

## 2017 English for Speakers of Other Languages Annual Program Plan

### ESOL English for Speakers of Other Languages

**I.A.** Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College? (**Program Profile: Purpose**)

#### Narrative

The department's mission statement is "to facilitate English language competence in speakers of other languages for academic study, pursuit of vocational certificates, enhanced career options, and increased civic engagement."

The ESOL Department addresses the College's mission statement "To empower and transform a global community of learners" and its vision to "inspire a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment." Furthermore, the ESOL Department's commitment to vocational certificates and increased civic engagement mirrors the College's Values Statement that "Education is the foundation of our civilized democratic society."

The ESOL Department meets the following College Strategic Priorities:

- **Student Success:** ESOL focuses on transfer, vocational ESL pathways to careers, and is heavily involved in many campus initiatives designed to facilitate student success.
- **Equity and Excellence:** ESOL has many international students in its classes and is a key player in all matters of matriculation for language learners. The ELI works with ESOL to reduce equity gaps for nonnative English speakers.
- **Comprehensive Community Connections:** ESOL serves many concurrent enrollment students, especially in summer, and is directly connected with new vocational initiatives such as Hospitality, Retail, and Tourism and Allied Health. ESOL is heavily involved in the local ACCEL (AEBG) consortium with adult schools.
- **Instruction:** ESOL is actively engaged in facilitating access to language learners to prepare them for their future via flexible scheduling, alternative delivery, vocational preparation, and academic rigor. ESOL engages in emerging instructional innovations such as embedded tutoring and hybrid courses.

**II.A.** Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. Programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities. (**Analysis: Progress on Prior Program Objectives (Goals) and Activities**)

## Narrative

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Progress made on previously established program objectives:

**1. Work towards embedding study skills and college readiness skills into the 820 and 852 curricula.**

- Level 2 instructors are continuing to embed study and college readiness skills in their classes; however, they report that students need more work on computer and study skills.
- We would like to assess the computer skills of all entering students in all levels; we would like to contrast that information with whether or not the students came through the adult school system. This will help us determine how best to serve students who have low computer skills.

**2. Move towards increasing the Listening/Speaking courses to 4 units.**

- We have not moved forward on this but we need to.

**3. Align the core courses with the Listening/Speaking courses in content and themes.**

- In Fall 2016, we held a retreat where we discussed themes for each level and appropriate materials.

**4. Build out the Cultures Connect Program.**

- We need to reexamine this program to see how it would be best applied at a community college.

**5. Add embedded tutors to ESOL 400 (through Equity funding) and ESOL 840 (through BSI funding).**

- We are working towards piloting embedded tutors in ESOL 400, 840, and 830 in Fall 2017. We have identified that we would like grad tutors to be our embedded tutors and are in the process of creating a budget worksheet for this.

**6. Continue to build the PACE Learning Community so the schedule gets stabilized and classes fill. Also continue to build up PACE-specific activities that carry over from year to year (PACE Family Night, field trips, etc.)**

- The PACE LC schedule is beginning to get stabilized as we have identified ideal times to offer our classes and understand that having the linked classes back-to-back on the same day draws in more students. The ESOL 400/875 combination has no problem filling; we still need to work on getting the 840/854 and English 105/COMM 110 courses to fill. We also have set community-building activities at the beginning of each semester since 2015. Since Fall 2015, we have been

holding PACE Family Nights every Fall Semester. The number of PACE cohorts has increased from 1 cohort in 2013 to 3 in Spring 2017.

Additional Goals:

### 1. Summer Offerings

- At this point, we can offer only conversation classes because they have a low enough unit load to be offered in summer. We need to examine the possibility of alternative formats to our large unit classes to make it possible for them to be offered during the summer. Meanwhile, we may consider offering grammar classes as boosters during the summer.

### 2. Weekend Offerings

- We may examine splitting our large unit classes to facilitate a Saturday offering; current load is too large to offer on a Saturday. One option could be to offer half of the course in one term and the other half in a subsequent term.

