

## Action Plan: LEAP Program

**Date Self-Study was submitted to AQA:** May 31, 2024

**Date of External Review:** July 18, 2024

### Institutional Response

CS leadership fully supports the action plan designed to enhance the LEAP program's ability to respond effectively to shifts in both the international and domestic markets while addressing valuable student feedback. Given the rapidly changing landscape of post-secondary education—particularly the decline in international student enrollment—it is essential that we take swift and strategic action to ensure the program remains competitive, responsive, and aligned with student and industry needs.

Many of the action items outlined in the plan are intended to be implemented quickly to maximize impact. CS leadership is committed to removing barriers to program adjustments and accelerating decision-making processes where necessary. This will allow us to adapt program offerings, enhance student experiences, and strengthen recruitment efforts in a timely manner.

By prioritizing agility in program development, improved responsiveness to student expectations, and market-driven curriculum adjustments, we aim to attract and retain students while positioning the program for long-term success in a challenging enrollment environment.

**Signed**  
**Vice-President, External**  
**Relations**



February 14, 2025

**Date**

**Signed**  
**Dean, Continuing Studies**



February 18, 2025

**Dean**

**Date**

\*PLEASE NOTE: In some areas of this document the External Reviewers refer to LEAP instructors as ‘faculty’. We acknowledge that they are CUPE Instructors, not Langara Faculty.

**Note on impacts to planned actions:** At the time of submission for this action plan (January 30, 2025) it is important to note that there are ongoing negotiations with CUPE 15, the union representing the LEAP Instructors. Due to the timing and timeline of these negotiations there have been and may be ongoing impacts to the stated timeline of these planned actions.

**Recommendations from the Self-Study and External Review this Action Plan does NOT Address.**

*Provide a brief rationale for why each Recommendation cannot be addressed. Add or remove rows as necessary.*

Recommendation	Self-Study or External Review (include p.#)	Rationale
Advocate for students finishing LEAP 8 to be accepted into Regular Studies without additional language requirements, such as standardized tests and/or additional non-credit English courses.	External Review – page 4	This will not be possible in consultation with RS. It is not an RS priority.
It is recommended that statistical collection be reviewed to expand from a gender binary approach, to include non-binary and two spirit, and other underrepresented gender identifying groups.	Self-Study – page 22	Not within the agency of the department but is driven by college systems and procedures. This has been advocated for in the past and should be part of the new Workday SIS.
The delay in processing the LEAP admissions appears to be with the review of the admissions requirements for the declared pathway program. As this is not specific to LEAP studies, the LEAP department would suggest prioritizing the admission to LEAP before continuing the review of the pathway application.	Self-Study – page 22-23	Not applicable. Implementation of REACH has improved this issue.
Continue to explore and educate the staff, instructors and students regarding industry standards for mitigation of AI related academic integrity infractions.	Self-Study – page 23	TCDC offers many training opportunities on artificial intelligence that instructors are encouraged to attend. We all continue to learn about the benefits / challenges related to AI inside and outside of the classroom. The college does not currently have a policy related to AI. Implementing an alignment between LEAP courses and standardized tests will help to mitigate AI use for student placement.

