

Show All Possible Responses

Response is required

# 1. PROGRAM OVERVIEW

## Program Title & Code

Program Title

Arabic  
(Max chars: 100)

Program Code

1112  
(Max chars: 100)

## Is this a CTE program?

Yes  No

### 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: Provide supporting statements of how the program aligns with this goal).

Goal 1: Equity and Success: Many students in the community have familial or cultural ties to Arabic and prefer the option to learn Arabic for either their language requirement or for reasons related to personal goals, communication with extended family or career goals that may not include fulfilling a general education requirement. Providing an accessible and well-structured Arabic program assures Chaffey provides equitable access to the community. Also, some students will be much more successful in completing the language requirements with Arabic as an option because they have personal experience or internal motivations for Arabic over other languages. If forced to take a language the student feels no connection to or propensity towards, their success may be limited. Offering Arabic allows for greater equity and success of more community members and students.

Goal 2: Learning and Completion: Access to Arabic as an option for the language component of an educational plan provides many students a more streamlined route to success. If learning Arabic is a personal goal or if a student has career goals that they are excited about, the option of Arabic might allow the student to stay at Chaffey and complete their education rather than trying to find Arabic elsewhere. It is a marketable language to know in these times and many careers would look favorably upon someone bilingual in English and Arabic. This is an incentive and having sections available will give students an easier completion, along with improved learning if it's a subject they are motivated to learn.

Goal 3: Community Opportunities and Needs: We have a large population of Muslim residents along with immigrants and refugees from Arabic-speaking countries. The Arabic department helps these individuals improve skills with higher level classes while also providing access to Arabic for their friends, coworkers, young-adult relatives who may not know the language and an overall acknowledgement that we respect their language and culture. Many people in the community have close ties to Arabic

speaking individuals and our program allows them a chance to learn the language and improve communication. It will also give some local residents a job skill that will give them the chance to enter companies owned by Arabic-speaking employers.

Goal 6: Agility: Some students may have taken classes in high school that they are less interested in and the offering of Arabic as an option may help students switch focus and align more closely with personal interests and the job market. If employers have many Spanish-speaking applicants, an Arabic-speaking applicant might have a leg up. This ability to adapt to the job market or to possible transfer opportunities may requires options for general education classes and Arabic is in high demand since the wars in the middle east and increased immigration from those areas.

## 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.).**

VIP Goal 1: Current DLAs in the Language Success Center haven't been updated in about 8 years. Updates need to be made and completely new DLAs need to be created along with listening comprehension activities, films, and software. 2018-2019 will be spent gathering old DLAs, CDs, DVDs to determine what needs to be revised and/or eliminated. Now, with all classes being taught online--there is even more need to develop resources that students can access online or via the LSC online. All revisions in all areas should be completed by 2021.

Progress: Spring 2021 and Fall 2021 adjunct professors worked with the success center to update Arabic 1 DLAs, using funding available in the Success Center. The new ones incorporate ACES-ILOs Skills and the DLAs utilize technology to make them more interactive and better online classes. Those DLAs will be reviewed by other adjuncts. Arabic 2 updates are next to be updated if there is funding available for it.

## 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.**

*No answer specified*

## 2. EVIDENCE

The evidence section comprises of the following: (a) equity, (b) learning and completion, (c) CTE data if applicable, and (d) learning outcomes.

### EQUITY DATA

Please reference the "Equity" Institutional Research data file to evaluate the following areas.

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

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

**Response Legend:**

**1** = Increase    **2** = Decrease    **3** = No Change (plus or minus 2%)    **4** = 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		✓		
Retention rate by females	✓			

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

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

<b>Response Legend:</b>				
1 = Increase   2 = Decrease   3 = No Change (plus or minus 2%)   4 = 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 from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

<b>Response Legend:</b>				
1 = Increase   2 = Decrease   3 = No Change (plus or minus 2%)   4 = 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		✓		
Success rate by age group, 20-24		✓		
	1	2	3	4
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 from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

<b>Response Legend:</b> 1 = Increase   2 = Decrease   3 = No Change (plus or minus 2%)   4 = 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?**

<b>Response Legend:</b> 1 = Increase   2 = Decrease   3 = No Change			
	1	2	3
Number of sections with zero-cost textbooks			✓

**\* 2b. IDENTIFY EQUITY STRENGTHS**

- First, summarize "equity" data from Institutional Research that describes your program strengths.
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Considering the evidence, explicitly identify specific "equity" strengths.