### 3. English Language Institute

- We will look at renaming the English Language Institute to better reflect the scope of services it provides.
- This year we are training two more ESOL counselors. The goal is to bring in more ESOL counselors to increase the ESOL knowledge base.
- Increase focus on career exploration and planning in the ESOL 840 and 400 classes.
- Strengthen retention support for ESOL students and integration with other student support services.

### 4. Intentional Calendaring of Departmental Work

- We would like to create a timeline of action items we need to complete to better facilitate our work.

### 5. PACE Certificate

- The PACE Certificate has been approved by the Curriculum Committee. We need approval from the Chancellor's Office.

Associated Objectives
 <a href="#">63-Embedded Tutors</a>  <a href="#">67-English Language Institute</a>  <a href="#">62-Level 2 Embed Study Skills</a>  <a href="#">65-PACE Learning Community</a>  <a href="#">66-Summer/Weekend Offerings</a>  <a href="#">69-Timeline of Department Action Items</a>

**II.B.** Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur. (**Analysis: Program Environment**)

## **Narrative**

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Internal and external changes impacting our program that may impact ESOL in the next year:

### **1. English Language Institute Relocation and Rebranding**

- After seven years of being located in Building 1, the ELI will be moving to Building 2, close to the SVIEP anticipated in Summer of 2018. The scope of services offered by the SVIEP necessitates a name change of the ELI. We will need to do a lot of outreach and inreach so students will continue to receive services.

### **2. Assessment and Placement Volatility**

- The SVIEP desires to offer TOEFL prep courses; this may increase the number of students in our program. In Fall 2016, we agreed to pilot the use of TOEFL scores for placement, and we need to review that data.
- The Common Assessment is still not available. In Fall 2016 we met with ESL faculty from our sister colleges to agree on common cut scores for Accuplacer in the interim. We still need to validate the cut scores.
- Due to the implementation of multiple measures as placement in English and math, counselors are now conducting all steps of SSSP on site at high schools. There may be impact into placement into ESL, and our counselor is monitoring this.

### **3. Alignment between Adult School ESL and ESOL Program via ACCEL**

- With the hiring of the ACCEL Transition Coordinator, more focused efforts have been put towards alignment between the Adult School and Skyline's ESL programs, and this has potential to impact our program's enrollment.

### **4. Lower enrollment at Level 2**

- Adult school referrals have been lower than anticipated, impacting our enrollment in Level 2. Spring 2017 saw the cancellation of the core Level 2 class. Fall 2016 saw a lower ELI Registration Day, which could be a concern for our lower levels, or simply a result of enhanced programming at the Adult Schools.

### **5. Increased international students**

- International students have bolstered enrollment at the higher levels. It is hard to anticipate the stability of these numbers given the political climate surrounding international travel.

## 6. SVIEP growing

- The program is very new. It is unsure what numbers we can anticipate coming from the SVIEP into the ESOL 840 or 400 classes.

## 7. Increased staffing devoted to the transition between Adult School and ESOL program

- Fewer low-level, high-touch, needier students coming into the ELI, requiring less hand-holding, individualized services. This results in the ELI being able to focus on group services and workshops.

## 8. ELI developing a stronger focus on high school ELD programs

- Working in coordination with Outreach coordinator Lauren Ford, this could result in higher numbers of younger students in our program.

Associated Objectives
 <a href="#">64-Listening and Speaking: 4 Units &amp; Make as a Pre-Req</a>

**II.C.** (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.

(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable. (**Analysis: Student Learning Outcomes (SLOs and PSLOs)**)

### **Narrative**

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What we learned from our assessment of the Reading/Writing SLOs:

- ESOL 400 assessed well in comprehension and writing. It's not assessing well in evaluating and modifying own written language. The SLO is worded in a way that might confuse instructors, so we may need to modify it.
- For ESOL 840, criterion was met in writing and reading.
- For ESOL 830, students assessed well in writing but not well in reading.
- For ESOL 820, students assessed well in writing and grammar but not well in reading.

**III.A.** Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness. **(Reflection: Considering Key Findings)**

### **Narrative**

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Clearly, we need to not only focus on reading but to rethink how we are assessing reading in the 820 and 830 levels.