Recommendation	Self-Study or External Review (include p.#)	Rationale
<p>Make explicit connections between assessments and program learning outcomes for transparent articulation.</p>	<p>External Review – page 8</p>	<p>LEAP courses are articulated to EAP learning outcomes and assessments are connected to the learning outcomes. This is already being done prior to the External Review.</p>
<p>Program-wise, we recommend there be clear expectations of PD engagement and implementation, with program support. These supports could include:</p> <ul style="list-style-type: none"> <li>• Communication and promotion of relevant PD events</li> <li>• Flexibility in class coverage in case of scheduling conflict when attending PD</li> <li>• LEAP-specific PD programming that highlights innovative work done within the program (ie. Celebrating instructors/teams who applied new learning to this particular context)</li> <li>• PD reading groups/Communities of Practice</li> <li>• Return of regular faculty meetings to foster community and collaboration, as well as reinforce program mission, values and trust</li> <li>• Asynchronous offerings, examples of which include: <ul style="list-style-type: none"> <li>o <a href="https://www.youtube.com/@baleap-theglobalforumforea2976">https://www.youtube.com/@baleap-theglobalforumforea2976</a></li> <li>o <a href="https://www.youtube.com/@language_on_the_move">https://www.youtube.com/@language_on_the_move</a></li> <li>o <a href="https://www.youtube.com/@bctea15620/videos">https://www.youtube.com/@bctea15620/videos</a></li> <li>o <a href="https://www.youtube.com/@cerl18881/featured">https://www.youtube.com/@cerl18881/featured</a></li> </ul> </li> </ul>	<p>External Review – page 9, 10</p>	<p>Instructors receive information outlining all college PD offerings through TCDC, Ed Tech, Office of EDI, and People &amp; Culture and they are encouraged to attend training within their non-instructional time. The department follows the training schedule of the college, including management attending the same training sessions to ensure alignment with the college vision, strategy and goals in these areas.</p> <p>Instructors are welcome to create communities of practice within their team. There is an onsite dedicated LEAP instructor room and online resources to make this possible.</p>
<p>Individually, supporting instructors with analysing their skill inventory and setting personal professional learning goals. One place for instructor skill inventory is the BALEAP (British Association of Lecturers in English for Academic Purposes) accreditation scheme:  <a href="https://www.baleap.org/wp-content/uploads/2016/04/teap-competency-framework.pdf">https://www.baleap.org/wp-content/uploads/2016/04/teap-competency-framework.pdf</a></p>	<p>External Review – page 10</p>	<p>The LEAP instructors are not excluded from performance management in their collective agreement and we recognize this framework as a valuable tool for instructor self-assessment, self-evaluation and providing a foundation for coaching.</p>
<p>Further, we recommend professional development and curricular innovation be recognized through means which are both aligned with the collective agreement and program goals. These might include course release, priority scheduling or</p>	<p>External Review – page 10</p>	<p>Not applicable</p>

Recommendation	Self-Study or External Review (include p.#)	Rationale
other means that are amenable to individual instructors and feel like mutual investment.		
Explore including, as part of the instructor onboarding process, a college issued laptop to aid with streaming on Citrix in the classroom and collaboration between admin and instructors.	Self-Study – page 55	Completed
Explore ways to improve communication and collaboration between the LEAP program leadership and the instructional team. The program recommends instructors receive training on Teams, Outlook and SharePoint to increase instructor skills competencies for employment of these of these collaboration tools.	Self-Study – page 55	Completed – Instructors are using Teams and SharePoint more frequently.
Consider tracking LEAP alumni academic trajectories and comparing them to direct entry students. You might find that students who receive focused support for their academic literacy development complete more quickly and with higher GPAs than students who ‘test in’ to direct entry without the same attention to language.	External Review – page 10	Information found in Tableau
Further, we recommend comparing the trajectories of LEAP students who ‘test out’ of the program and into Regular Studies (before completing LEAP 8) for the same reason.	External Review – page 10	Information found in Tableau

## Goal 1: Restructure the LEAP Program

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal support? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
TRANSFORMATIONAL LEARNING EXPERIENCES
HOLISTIC STUDENT ENGAGEMENT AND SUPPORT
CURIOSITY, CREATIVITY, AND INNOVATION: CREATE THE FUTURE TOGETHER

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Review existing LEAP courses and explore combining current eight courses (LEAP 1-8) into four courses (LEAP 1/2, 3/4, 5/6, 7/8) as semester-long courses. Broad consultation with the Langara community about the changes.	Brenda Marson / Lenke Sifko	January 2025	May 2025	
Consider the optimal length of courses; look at 12-week long semester courses and their corresponding schedule (hours per week, number of instructors per class, days per week, class size, and mode of delivery), including the creation of office hours and drop-in times for LEAP students.	Brenda Marson / Sandra Boehm	January 2025	September 2025	
Create an academic framework for each combined course including learning outcomes, language and skills, assessments, projects, content, experiential learning, and digital literacy for increased student engagement / success. Track student success and progress under the new program structure.	Brenda Marson / Sandra Boehm	January 2025	September 2025	