**Summary:** Enrollments and retention of females and Asian students has improved. Enrollments and Retention of the 25-39 and 20-30 age groups have improved. Retention of the first generation and economically disadvantaged have improved.

**Equity Strengths:** The department encourages all enrollment, retention and success in their courses. It may be that more women and Asian students are motivated to enroll, which is a trend that may ebb and flow over the years. Also, the department retains more students from the ages of 20-39 which may be the result of increased use of technology and options for learning and production through technological advances like online programs, apps and Canvas resources.

**\* 2c. IDENTIFY DISPARITIES IN EQUITY**

- a. First, summarize "equity" data from Institutional Research that describes areas of improvement.
  - b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
  - c. Third, considering the evidence, identify disparities in equity.
- If there is a disparity in equity, DO NOT discuss responsive strategies in this section. You will be able to address responsive strategies in the STRATEGIC PLANNING section (item 4d).

\*If the data shows favorable results for equity, answer the following question instead: How will the program maintain excellence in equity?

**Summary:** Overall, Enrollments, Retention and Success of males, Asian students and students aged 19-30 are down. Success of female students is also down.

**Equity Areas of Improvement:** Although some numbers are down, the department welcomes and encourages all students. Economical trends and laws for immigration and visas often affect enrollment of students who are family members of the Arabic community. Also, interest in professions such as international relations and translation go up and down in society. The department doesn't have an explanation of why certain groups have trended downward away from enrollment, retention and success, but they are aware of this and make special effort to remind students that they should continue even through hardships. The teachers are flexible in helping students meet goals outside of the standard course production elements like quizzes and exams. They work around students' schedules if necessary and allow for make up work. They recognize the vast challenges present in the lives of community college students and do what they can to alleviate the stresses of deadlines and high expectations. Instead, they encourage all students to stay in class and complete work as they can. Additionally, we will make sure that our PT faculty are aware of the resources available to students who are struggling so that we can all contribute to improved success and retention rates. Making sure that all students know about resources like EOPS, DSPS, the Success Centers, GPS, and the like, will help our overall rates.

## LEARNING AND COMPLETION DATA

Please reference the "Learning and Completion" Institutional Research data file to evaluate the following areas.

### **2d.1 Identify important LEARNING and COMPLETION developments and trends.**

Review data over the last six years.

<b>Response Legend:</b>					
1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = Insufficient Data Available					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Overall Enrollment		✓			
Overall Retention		✓			
Overall Course Success		✓			
FTES		✓			
All ADT degrees awarded				✓	
All AA degrees awarded				✓	
All AS degrees awarded				✓	
All degrees awarded				✓	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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)				✓	

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

## OCCUPATIONAL GROWTH

### 2d.2 Identify important CTE PROGRAM developments and trends.

For the most up-to-date data about projected occupational growth, please visit the Center for Excellence Labor Market Demand data. The CoE Labor Market Demand data is available at: COE - Supply and Demand | Centers of Excellence (coeccc.net)

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

### # 2e. IDENTIFY LEARNING AND COMPLETION STRENGTHS--ASSESSMENT OF PROGRAM HEALTH

- First, summarize "learning and completion" data from Institutional Research that describes your program strengths. 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 increased number of certificates/degrees). If applicable, summarize data related to program strengths for "projected occupational growth."
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Third, considering the evidence, explicitly identify specific "learning and completion" strengths.

**Summary:** Overall enrollment, retention and success are down.

**Strengths:** Despite downward trends, most students succeed in the Arabic courses. The trends in enrollment do not reflect course content or professor ability. Instead, they reflect societal trends, students having to hold two jobs to afford the cost of living or having to take care of family members. The teachers recognize that trends do not paint a complete picture. The professors are successful in delivering high quality language learning in the sometimes-intimidating arena of learning a second (or third) language. They are supportive and kind as students begin to lower their affective filter and courageously practice a new language.

