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☑ ◀ Show All Possible Responses ▶

✷ **Response is required**

1. PROGRAM OVERVIEW

✷ **Program Title & Code**

Program Title

| Social Science

(Max chars: 100)

Program Code

| 2209

(Max chars: 100)

✷ **1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.**

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

☑ Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.

☑ Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.

☑ Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.

☑ Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.

☐ Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.

☑ Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.

☐ Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

✷ **1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.**

Refer back to the Chaffey Goals marked above (e.g., Goal 4: supporting statements of how program aligns with this goal).

Goal 1: Full-time faculty offer two hours weekly of academic advice/mentorship to students; engage in collaboration with Chaffey programs and services to increase equity in success, particularly addressing gender, sexuality, ethnicity/race, and ability. In the interest of becoming more adept at promoting equity, faculty have attended workshops on Equity (such as Bloom 1, 2, and 3) and read books on equity (such as *Teaching Men of Color in the Community College: A Guidebook* by Wood and Harris). Courses are taught from both a D.E.I. & culturally responsive mindset.

Goal 2: Number of sections of the course have increased from 4 by the spring 2015 to over 10 sections currently. Full time faculty try to maximize the use of Chaffey resources to increase student confidence and competence, completion and success rates, including: SPSS, the statistical software for the course, Supplemental Instruction Leaders, Student Success Center course tutors, and DPS. --- The software allows them to gain rich statistical knowledge through the SPSS software. One faculty member is on the Guided Pathways committee. All faculty that teach Social Science 10 participate in the process of developing program maps for their respective departments (Psychology and Sociology departments), and these program maps all include Social Science 10 and/or Social Science 17. SCSCI is now offered as 18 & 14 week & as FT; course taught face-to-face, hybrid and online. SCSCI-10 is also a recommended completer course in several majors.

Goal 3: With the skill set acquired, students' opportunities are maximized careers in a world where analysis of data and interpretation of data are increasingly in demand at positions of all levels and at organizations and institutions of all types. The skills learned in this class make students better-informed consumers, citizens, and employees, in their ability to make sense of a morass of data and pick out what is important, as well as spotting misleading presentations of data.

Goal 4: All instructors of Social Science 10 instruct students using IBM SPSS (Statistical Package for the Social Sciences), and most instructors also incorporate other programs such as Microsoft Excel; as well as teaching some basic computer skills needed in order to use these programs. Instructors have used online Chaffey computer labs for face-to-face courses, and during COVID we have been using remote connection technology to let students remotely access the Chaffey computers. Students will be able to join the workforce with the knowledge and skills learned from SPSS. Students learn how to analyze data in different formats and with different methods, which helps them keep up with changing technology.

Goal 6: Greatly expanded offerings of Social Science 10 over the last several years have helped us adapt to changing academic needs of students: CSU's now allow a statistics course instead of College Algebra to meet math requirement, and AB 705 allows more students to directly enroll in a statistics course. Expanded course offerings also help us adapt to changing career needs: No matter where students end up being employed, many institutions have collected data and now are in need of people capable of data analysis.

PRIOR VIP GOALS STATUS/PROGRESS

⊗ 1c. Please list the program's VIP Goals from the last PSR cycle, and report on the progress (complete, ongoing, etc.).

Investigate the adoption of ZCT for some of our courses. This goal is ongoing. Textbook found is inadequate for the depth and breadth of this course; for example, Open Stax ZCT "Introduction to Statistics" fails to provide a thorough description of hypothesis testing statistical procedures. We are continually searching for college-level textbooks.

OTHER RESOURCES REQUESTS

⊗ 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

○ Yes
● No

1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

N/A

2. EVIDENCE--EQUITY

The evidence section comprises of the following three distinct subsections: equity, program data (includes CTE data), and learning outcomes.

"Equity" represents the first element of the EVIDENCE component of the PSR evaluation. Please reference the Equity Data file to evaluate the following areas.

