning Unit Priority: High
What would success look like and how would you measure it?: An additional full-time faculty member
Documentation Attached?: Yes
Related Documents:
[Projection FT Facutly.JPG](#)
Full Funding Requested - Assistant Director
Describe Plans & Activities
Supported: The ESL department includes 57 adjunct faculty, 22 classified staff, and 15 student workers. Classes run from 8 am to 10

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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pm and need access to management guidance. We offer approximately 340 course sections per year, and also manage 3 off-site courses. Supervising and evaluating the large staff, managing WIOA reporting, facilitating off-site courses, assisting with enrollment processes, and scheduling a large number of course sections necessitates additional management to complete necessary departmental tasks. Additionally, an assistant director would increase coverage for ESL programs and facilitated professional development opportunities. (This position would replace the Instructional Support Manager per pending retirement.)
Lead: Jody Fernando
On-Going Funding Requested (if applicable): 120096
Type of Request: Staffing, Instructional Equipment
Planning Unit Priority: High
What would success look like and how would you measure it?: Hiring an assistant director to replace the instructional support manager (Pending retirement).
Documentation Attached?: Yes
Related Documents:
[2018-19_EZSalaryProjection Asst Manager.xlsx](#)

<p>Collaborative Partnerships - Collaborate with internal and external entities to meet the changing needs of the immigrant learners. Status: Active Goal Year(s): 2016-17, 2017-18</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 75 ESL opened off-site course in partnership with Pomona USD at Renacimiento Community Center. Plans are in process to open another class in Pomona at Washington Elementary School. We are also working to open an ESU course at</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>Report directly on Goal</p> <hr/> <p>No Funding Requested - Marketing and community outreach initiatives</p> <p>Describe Plans & Activities</p> <p>Supported: Utilize social media and community outreach events to reach Hispanic and low SES students in Mt. SAC's district.</p> <p>Lead: Jody Fernando, Heidi Alcala</p> <p>Type of Request: Non-Instructional Supplies</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: 5% of new students will report learning about Mt. SAC ESL through Facebook and 3% will report learning about our program through Community Events.</p> <p>Documentation Attached?: Yes</p>	<p>Williams Sonoma distribution and manufacturing plant. (06/26/2018)</p> <hr/> <p>Reporting Year: 2017-18</p> <p>% Completed: 50</p> <p>4.42% of new students reported learning about Mt. SAC ESL through Facebook. 1.96% of students report learning about our program through community events. (06/14/2018)</p> <p>Related Documents:</p> <p>FB Stats.pdf</p>
	<p>No Funding Requested - Establish community based classes</p> <p>Describe Plans & Activities</p> <p>Supported: Open and maintain two community based classes in partnership with the City of Pomona and the City of Walnut.</p> <p>Lead: Jody Fernando</p> <p>Type of Request: Facilities , Staffing</p> <p>Planning Unit Priority: Medium</p> <p>What would success look like and how would you measure it?:</p> <p>Collaborate with the cities of Pomona and Walnut to open community based classes.</p> <p>Documentation Attached?: Yes</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 100</p> <p>We ran morning ESL courses during Winter and Spring terms at Renacimiento Community Center. We opened another course at Diamond Bar Community Center in the Spring term. (06/14/2018)</p>