**III.B.** If the program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do. (**Reflection: ISLOs**)

### **Narrative**

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For 2016-17, two ESOL instructors assessed for ISLOs in their courses, but the results from this assessment will not be in until the end of Spring 2017; thus, we will report our results in our next annual program plan.



**IV.A.** Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item. **(Strategy for Program Enhancement: Continuation/Modification)**

### **Narrative**

The following is a list of our strategic action plan from the 2012 CPR and what how we plan to continue, modify, or revise each point:

1. The ESOL department will request two full-time faculty hires over the next 6 years.
  - o We hired one full-time faculty in 2013 and replaced one full-time faculty in 2016, but we still need to hire one more full-time instructor.
2. The ESOL department will tighten textbook adoption policies in order to bring more cohesion and consistency to the teaching of all courses.
  - o We have tightened the textbook adoption policies. During the Fall 2016 ESOL Faculty Retreat, we created a list of recommended textbooks for each of our levels, which we are in the process of incorporating into course outlines.
3. The ESOL department will incorporate Listening & Speaking into the criteria for passing through the ESOL sequence and into ESOL 400.
  - o We have not done this yet, and we are working on this.
4. The ESOL department will continue to work on the alignment of the day and evening programs, starting with the offering of Listening & Speaking classes in the evening.
  - o We have been offering evening Listening and Speaking classes, and we will continue to offer these classes.

### **Associated Objectives**

-  [68-Hire Full-Time Faculty](#)
-  [64-Listening and Speaking: 4 Units & Make as a Pre-Req](#)

**IV.B.** Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. **(Strategy for Program Enhancement: Action Plan and Resource Requests)**

#### Associated Objectives

-  [63-Embedded Tutors](#)
-  [67-English Language Institute](#)
-  [68-Hire Full-Time Faculty](#)
-  [62-Level 2 Embed Study Skills](#)
-  [64-Listening and Speaking: 4 Units & Make as a Pre-Req](#)
-  [65-PACE Learning Community](#)
-  [66-Summer/Weekend Offerings](#)
-  [69-Timeline of Department Action Items](#)

# Task Details Report

Planning Year: 2017-2018

**Planning Unit:** English for Speakers of Other Languages

**Unit Manager:** Chu-Mraz, Serena

**Objective:** 62 - Level 2 Embed Study Skills

## Objective Description:

Work towards embedding study skills and college readiness skills into the 820 and 852 curricula.

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<b>Start Date:</b> 4/13/2017	<b>Task Type:</b> Department/Division/Unit	<b>Priority Level:</b> Low	<b>Task Order:</b> 1
<b>Due Date:</b>	<b>Completion Date:</b>	<b>Task Status:</b> In Progress	<b>Budget:</b> \$0

We would like to assess the computer skills of all entering students in all levels; we would like to contrast that information with whether or not the students came through the adult school system. This will help us determine how best to serve students who have low computer skills.

## Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

## Budget Details:

GL Code	Account	Description	Requested	Approved
No Data to Display				

## Assignment Details:

Name:	Email:
No Data to Display	

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# Task Details Report

**Planning Unit:** English for Speakers of Other Languages

**Unit Manager:** Chu-Mraz, Serena

**Objective:** 63 - Embedded Tutors

## Objective Description:

We are working towards piloting embedded tutors in ESOL 400, 840, and 830 in Fall 2017. We have identified that we would like grad tutors to be our embedded tutors and are in the process of creating a budget worksheet for this.

**Start Date:**  
4/13/2017

**Task Type:**  
Department/Division/Unit

**Priority Level:**  
High

**Task Order:**  
1

**Due Date:**

**Completion Date:**

**Task Status:**  
In Progress

**Budget:**  
\$20,723

The College Success Initiative has an ESOL subcommittee (headed by Serena Chu-Mraz) which is moving forward on getting embedded tutors for some of our ESOL courses. We have identified four instructors who would like embedded tutors for Fall 2017. We have worked with David Reed in the Learning Center to communicate how we would like embedded tutoring to look like in our courses. We have agreed that we would like to hire 2 grad tutors for the fall (each could take on 2 ESOL courses), and these tutors would also have additional hours in the Learning Center (10 hours per week total). We have put together a budget for this. David Reed will help with recruiting tutors this summer.

## Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

## Budget Details:

GL Code	Account	Description	Requested	Approved
2494	English for Speakers of Other Languages	Please see attached Excel document.	\$20723.00	\$0.00

## Assignment Details:

Name:	Email:
No Data to Display	

# Task Details Report

**Planning Unit:** English for Speakers of Other Languages

**Unit Manager:** Chu-Mraz, Serena

**Objective:** 64 - Listening and Speaking: 4 Units & Make as a Pre-Req

## Objective Description:

In terms of Listening/Speaking, increase the courses to 4 units and incorporate Listening & Speaking into the criteria for passing through the ESOL sequence and into ESOL 400.

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<b>Start Date:</b> 4/13/2017	<b>Task Type:</b> Department/Division/Unit	<b>Priority Level:</b> Medium	<b>Task Order:</b> 1
<b>Due Date:</b>	<b>Completion Date:</b>	<b>Task Status:</b> In Progress	<b>Budget:</b> \$0

We will need to talk as a department; this discuss this with our division dean. From there, we need to revise our Listening and Speaking course outlines for ESOL 852, ESOL 853, and ESOL 854. Then, we would need to make sure the unit changes were reflected in ESOL "publications" put out by the college, and inform counselors who often work with ESOL students of the change.

## Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

## Budget Details:

GL Code	Account	Description	Requested	Approved
No Data to Display				

## Assignment Details:

Name:	Email:
No Data to Display	

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# Task Details Report

**Planning Unit:** English for Speakers of Other Languages

**Unit Manager:** Chu-Mraz, Serena

**Objective:** 65 - PACE Learning Community

## Objective Description:

Continue to build the PACE Learning Community, so the schedule gets stabilized and classes fill. The PACE LC schedule is beginning to get stabilized as we have identified ideal times to offer our classes and understand that having the linked classes back-to-back on the same day draws in more students. The ESOL 400/875 combination has no problem filling; we still need to work on getting the 840/854 and English 105/COMM 110 courses to fill.

Also, continue to build up PACE-specific activities that carry over from year to year. We also have set community-building activities at the beginning of each semester since 2015. Since Fall 2015, we have been holding PACE Family Nights every Fall Semester. The number of PACE cohorts has increased from 1 cohort in 2013 to 3 in Spring 2017. We want to continue this strong community building practice.

Additionally, we need to work to get the PACE certificate approval from the Chancellor's Office. The PACE Certificate has been approved by the Curriculum Committee. We need approval from the Chancellor's Office.

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<b>Start Date:</b> 4/13/2017	<b>Task Type:</b> Department/Division/Unit	<b>Priority Level:</b> High	<b>Task Order:</b> 2
<b>Due Date:</b>	<b>Completion Date:</b>	<b>Task Status:</b> In Progress	<b>Budget:</b> \$0

We need to work on getting the 840/854 and English 105/COMM 110 courses to fill; for this purpose we are trying to offer "better" fall 2017 class times for the PACE classes and making sure that the linked classes are on the same day back-to-back.

In terms of getting the PACE Certificate approved by the Chancellor's Office, we need to make sure that the div. dean is aware of this need and advocates for it.

## Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

## Budget Details:

GL Code	Account	Description	Requested	Approved
No Data to Display				

## Assignment Details:

Name:	Email:
No Data to Display	

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# Task Details Report

<b>Start Date:</b> 4/20/2017	<b>Task Type:</b>	<b>Priority Level:</b> High	<b>Task Order:</b> 1
<b>Due Date:</b> 7/10/2017	<b>Completion Date:</b>	<b>Task Status:</b> New/Pending	<b>Budget:</b> \$3,600

For our community building activities and community activities, we need to continue planning ahead to reserve spaces and request resources (games and event funding). We also need to plan ahead to get other Skyline student support services such as the ELI and the Retention Specialist at the Learning Center involved in the events.