### # 2f. LEARNING AND COMPLETION AREAS OF IMPROVEMENT

- First, summarize "learning and completion" data from Institutional Research that describes areas of improvement. 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). If applicable, summarize data related to areas of improvement for "projected occupational growth."
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Third, considering the evidence, explicitly identify specific areas in which the program can improve over the next three years.

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 4d).

\*If the data shows favorable results for learning and completion, answer the following question instead: How will the program maintain excellence in learning and completion?

**Summary:** Overall enrollment, retention and success are down.

**Areas to Improve: Encouragement, Flexibility, Creativity:** The professors can (continue to) encourage students to persevere despite challenges they may be experiencing with working multiple jobs, taking care of family and helping young children navigate education. The professors will find creative ways to be flexible with deadlines and assignments, creating alternatives as needed. This may include encouraging students to find low or no-cost alternatives to materials and utilizing their strengths in completing assignments. The teachers are already working on finding OER options to replace textbooks. They

can also find alternative assignment formats to meet different learning styles, like students using various apps to demonstrate speaking ability and having a variety of style options for writing. The downward trend does not reflect the professors skills or dedication, but they do reflect a reality of society. It is hard to stay in school. Therefore, they can help students any way they can and remember the hardships students are facing in these tough times. They will recognize those hardships and adapt as well as they can, at all times showing empathy for the struggles that our students face. That said, since all of this coursework is currently online, we can remind PT faculty about POCR training, as well as the DE/ZTC/Equity training, to ensure that faculty are aware of best practices in online pedagogy, which will help improve our learning and completion rates.

### 3. EVIDENCE--LEARNING OUTCOMES

Learning Outcomes represents the third element of the EVIDENCE component of the PSR evaluation. If you have questions about the learning outcomes requirements in section 3, please contact Shannon Jessen at shannon.jessen@chaffey.edu or Laura Picklesimer at laura.picklesimer@chaffey.edu.

**\* 3a. MANDATORY COMPONENTS: 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.

- COURSE LOs (CLOs) have been revised/updated as needed and entered in the course SLO Taskstream workspace.
- COURSE LOs (CLOs) have been mapped to Program or Institutional Learning Outcomes in each course's Taskstream workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.
- Each Degree and Certificate has a Curriculum Map that aligns Courses to PROGRAM LOs in Taskstream's Program Learning Outcomes (PLO) Workspace.

#### Three Year Cycle

**3b.1 List any courses from your department that were not offered during the previous three-year cycle (from fall 2018 through fall 2021). Enter NONE if all courses were offered.**

There is NO SCORING for element 3b.1

Arabic 4

**\* 3b.2 Did you evaluate learning outcomes for all courses other than those listed in 3b.1 within the previous three-year period? Note: evaluating courses for ACES-ILO (formerly New World of Work, or NWOW) counts for this component.**

- Yes  
 No

#### Assessment Results and Reflection

**3c.1 Is there ACES-ILOs assessment data (formerly known as NWOW employability skills) for courses in your department?**

There is NO SCORING for element 3c.1.

- Yes  
 No

**\* 3c.2 Are all COURSE LO assessment results (other than ACES-ILO/NWOW data) from fall 2018 through fall 2021 entered into Taskstream?**

- Yes

No

**\* 3c.3 Mark all applicable approaches to illustrate how your department currently uses course learning outcome (CLO) results. Mark all that apply.**

- Review & share results as a department
- Revise CLOs
- Change instructional strategies
- Attend professional development
- Change methods of assessment
- Modify criteria for measuring success
- Other:

**\* 3c.4 PROGRAM STRENGTHS**

Describe how your department is using CLO assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

The data collected from CLO assessment is discussed in department meetings. This department does not have full time professors, but the part time professors are abreast of curriculum trends and available materials and teaching methods. They discuss the results with their coordinator and brainstorm activities that improve the success of that skill in the classes. Also included in the discussions are real-world skills in using the target language and applicability of each of the activities so that future ACES-ILOs Skills can be incorporated as we expand our Canvas shells.