⊗ 2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	**2**	**3**	**4**
Number of enrollments by males	✔			
Number of enrollments by females	✔			
Success rate by males	✔			
Success rate by females	✔			
Retention rate by males		✔		

	1	2	3	4
Retention rate by females			✔	

⊞ 2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	**2**	**3**	**4**
Number of enrollments by African American	✔			
Number of enrollments by Asian			✔	
Number of enrollments by Caucasian			✔	
Number of enrollments by Hispanic	✔			
Number of enrollments by other race/ethnicity	✔			
Success rate by African American		✔		
Success rate by Asian	✔			
Success rate by Caucasian	✔			
	1	**2**	**3**	**4**
Success rate by Hispanic	✔			
Success rate by other race/ethnicity		✔		
Retention rate by African American		✔		
Retention rate by Caucasian			✔	
Retention rate by Asian			✔	
Retention rate by Hispanic			✔	
Retention rate by other race/ethnicity		✔		

⊞ 2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	**2**	**3**	**4**
Number of enrollments by age group, 19 or younger	✔			
Number of enrollments by age group, 20-24	✔			
Number of enrollments by age group, 25-29	✔			
Number of enrollments by age group, 30-39	✔			
Number of enrollments by age group, 40-49	✔			
Number of enrollments by age group, 50 or older			✔	
Success rate by age group, 19 or younger	✔			

	1	2	3	4
Success rate by age group, 20-24	✔			
Success rate by age group, 25-29		✔		
Success rate by age group, 30-39	✔			
Success rate by age group, 40-49	✔			
Success rate by age group, 50 or older		✔		
Retention rate by age group, 19 or younger		✔		
Retention rate by age group, 20-24			✔	
Retention rate by age group, 25-29		✔		
Retention rate by age group, 30-39			✔	
Retention rate by age group, 40-49	✔			
Retention rate by age group, 50 or older		✔		

⊞ 2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	2	3	4
Number of enrollments by students with disabilities	✔			
Number of enrollments by first generation	✔			
Number of enrollments by economically disadvantage	✔			
Success rate by students with disabilities		✔		
Success rate by first generation	✔			
Success rate by economically disadvantage	✔			
Retention rate by students with disabilities		✔		
Retention rate by first generation		✔		
Retention rate by economically disadvantage		✔		

⊞ 2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?

Response Legend: 1 = Increase 2 = Decrease 3 = No Change		
	1	2	3
Number of sections with zero-cost textbooks			✔

⊞ 2b. Considering the evidence provided, elaborate on how the program is providing equity in educational opportunities or support to students and/or identify disparities in equity. Provide specific data that supports your answer.

If there is a disparity in equity, do not discuss responsive strategies in this section. This is addressed in the STRATEGIC PLANNING section (item 7d).

Notable changes regarding GENDER/IDENTITY:

- Enrollments are way up overall
- Success is slightly up for females and way up for males, and this has closed the previous achievement gap where males were showing much lower success than females
- Retention is steady overall

Notable changes regarding RACE/ETHNICITY:

- Enrollments are way up overall but steady for Asian/Caucasian
- Success is up, but a bit down for African-Americans
- Retention is steady overall, but a bit down for African Americans

Notable changes regarding AGE GROUPS:

- Enrollments are way up overall, the only exception being the "50 & older" category is steady
- Success is way up for every age group except: "25-29 Years Old" and "50 & Older" which both decreased
- Retention is steady overall, but decreases in several age groups, with an especially large decrease in "50 & Older"

Notable changes regarding OTHER CHARACTERISTICS:

- Enrollments are way up
- Success is significantly up for 1st Gen Students and Econ.-Disadvantage Students, but significantly down for Students with Disabilities
- Retention was pretty steady overall (decreases of less than 3%)

3. EVIDENCE--PROGRAM DATA

"Program Data" represents the second element of the EVIDENCE component of the PSR evaluation. Please reference the Program Data file to evaluate the following areas.

✪ 3a. Identify important PROGRAM developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = No or Insufficient Data Available					
	1	**2**	**3**	**4**	**5**
Overall Enrollment	✔				
Overall Retention			✔		
Overall Course Success	✔				
FTES	✔				
All ADT degrees awarded				✔	
All AA degrees awarded				✔	
All AS degrees awarded				✔	
All degrees awarded				✔	
	1	**2**	**3**	**4**	**5**
All Certificate Completion				✔	
Average units earned, ADT degree				✔	
Average units earned, AA degree				✔	
Average units earned, AS degree				✔	

Average units earned, all degrees				✔	
Average units earned by certificate(s)				✔	
Overall average # of semesters to award degree(s)				✔	
Overall average # of semesters to award certificate(s)				✔	

✖ 3b. Considering the evidence provided, explicitly identify specific program strengths and provide data/evidence that supports your answer.