For our PACE community building activities, we project the possibility of needing the following resources for 2017-2018:

Additional Bus for Transfer Tour or Cultural Event: \$2,000 for a 55 seater or \$1,000 for a c. 30 seater

Entry tickets for cultural events: \$1,000

Food for community building events (\$100 per cohort per semester, with 3 cohorts): \$600

**Budget Remarks:**

Date:	Name:	Remarks:
No Data to Display		

**Budget Details:**

GL Code	Account	Description	Requested	Approved
5680	English for Speakers of Other Languages	Contract bus for PACE Learning Community Transfer Tour (if additional trans is needed above and beyond what the Transfer Center offers) or for taking PACE students on a cultural event. A 55 seater bus can cost upwards of \$2,000 while a 30-ish seater is \$1,000.	\$2000.00	\$0.00
4510	English for Speakers of Other Languages	Food, drinks, and similar items for PACE Learning Community Events such as the Family Night, End of the Year Celebration, and beginning of semester community building activities. \$100/cohort/semester (\$300/semester total)  Entry tickets to cultural events for students as part of the beginning of the semester community building activities. (\$500/semester)	\$1600.00	\$0.00

**Assignment Details:**

Name:	Email:
No Data to Display	

# Task Details Report

**Planning Unit:** English for Speakers of Other Languages

**Unit Manager:** Chu-Mraz, Serena

**Objective:** 67 - English Language Institute

**Objective Description:**

We will look at renaming the English Language Institute to better reflect the scope of services it provides.

This year we are training two more ESOL counselors. The goal is to bring in more ESOL counselors to increase the ESOL knowledge base.

Increase focus on career exploration and planning in the ESOL 840 and 400 classes.

Strengthen retention support for ESOL students and integration with other student support services.

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# Task Details Report

<b>Start Date:</b> 4/13/2017	<b>Task Type:</b> Department/Division/Unit	<b>Priority Level:</b> High	<b>Task Order:</b> 1
<b>Due Date:</b>	<b>Completion Date:</b>	<b>Task Status:</b> In Progress	<b>Budget:</b> \$500

Continue to make students aware of the service that the ELI offers. To do this, we need to continue with the student resource leader program, and offer more ESOL community building events at the ELI. This ties in with the budget request for event funding to help draw students to the ELI.

In terms of renaming the ELI, we will need to work with SVIEP, International Student Programming, the ELI staff (Mylene Foo), as well as the Division Office and other Students Services to make sure we are selecting a name that adequately fits the scope of services that the ELI offers. From there, we will need to engage in a "rebranding" mission in-line with the ELI move to Building 2 in the summer of 2018; this way students will understand that the ELI still offers services. We will need to do intensive advertising to the ESOL students.

This past year (2016-17) we trained two more ESOL counselors. The goal in the future, is to bring in more ESOL counselors to increase the ESOL knowledge base. We need to work on an action plan for this.

Increase focus on career exploration and planning in the ESOL 840 and 400 classes. For this, we will need to continue to work with Counseling to coordinate a campaign to inform the ESOL students of this service.

Strengthen retention support for ESOL students and integration with other student support services such as the Retention Specialist at the Learning Center.

**Budget Remarks:**

Date:	Name:	Remarks:
No Data to Display		

**Budget Details:**

GL Code	Account	Description	Requested	Approved
4580	English for Speakers of Other Languages	Added funding for printing of banner once the ELI rebrands itself, signage once the ELI moves to Bldg 1, and colorful posters for community building events.	\$300.00	\$0.00
4510	English for Speakers of Other Languages	Food, drink, and misc items to host ESOL student community event to bring foot traffic to the ELI.	\$200.00	\$0.00

**Assignment Details:**

Name:	Email:
No Data to Display	

# Task Details Report

**Planning Unit:** English for Speakers of Other Languages

**Unit Manager:** Chu-Mraz, Serena

**Objective:** 68 - Hire Full-Time Faculty

**Objective Description:**

The ESOL department will request one full-time faculty hire over the next 3 years.