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Submit course proposal documents for revised courses / combined levels.	Brenda Marson	February 2025	September 2025	
Set up course dates, admissions and registration systems, pricing structure, and create associated policies and procedures.	Alison Marshall	February 2025	May 2025	
Using the framework of combined courses, build the revised courses including curriculum revisions, material and assignment adjustments, content in Brightspace and organization of J-Drive / Sharepoint.	Brenda Marson	January 2025	September 2025	
Explore introducing a lower international tuition fee with the implementation of the new program structure.	Alison Marshall	February 2025	May 2025	
Review and revise materials, activities, and assignments to calibrate closely with learning outcomes. Reduce the number of graded assignments and implement more explicit speaking and fluency activities.	Brenda Marson	January 2025	September 2025	
To make curriculum and material updates sustainable, remove the current two curriculum (A session/B session) model and reduce the number of themes at each level.	Brenda Marson	January 2025	May 2025	
Develop a process for curriculum review to identify and update ongoing development to keep curriculum current.	Brenda Marson/ Sandra Boehm / Alison Marshall / Lenke Sifko	January 2026	September 2026	We have considered an annual meeting to assess the curriculum and delivery and make ongoing improvements, as indentified.
Explore ways LEAP levels can better align to the college's strategic plan for Indigenous and EDI focused initiatives.	Brenda Marson/ Sandra Boehm / Alison Marshall / Lenke Sifko	May 2026		This is where we get support from TCDC for a curriculum map that incorporates aspects of indigenous and EDI initiatives. This is an ongoing process.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Review and explore student success, support, and engagement opportunities, including information sessions, connections to Student Services, volunteer opportunities, peer-tutoring.	Alison Marshall / Brenda Marson/ Sandra Boehm	May 2026	September 2026	
Review and revise current instructor processes to meet program changes for new and existing programming (subbing, vacation, leaves)	Brenda Marson/ Sandra Boehm / Alison Marshall / Lenke Sifko	February 2025	May 2025	

*What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.*

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Noting the bulk of students at LEAP 2-4 and the trend of decreasing student numbers for Basics and L1, the program would like to review the current levels and length of sessions. Feedback from both students and marketing team is that the program length is too long, so a review of the program length is recommended.	22	
LEAP would like to explore the potential to receive more domestic funding to increase domestic student enrolment in the program.	22	
The administrative load of the admissions cycles, pre-arrival, placement testing, and onboarding of new students is considerable, and impacts students seeking a smooth intake process. The LEAP program would like to explore ways of automating the pre-arrival communication and placement testing of incoming LEAP students to improve the student experience.	22	
LEAP would like to explore having the class diversity distribution done early in the admissions / registration process, in CRM / REACH, instead of a manual process after admission.	22	

Recommendation	Self-Study (specify page #)	External Review (specify page #)
LEAP's refund and deferral policies are unique to the program. LEAP would like to investigate the alignment of refund and deferral policies to all other full-time programs within the Continuing Studies department.	23	
LEAP wants to continue collaboration with the Workday implementation team to understand the impacts of the Workday Student project on the LEAP program structure and align our business processes to fit within the new system.	23	
Review domestic fees for LEAP program to ensure the tuition fees cover the cost of the program delivery.	23	
<p>The Program would like to review and create better alignment to the College Strategic and Academic Plan in relation to indigenization and EDI, including examining, reviewing, and planning a strategic curriculum development approach, consistently across the entire curriculum and in-classroom delivery</p> <p>-----</p> <p>In terms of writing instruction (paramount to EAP), we recommend using a genre-based approach. This is more representative of the types of writing students will encounter in their professional and academic careers. The 5 paragraph essay is formulaic and outdated, with little relevance to summaries, lab reports, memos, etc. students will encounter in Regular Studies. As backgrounder, the book Changing Practices for the L2 Writing Classroom: Moving beyond the Five-Paragraph Essay (Caplan &amp; Johns, 2019) gives research-informed rationale for such an approach, while their Essential Actions for Academic Writing: A Genre-based Approach (Caplan &amp; Johns, 2022) demonstrates how to analyse the rhetorical situation, audience and register. It references more authentic texts and tasks (such as extended definitions, various types of summaries, contrastive analyses, data commentaries, letters to the editor, ad analyses, literature reviews, etc.) and makes clear connections between these and the salient language features within. (Note: none of the reviewers are affiliated with these authors or Michigan University Press; we provide these merely to support the implementation of our recommendations). A genre-based pedagogy would also enhance the attention to grammar students requested by situating it within their coursework and contextualizing its application.</p>	29	5
Students and instructors identified Speaking as a skill area that the curriculum could offer more practice in at all levels, and as such the program would like to	29	5