This is an assessment of your program's health. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increase number of certificates/degrees).

Programs may provide additional information or data that has not been included in their IR files.

> All programs have been inactivated, so we do not have a program and the following relates only to the two courses in the "Social Science" section of the catalog:
>
> - Big increase in enrollment
> - Modest increase in success
> - Big increase in FTES

✖ 3c. Considering the evidence provided, explicitly identify specific areas in which the program can improve over the next three years. Provide specific data/evidence that supports your answer.

Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 7d).

Programs may provide additional information or data that has not been included in their IR files.

> All programs have been inactivated, so we do not have a program and the following relates only to the two courses in the "Social Science" section of the catalog:
>
> - No change with retention, whereas we would like to see an increase. However, the retention rates have hovered around 90% for six years.

4. EVIDENCE--Career & Technical Education (CTE)

✖ 4a. Is this a CTE program?

If yes, proceed to questions 4b-4e. If no, skip to section 5.

○ Yes   ● No

Labor Market Information (LMI): Regional Job Outlook (If Applicable)

4b. Identify important CTE PROGRAM developments and trends.

Response Legend: 1 = Middle Skill 2 = Above Middle Skill		
	1	**2**
CTE: Projected Occupational Growth		

4c. Please reflect on projected occupational growth. Are entry-level and median hourly earnings 10% below or 10% above regional living wages? Please explain and provide specific data that supports your answer.

This is an opportunity to discuss middle and above middle occupations and whether these occupations are projected to grow or decline.

Programs may provide additional information or data that has not been included in their IR files.

│ *No answer specified*

External Oversight: Advisory Committee Information (If applicable)

Programs that have an active advisory committee must complete this section.

4d. Does your program have an active Advisory Committee (whether on campus or external) that informs the direction and/or operations of the department? If "Yes" Advisory Committee meeting minutes within the LAST 6 MONTHS must be included as an attachment to this form.

○ Yes   ● No

4e.1 Has the Advisory Committee recommended changes to your program that align with a current or emerging industry?

○ Yes   ● No

4e.2 If yes, what are the recommendations?

│ *No answer specified*

5. External Oversight: External Regulations (If applicable)

External regulations apply to areas with outside accrediting agencies. If you DO NOT have external regulations, answer "no" on question 5a and skip 5b.

⬢ 5a. External Agency

Does the program have external regulations?

○ Yes   ● No

5b. External Agency Information

If yes, please provide the following information:
a) Name of Agency
b) Date of last review
c) Recommendations made
d) Any budgetary or institutional impacts from the recommendations
e) Progress on recommendations
f) Date of next review
*Note: more than one external agency can be added in the same field if needed.

│ *No answer specified*

6. EVIDENCE--LEARNING OUTCOMES

"Learning Outcomes" represents the third element of the EVIDENCE component of the PSR evaluation.

⊞ 6a. Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.
If you have any questions about learning outcomes, please refer to Chaffey College's Outcomes and Assessment website or email Jo Alvarez at jo.alvarez@chaffey.edu

- ☑ Current COURSE LOs for every course have been entered into Taskstream's "Course Learning Outcomes (CLOs) Workspace" for each course.
- ☑ Current COURSE LOs have been mapped to Institutional Learning Outcomes into Taskstream's "Course Learning Outcomes (CLOs) Workspace."
- ☐ Current PROGRAM LOs have been entered into Taskstream's "Program Learning Outcomes (PLOs) Workspace."
- ☐ Current PROGRAM LOs have been mapped to Institutional Learning Outcomes in the "Program Learning Outcomes (PLOs) Workspace."
- ☐ Current PROGRAM LOs have been mapped to align courses to Program LOs (Curriculum Map) in Taskstream's "Program Learning Outcomes Workspace."

⊞ 6b. Have you uploaded a current Chronological Assessment Plan (CAP) into the "Program Learning Outcomes (PLOs) Workspace?"

A CAP is a learning outcomes assessment schedule.

"Current" is defined as two assessment cycles. This means CAPs should project out at least SIX YEARS.

- ⦿ Yes
- ○ No
- ○ Comment: [_____]

⊞ 6c. Three-year cycle

Do you evaluate all courses within the three-year period?

- ⦿ Yes
- ○ No
- ○ Other: [_____]

⊞ 6d. Are all COURSE LO assessment results from fall 2017 through fall 2020 entered into Taskstream?