**\* 3c.5 PROGRAM AREAS OF IMPROVEMENT**

Describe how your department is using CLO assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

The department can improve by aligning the ACES skills with the extensive language skills in the CLOs and combining the data collection for ACES-ILOs Skills and CLOs in Canvas. The Four Communication Badges, along with others like: Empathy (Respect for Diversity) and Social Diversity (Cultural Self Awareness) are particularly applicable. In the future, the department will automate the collection of data for the CLOs incorporating ACES in Canvas so that information about student success in employability skills is also collected.

**\* 3c.6 Identify next steps that will help address gaps in achievement of the Program Learning Outcomes.**

- Revise program learning outcomes
- Embed ACES-ILOs outcomes and assessments into the curriculum
- Attend professional development/training in embedding ACES-ILO) formerly New World of Work/NWOW) outcomes and assessments into the curriculum
- Develop a department Canvas shell to share discipline-specific ACES-ILO resources
- Schedule a department meeting with members of the OAC and/or the ACES-ILO team for Q&A and coaching
- Implement changes to course assignments and/or curriculum
- Other (please specify):

## Institutional Learning Outcomes ACES-ILO Assessment Plan

In previous PSR cycles, courses were mapped (aligned) to Program Learning Outcomes (PLO, introduced/practiced/mastered), which were also mapped (aligned) with Institutional Learning Outcomes (ILO). Academic, Career/Community, & Employability Skills (ACES, formerly New World of Work/NWOW) were subsequently introduced to connect college coursework to skills valued by employers and advanced programs of study. The ACES skills have been aligned with ILOs, creating opportunities to directly assess ILOs and measure student progress longitudinally.



Develop a three-year plan that identifies one or more ACES-ILO skills and provides opportunities for students to demonstrate their level of competency in at least THREE (of the 40 possible) ACES-ILO (formerly New World of Work/NWOW) outcomes in Canvas. For statistically valid results, a good goal is to obtain assessment data for at least 50% of all sections for each course over the three year PSR cycle. Please specify one or more specific objectives and action items for each of the next three years.

**\* 3d.1 Identify the ACES-ILO skill(s) for which your department will assess outcomes over the next three years.**

If it is helpful, refer to the ACES-at-a-Glance document, located at <https://tinyurl.com/za9b3kps>, or refer to the Top 3 ACES by Academic & Career Community, located at <https://www.chaffey.edu/outcomes/digital-badges.php>.

- Adaptability
- Analysis / Solutions Mindset
- Collaboration
- Communication
- Digital Fluency
- Empathy
- Entrepreneurial Mindset
- Resilience
- Self Awareness
- Social / Diversity Awareness

**\* 3d.2 What specific objectives or actions will be taken each year to ensure at least three of the 40 possible ACES-ILO outcomes are assessed in all courses (at least 50% of sections) for the next three years? NOTE: During the three year cycle, a minimum of three different outcomes MUST be assessed.**

**ACES-ILO YEAR 1 ACTIONS**

The professors will identify 2 specific ACES-ILO skills (related to Communication) the first year and integrate them into the Canvas shells for all courses, beginning Fall 2022. The department is just becoming familiar with ACES and learning how to incorporate them into Canvas. Luckily, the small department of Part Timers and a Coordinator work well together and are highly aware of the value in these employment skills. The Canvas shells are aligned already, so expanding them to include ACES can be done easily and shared among all (2-3) professors in the department.

**\* ACES-ILO YEAR 2 ACTIONS**

After some time with data collection, the department will meet and discuss other, applicable ACES-ILOs Skills that may also be included. We will identify two more Skills to integrate, related to Empathy and Cultural awareness, along with continuing to gauge Communication abilities.

**\* ACES-ILO YEAR 3 ACTIONS**

At this time, we will be more familiar with how to best include and assess ACES-ILOs Skills in the Arabic courses and we will include all applicable ACES Badges for the courses. This will include 4a,b,c; 6a,b,c,d; 9c,d; 10a,b,c,d;. If assessing several at once is not practical, we will determine which ones are most valuable as employable skills and focus on those. We will use what we learned from Year 1 and 2.