Recommendation	Self-Study (specify page #)	External Review (specify page #)
<p>examine ways of including more explicit speaking / pronunciation practice into each level.</p> <p>-----</p> <p>Digital Literacy for a Digital Age - In conversations with instructors and students, it seems technology could be better leveraged for learning. Assessments are still being delivered with paper and pencil, and although some students were discussing technology content into their classes, it seemed inconsistent across all LEAP levels. Conversations have started about Generative-AI at the program level, and this should continue as it is a major area of interest for educators globally. Administrators expressed interest in moving to blended/online delivery models.</p> <p>-----</p> <p>Looking forward, students will need a wide variety of digital skills to succeed in future training, education, and employment. When moving into the blended and/or online delivery space, it is also an opportunity to reflect on the program's ability to prepare students to become digital citizens.</p>		
<p>Grammar was identified as an area in which students would like more practice. The program would like to review the current online grammar modules and reflect on ways to further support practice of grammar accuracy.</p> <p>-----</p> <p>Explore adding more grammar components</p>	29, 47	
<p>Students would like to see more experiential learning. The program would like to investigate ways of creating more experiential learning opportunities, while keeping within scope of program duration and budget.</p>	29	
<p>The program recommends examining and exploring new ways the in-house curriculum, specifically the A/B curriculum, can be sustained within the available resources, to promote better curriculum updating, development, and consistency, leading to greater relevancy in the classroom.</p> <p>-----</p> <p>- Integrate re-evaluation of assessment practices as part of curricular renewal</p>	29	6, 8

Recommendation	Self-Study (specify page #)	External Review (specify page #)
<ul style="list-style-type: none"> <li>- Reduce summative assessment practices in favor of formative assessment practices to reflect the developmental nature of the program</li> <li>- Consider delivering some assessments asynchronously to free up classroom time for student engagement and learning</li> <li>- Make explicit connections between assessments and program learning outcomes for transparent articulation</li> </ul>		
Explore opportunities for students to practice their speaking and pronunciation, both inside and outside of the classroom	47	
Explore ways to provide students more opportunities for social, volunteer, and community connection with each other while in the LEAP program	47	
Explore ways to bring down the international student tuition fees for the LEAP program, without affecting quality	47	
Explore ways to provide students with more practical experiences to support their language studies	47	
Investigate the quality of assessments within and across the LEAP levels	47	
The program would like to investigate ways to optimize the creation and distribution of learning materials (i.e. course packs)	54	
We understand instructor seniority is a major factor in course assignments and stability offers some reassurance in tumultuous times. But we also heard repeated references to curricular stagnation and not having a clear sense of vision for the program short, medium and long term.		9
The program recommends working with facilities to discuss potential access to improved classrooms (temperature controlled, natural light) to support learning in a full-time program where students attend class 20 hours a week.	54	

***NOTE: Add “Planned Actions” and “Recommendations” tables if there are distinct themes within each Goal.***

*What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.*

Resources
Existing resources and collaboration with internal academic support departments.