**Start Date:**  
4/13/2017

**Task Type:**  
Department/Division/Unit

**Priority Level:**  
High

**Task Order:**  
1

**Due Date:**

**Completion Date:**

**Task Status:**  
New/Pending

**Budget:**  
\$100,000

This request was in our Annual Program Plan from 2012. We hired one full-time faculty in 2013 and replaced one full-time faculty in 2016, but we still need to hire one more full-time instructor.

**Budget Remarks:**

Date:	Name:	Remarks:
No Data to Display		

**Budget Details:**

GL Code	Account	Description	Requested	Approved
1110	English for Speakers of Other Languages	This would include salary and benefits for one full-time faculty for the ESOL department.	\$100000.00	\$0.00

**Assignment Details:**

Name:	Email:
No Data to Display	

# Task Details Report

**Planning Unit:** English for Speakers of Other Languages

**Unit Manager:** Chu-Mraz, Serena

**Objective:** 69 - Timeline of Department Action Items

## Objective Description:

We would like to create a timeline of action items we need to complete to better facilitate our work.

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<b>Start Date:</b> 4/13/2017	<b>Task Type:</b> Department/Division/Unit	<b>Priority Level:</b> Medium	<b>Task Order:</b> 1
<b>Due Date:</b>	<b>Completion Date:</b>	<b>Task Status:</b> New/Pending	<b>Budget:</b> \$0

We are investigating different tools like Office 365 and Microsoft Planner to help us facilitate our work and complete action items.

## Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

## Budget Details:

GL Code	Account	Description	Requested	Approved
No Data to Display				

## Assignment Details:

Name:	Email:
No Data to Display	

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# Objectives by Planning Unit and Status

Planning Year: 2017-2018

Planning Year: 2017-2018

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Unit Code	Planning Unit	Unit Manager
2413ESOL00	English for Speakers of Other Languages	Chu-Mraz, Serena

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## Objective Status: New/In Progress

62 Level 2 Embed Study Skills

Work towards embedding study skills and college readiness skills into the 820 and 852 curricula.

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63 Embedded Tutors

We are working towards piloting embedded tutors in ESOL 400, 840, and 830 in Fall 2017. We have identified that we would like grad tutors to be our embedded tutors and are in the process of creating a budget worksheet for this.

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64 Listening and Speaking: 4 Units & Make as a Pre-Req

In terms of Listening/Speaking, increase the courses to 4 units and incorporate Listening & Speaking into the criteria for passing through the ESOL sequence and into ESOL 400.

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65 PACE Learning Community

Continue to build the PACE Learning Community, so the schedule gets stabilized and classes fill. The PACE LC schedule is beginning to get stabilized as we have identified ideal times to offer our classes and understand that having the linked classes back-to-back on the same day draws in more students. The ESOL 400/875 combination has no problem filling; we still need to work on getting the 840/854 and English 105/COMM 110 courses to fill.

Also, continue to build up PACE-specific activities that carry over from year to year. We also have set community-building activities at the beginning of each semester since 2015.

Since Fall 2015, we have been holding PACE Family Nights every Fall Semester. The number of PACE cohorts has increased from 1 cohort in 2013 to 3 in Spring 2017. We want to continue this strong community building practice.

Additionally, we need to work to get the PACE certificate approval from the Chancellor's Office. The PACE Certificate has been approved by the Curriculum Committee. We need approval from the Chancellor's Office.

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66 Summer/Weekend Offerings

We would like to expand our summer and weekend offerings. At this point, we cannot offer our integrated reading, writing, and grammar courses during summer and weekends because these 6-unit courses have too many hours to squeeze into this short time period.

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67 English Language Institute

We will look at renaming the English Language Institute to better reflect the scope of services it provides.

This year we are training two more ESOL counselors. The goal is to bring in more ESOL counselors to increase the ESOL knowledge base.

Increase focus on career exploration and planning in the ESOL 840 and 400 classes.

Strengthen retention support for ESOL students and integration with other student support services.

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68 Hire Full-Time Faculty

The ESOL department will request one full-time faculty hire over the next 3 years.

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69 Timeline of Department Action Items

We would like to create a timeline of action items we need to complete to better facilitate our work.

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