- ⦿ Yes
- ○ No
- ○ Other: [_____]

ASSESSMENT REFLECTION
Look over your learning outcomes assessment results for the various COURSES in your program(s).

⊞ 6e. Based on learning outcomes assessment results, explicitly identify program strengths. Provide specific data that supports your answer.

Pay special attention to learning outcomes that HAVE been met.

> SOCIAL SCIENCE 10:
>
> SLO #1 was assessed in SP16, SP17, & SP19 and was above 70% in every assessment.
>
> SLO #2 was assessed in SP16, FA17, & SP19 and was above 70% in every assessment.
>
> SLO #3 was assessed in SP16, SP18, & SP19 and was above 70% in every assessment.

> Our strengths in this area have been consistency in both frequency of assessment and in assessment results meeting the 70% criterion.
>
> SOCIAL SCIENCE 17:
>
> SLO #2 was assessed in FA18 and was above 70%
>
> SLO #3 was assessed in FA18 and was above 70%

✪ 6f. Based on learning outcomes assessment results, explicitly identify areas in which the program(s) can improve. Provide specific data that supports your answer.

Pay special attention to learning outcomes that HAVE NOT been met.

> SOCIAL SCIENCE 10:
>
> Every SLO has been above 70% every time it has been assessed in this PSR cycle, so no improvement needed for LOs in this course.
>
> SOCIAL SCIENCE 17:
>
> SLO #1 was assessed in FA18 and was 52%
>
> SLO #2 was assessed in FA16 and was 66%
>
> SLO #3 was assessed in FA17 and was 67%

---

7. STRATEGIC PLANNING

✪ 7a. Do you have any plans to modify a degree or certificate in your program?

☐ Yes
☑ No

✪ 7b. Are you planning to initiate a new program?

☐ Yes
☑ No

OVERALL IMPROVEMENT

To help answer 7c and 7d, review the following subsections:

Subsection 2: EVIDENCE--Equity
Subsection 3: EVIDENCE--Program Data
Subsection 4: EVIDENCE--Learning Outcomes

✪ 7c. Identify specific reasons for "why" improvement is needed. Use an evidence-based approach to support your answer.

To help guide your thinking, consider framing improvement in more tangible ways: orientations for new faculty, inefficiencies in office processes, communication gaps (with adjuncts or other departments), tracking errors,

budgeting processes that are not as timely or efficient, coordination with other related areas in other educational units, resource management of supply budgets.

There are two areas for improvement in regard to **EQUITY**:

1. While success is up and retention is steady, overall for all ethnicities, both success and retention are down for African-Americans, which must be addressed.
2. Success is significantly down for Students with Disabilities.

The reason why these need to be addressed is to close equity gaps / reverse and observed drop. (Although the Equity Data we were provided from IR was framed around increases/decreases for each group over time, and not around equity gaps *between* groups, we observe that addressing these particular declines for AA and disabled students would *also* have the effect of closing equity gaps between these student groups and other groups tracked in the data).

For **PROGRAM DATA**, we no longer have an active program.

For **LEARNING OUTCOMES**:

- SOCIAL SCIENCE 10 has been assessing frequently and has been consistently above 70% on each of our three CLO's at each assessment, so no improvement needed for LOs in this course.
- SOCIAL SCIENCE 17 has been assessing frequently, but has sometimes assessed CLO's that fell below 70%. So this is a reason why some improvement is needed in the teaching of the course OR in the manner in which CLOs are assessed (we address this below).

⊗ 7d. What is your program's plan to make improvements? An effective plan is descriptive and has well-defined steps. Explain your answer in order of priority; rank highest priority first, followed by second highest priority, and so on.

If there is a disparity in equity, the strategies for implementation should be included in the plan.

FIRST PRIORITY: Address the drop in retention/success for African-American students and students with disabilities

Both of our VIP Goals address this issue:

Our **VIP Goal #1** is to locate a statistics book that is specifically tailored for social science, sociology, and/or psychology students, that is fully compatible with accessibility devices such as text-to-speech software. We believe that the adoption of a ZCT would address BOTH of our two areas for improvement regarding **EQUITY** from 7c.

Our source for this info is the Chaffey Institutional Research Analysis titled "Zero Textbook Cost (ZTC) Analysis: Number of Sections, Course Outcome Comparison, and Potential Cost Savings, Spring 2018 thru Fall 2020 semesters." This IR study highlighted effect sizes greater than d = .25 as being large increases in success rates.