Goal 2: Align Student Placement in LEAP Courses to Standardized Tests

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal support? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
HOLISTIC STUDENT ENGAGEMENT AND SUPPORT
TRANSFORMATIONAL LEARNING EXPERIENCES

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	
Implement the alignment of standardized test skills, descriptors, scores with each other (IELTS, Duolingo) and then the alignment of test scores to Canadian Language Benchmarks based on the research done in 2024.	Brenda Marson	January 2025	May 2025	This is the consultation and revision of the widely accepted admission LEAP level 8 to an EAP 4 (name TBC)
After consultation with college community, update admissions requirements changes with the LEAP pathway	Alison Marshall / Lenke Sifko	January 2025	May 2025	This is the consultation and revision of the widely accepted admission LEAP level 8 to an EAP 4 (name TBC)
Developing a process for in-house assessments to confirm accurate placement.	Brenda Marson	March 2025	September 2025	

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
The administrative load of the admissions cycles, pre-arrival, placement testing, and onboarding of new students is considerable, and impacts students seeking a smooth intake process. The LEAP program would like to explore ways of automating the pre-arrival communication and placement testing of incoming LEAP students to improve the student experience.	22	

**NOTE: Add “Planned Actions” and “Recommendations” tables if there are distinct themes within each Goal.**

*What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.*

Resources
Existing resources and collaboration with internal academic support departments.

### Goal 3: Develop New Programming to Expand the Existing Opportunities

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal support? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
CURIOSITY, CREATIVITY, AND INNOVATION: CREATE THE FUTURE TOGETHER
TRANSFORMATIONAL LEARNING EXPERIENCES
HOLISTIC STUDENT ENGAGEMENT AND SUPPORT

*Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.*

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Explore different scheduling options to make LEAP courses and new program offerings more accessible (evening, weekend classes)	Sandra Boehm / Brenda Marson / Alison Marshall / Lenke Sifko	May 2025	September 2026	We expect some initial new programming but this will be ongoing.
Investigate / explore different modes of delivery for all language courses (blended / online, synchronous / asynchronous)	Sandra Boehm / Brenda Marson / Alison Marshall / Lenke Sifko	September 2025	September 2026	We expect some initial new programming but this will be ongoing.
Explore introducing new domestic fee structure with the implementation of new program structure (consider student fees for material costs) to align with new Workday SIS tuition tiers	Alison Marshall	January 2025	May 2025	Ongoing with new programming
Explore possibility of getting additional domestic funding	Lenke Sifko	January 2025	September 2026	With increased funding we will be able to reduce current domestic learners waitlists and meet the demands of diverse English language learners
Update program deferral and application deadlines, refund policies, and registration procedures to align with Continuing Studies term based programming	Alison Marshall	February 2025	May 2025	
Explore repurposing the ELL pathways programming, including fee structure and mode of delivery	Lenke Sifko / Brenda Marson	January 2026	September 2026	We will repurpose this programming to diversify our language learning portfolio, helping us to meet the varying needs of domestic learners.
Explore the formation of a PAC to advise on industry trends and changes that could improve the program on a regular basis	Lenke Sifko / Brenda Marson	May 2027	January 2028	We will begin to explore this once we have completed the basic restructure of LEAP and are engaging with students with more diversified programming. Also we want to be in alignment with the overall CS Strategy for how PAC's will be implemented.

*What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.*

Recommendation	Self-Study (specify page #)	External Review (specify page #)
There are more domestic students in the lower levels, and many may not be looking for EAP; the program would like to investigate ways to better focus and serve domestic LEAP 2-4 students.	22	
LEAP would like to explore the potential to receive more domestic funding to increase domestic student enrolment in the program.	22	
<p>The Program does not currently have a curriculum map. We would require assistance from a Curriculum Developer (TCDC) for further curriculum development and program renewal.</p> <p>-----</p> <p>The program would benefit from a curriculum map to renew and align the program with students' destinations and needs. In addition to working with the BCCAT Articulation Guide (see Chapter 1 recommendations, above) to revise the structure of the curriculum, its content should be updated and calibrated to more authentic academic texts and assessments. One accessible source is BCCampus' Open Educational Resources (OER) collection (<a href="https://collection.bccampus.ca/">https://collection.bccampus.ca/</a>) which is current and representative of authentic texts and content relevant to students' pathways. Enhanced familiarity of disciplinary conventions (how arguments are made across disciplines, how texts are organized (moving from specific case/anecdote to abstracted phenomenon or vice versa) academic vocabulary, etc.) would be facilitated by deconstructing and analysing more authentic texts.</p>	29	4, 5