---

## 4. STRATEGIC PLANNING

Perhaps the most important piece in the PSR process is strategic planning. Here you will create your Visionary Improvement Plan (VIP) Goals. VIP Goals is an opportunity for all faculty (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify area improvement goals for the next three years. You will then develop an action plan, which outlines how your area plans to achieve your VIP Goals.

**\* 4a. Do you have any plans to modify a degree or certificate in your program?**

- Yes

No

**\* 4b. Are you planning to initiate a new program?**

Yes

No

**\* 4c. Please identify specific factors that have contributed to or have influenced program areas of improvement?**

Refer to the following elements to help you answer this question:

2c. Identify disparities in equity

2f. Learning and completion areas of improvement

3c.3. Learning Outcomes Areas of Improvement

The department has seen a few areas of upward trends in enrollment, retention and success that have no discernible cause. Enrollment, retention and success all relate to economics, political vibration, health concerns, immigration laws, and various other factors.

However, what is consistent is the high success of students who do enroll and are able to stay in the class, despite economic and other hardships.

The assessment of CLOs shows overwhelming success by students in the skills that are being taught in the curriculum. The professors are dedicated and encouraging and recognize that even when enrollment is down, the students who do enroll are supported with the utmost conscientious care. What has influenced their success as a department is a dedication to excellence, respect for each other as professional and a commitment to supporting students' goal.

## DEVELOP AN ACTION PLAN

**\* 4d. What is your program's action plan to make improvements?**

An effective action plan is descriptive and has well-defined steps. Within the three-year plan, an action plan may include yearly milestones or incremental deadlines that help the program to achieve their VIP goal(s).

Year 1 - Investigate options for OER materials and also discuss and identify how program goals align with ACES-ILOs Skills. Adjust the CLO assessment plan and create a plan for ACES-ILOs Skills. (Summer, 2022 include at least one Skill in each Fall 2022 course; Fall meetings discuss adding another for Spring 2022 and discuss findings for OER materials.)

Year 2 - Create Canvas shells utilizing OER/ZCT materials (if they are found) and discuss progress on ACES assessment in Canvas. Find ways to increase success in all of the identified employment skills. (Summer, 2023 create new Canvas courses utilizing OER if possible. Fall23 ad Spring 24 dept meetings discuss adding other ACES-ILOs Skills and integrating CLO data collection to the Skills because the they overlap.)

Year 3 - Evaluate the OER materials and find supplements that are also OER or Zero Cost to provide options to students while also expanding ACES-ILOs Skills assessment in Canvas shells. (Summer, 2024 evaluate all and improve the shells with more OER materials and/or ACES-ILOs Skills.)

## CURRICULUM

**4e. How does (or will) your department's degree and certificate programs incorporate opportunities for students to explore careers?**

Information will be forwarded to the Curriculum Office. There is NO SCORING for curriculum question, 4e.

*No answer specified*

## PROFESSIONAL DEVELOPMENT SUGGESTIONS

**4f. What topics, skills or types of professional learning would help you or your program execute future plans?**

Information will be forwarded to the Faculty Success Center, Distance Education, Classified Success Network, and the Professional Development Committee to inform future professional development

planning.

There is NO SCORING for item 4f.

ACES Workshops

Funding for Adjuncts to Explore OER materials

## VIP GOALS

### \* 4g.1 What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

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

**VIP Goal 1** - Investigate, Find, and/or Create OER and ZCT options for Arabic in the 2022/23 academic year and incorporate at least one ZTC material into at least one course in 2023/24.

### \* 4g.2 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.

### \* 4g.3 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** - Investigate, Find, and/or Create OER and ZCT options for Arabic. This goal aligns with Chaffey's dedication to equity, learning and completion and meeting the needs of students. Textbook costs can be a prohibitive factor for some students who are forced to prioritize daily living expenses over their education. Education is particularly essential for that group and yet their very need for the classes is what prevents them from enrolling - that is, economic hardship. In order to provide access to all community members, finding adequate OER options to replace the pricey textbook is one of the department's highest goals. This also relates to removing barriers from students' learning because they won't have to share books or utilize free versions online that may or may not be up to date. They will also not have to postpone a class due to economic hardship, thereby postponing completion. Finally, economic hardship is a reality for many people and meeting the needs of the community is a goal of both the Arabic department and Chaffey College.