1. African-Americans did have an effect size greater than d = .25 and was highlighted, showing a very large increase in success rates for African-Americans when ZTC is adopted.
2. Students with Disabilities ALSO had an effect size greater than d = .25 and was highlighted, showing a very large increase in success rates for SWD when ZTC is adopted.
3. Unfortunately, the study did not show significant changes in retention when ZTC is adopted.

Our **VIP Goal #2** also addresses this issue of the drop in retention/success for African-American students and students with disabilities, since our 2nd VIP goal is to "Reach out to people on campus for ideas about how to increase success and retention of African-American students and students with disabilities." We would then circuluate and discuss their suggestions amongst ourselves via a meeting or an email exhange, in order to come up with strategies we can implement in our classes.

SECOND PRIORITY: Improve Learning Outcomes for Social Science 17.

Regard **LEARNING OUTCOMES**. There was no improvement needed for SOCIAL SCIENCE 10 CLO's. However, for SOCIAL SCIENCE 17 SLO's, the method of assessment will be tweaked. The method has been embedded assessment within assignments, however, we feel that this has led to some misleadingly-low assessment results. For example, one SLO was assessed on the very first assignment of the semester, when students were just trying out a skill (APA formatting of their research papers) for the first time. Another SLO was assessed in the final exam, which was low-stakes for students how had a high grade going into the final; possibly reducing their motivation to try. Therefore, the plan for SOCIAL SCIENCE 17 SLO's is to tweak the assessment method. One possibility being considered is a non-embedded, pre-post assessment, to see how much improvement there is over the semester on each SLO.

Lastly, we did not see any improvements needed in regards to **PROGRAM DATA**.

CURRICULUM IMPROVEMENT

As we move toward Guided Pathways, curriculum serves as a central catalyst for the movement. Reflect and provide information on questions 7e and 7f.

Information will be forwarded to the Curriculum Office. There is NO SCORING on curriculum improvement questions, 7e and 7f.

7e. How does (or will) your program incorporate experiential learning components into your curriculum?

N/A
(Max chars: 5,000)

7f. How does (or will) your program incorporate career exploration into early courses in your degrees and/or certificates?

N/A
(Max chars: 5,000)

7g. Do you have any recommendations for a professional development workshop(s) that will help you or your program execute future plans?

Type N/A in the response field if you are not making any recommendations for professional development.
Information will be forwarded to the Faculty Success Center for future professional development planning. NO SCORE is assigned.

N/A

8. VIP GOALS

8a. What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

Perhaps the most important piece in the PSR process is the creation of the Visionary Improvement Plan (VIP). The VIP is an opportunity for all program members (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify program improvement goals for the next three years.

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

Both our VIP goals will be completed within this PSR cycle (next 3 years).

VIP Goal 1:

- **Goal:** Locate and investigate 2-3 more ZTC options beyond OpenStax, including any newly published ones. We may also consider free materials that can supplement the existing ZTC options and make them suitable. Any ZTC option must be compatible with accessibility devices (e.g. text-to-speech) and must cover the required topics in a thorough & understandable way.
- **Possible resources:** ZTC committee; campus librarians.

VIP Goal 2:

- **Goal:** Reach out to people on campus for ideas about how to increase success and retention of African-American students and students with disabilities.

- **Possible resources:** Donna Colondres (Umoja); Leticia Romo (CCSJ); DPS counselors.

8b. Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):

VIP goals should relate to Chaffey Goals.

☑ Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
☑ Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
☐ Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
☐ Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
☐ Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.

☐ Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.

☐ Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

⊞ 8c. Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals
VIP Goal 2--Rationale and how it aligns with the Chaffey Goals
VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

VIP Goal 1--How it relates to EQUITY AND SUCCESS: Many students are not able to get a textbook at the beginning of the semester. In particular, economically disadvantaged students often have to wait for their financial aid or EOPS assistance to come through before they can order their textbook, which puts them at a huge disadvantage relative to their classmates in the first few weeks of the class. However, adopting ZTC would result in the textbook being immediately available to all students.

VIP Goal 1--How it relates to LEARNING AND COMPLETION: If more courses adopt ZTC, then students may be able to financially afford to enroll in a greater number of courses per semester, which shortens the time to completion of their degrees or certificates.