Recommendation	Self-Study (specify page #)	External Review (specify page #)
<p>The Program would like to review and create better alignment to the College Strategic and Academic Plan in relation to indigenization and EDI, including examining, reviewing, and planning a strategic curriculum development approach, consistently across the entire curriculum and in-classroom delivery</p> <p>-----</p> <p>In terms of writing instruction (paramount to EAP), we recommend using a genre-based approach. This is more representative of the types of writing students will encounter in their professional and academic careers. The 5 paragraph essay is formulaic and outdated, with little relevance to summaries, lab reports, memos, etc. students will encounter in Regular Studies. As backgrounder, the book Changing Practices for the L2 Writing Classroom: Moving beyond the Five-Paragraph Essay (Caplan &amp; Johns, 2019) gives research-informed rationale for such an approach, while their Essential Actions for Academic Writing: A Genre-based Approach (Caplan &amp; Johns, 2022) demonstrates how to analyse the rhetorical situation, audience and register. It references more authentic texts and tasks (such as extended definitions, various types of summaries, contrastive analyses, data commentaries, letters to the editor, ad analyses, literature reviews, etc.) and makes clear connections between these and the salient language features within. (Note: none of the reviewers are affiliated with these authors or Michigan University Press; we provide these merely to support the implementation of our recommendations). A genre-based pedagogy would also enhance the attention to grammar students requested by situating it within their coursework and contextualizing its application.</p>	29	5

Recommendation	Self-Study (specify page #)	External Review (specify page #)
<p>We also recommend revisiting and updating course learning outcomes so they better align with disciplinary course expectations. For example:</p> <ul style="list-style-type: none"> <li>• Synthesis of input (aural and reading) for tasks/assessments</li> <li>• Listening texts of different varieties of English</li> <li>• Project and group work in earlier levels</li> <li>• Incorporating digital literacy skills</li> <li>• Practising varied citation formats and referencing software through the library</li> <li>• Document manipulation across various platforms (beyond MSWord &amp; Adobe) with Track Changes, Comments, Headings, and writing collaboration and feedback through OneDrive/SharePoint <ul style="list-style-type: none"> <li>• More purposeful use of the LMS to practise LEAP program content and prepare students for more independent navigation once in Regular Studies</li> </ul> </li> <li>• Managing multiple choice questions</li> <li>• Finding information in textbooks during open book exams</li> <li>• Review the government of B.C.'S Post-Secondary Digital Literacy Framework and integrate aspects of becoming a digital citizen into curriculum and instruction</li> <li>• Create a set of best practices for Gen-AI for both instructors and students for the program</li> </ul>		5, 6
<p>Consider delivering some assessments asynchronously to free up classroom time for student engagement and learning</p>		8
<p>Explore adding online study options or additional scheduling options to further support student success</p>	47	
<p>Investigate additional internal and external articulation and block transfer agreements</p>	47	



Recommendation	Self-Study (specify page #)	External Review (specify page #)
<p>Explore the formation of a PAC to advise on industry trends and changes that could improve the program on a regular basis</p> <p>-----</p> <p>A cross-disciplinary PAC, inclusive of TCDC instructional designers and educational developers, instructors in first year Management and Science courses (to which most LEAP students transition) BCCAT and current EAP expertise would help align curricular renewal and relevance.</p>	58	10

***NOTE: Add “Planned Actions” and “Recommendations” tables if there are distinct themes within each Goal.***

*What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.*

Resources
Existing resources and collaboration with internal academic support departments.