

Show All Possible Responses

* Response is required

1. PROGRAM OVERVIEW

* Program Title & Code

Program TitleChinese
(Max chars: 100)**Program Code**1107
(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).

Through vigorous and frequent self-evaluation and SLO assessment, the Chinese program constantly adjusts its curriculum, fine-tunes the syllabi for all of its courses, and expands its offerings from the beginning level to the intermediate level and to advanced courses that go beyond language training. The Chinese program supports the College Goals:

Equity and Success: by setting up a well-rounded curriculum that reaches all learning styles and educational backgrounds by adding new courses to meet the growing needs of its diverse student population from the local communities it serves.

Learning and Completion: The Chinese classes the program offers aim at laying a solid foundation, both linguistically and culturally, for students who are either preparing themselves to enter today's increasingly globalized job market, or planning on continuing their education by transferring to universities. With a focus on the students' communicative competence in real world contexts, the program offers courses that seek not only to develop students' language skills, but also to enhance their awareness of the Chinese culture, demography, history, social and political structure, economic growth, and its impact on today's world economy.

Community Opportunities and Need: The program recognizes the fast-growing segment of the Chinese speaking population in the Inland Valley along with a large student body of Chinese heritage speakers. It also recognizes the intensifying interest throughout the local communities in knowing all things Chinese as a result of today's changing socio-economic climate.

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.).**

- Goal 1: Increase the number of graduates with an associate degree in Chinese majors.
Progress: Completed.
- Goal 2: Create innovative hybrid and online courses to increase student access and engagement in Chinese courses.
Progress: Completed.
- Goal 3: Expand types and locations of course offerings to promote more equitable access to Chinese courses among diverse student populations.
Progress: Ongoing. All of Chinese courses are taught online due to the current Covid situation.

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.

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 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.

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 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.

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 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. 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.

a. As to the enrollment breakdown in terms of ethnicity and gender, the data suggest that we are on par with other programs. Students of Hispanic background constitute the majority: 44%. Asians trail in second place: 36%. The rest is made up of by students of other ethnicities. The 36% ratio of Asian students seems a bit high, but given the large number of heritage students, this ratio is at the same level as Chinese program in other colleges and universities. The gender ratio is in sink with school's total enrollment: male and female students rate (86 vs.159) are about the same in enrollment at Chaffey College.

b. The Chinese program supports the College Equity mission by setting up a well-rounded curriculum and adding new courses to meet the growing needs of its diverse student population from the local communities it serves. The Chinese classes the program offers aim at laying a solid foundation, both linguistically and culturally, for students who are either preparing themselves to enter today's increasingly globalized job market, or planning on continuing their education by transferring to universities. With a focus on the students' communicative competence in real world contexts, the program offers courses that seek not only to develop students' language skills, but also to enhance their awareness of the Chinese culture, demography, history, social and political structure, economic growth, and its impact on today's world economy. The program recognizes the fast-growing segment of the Chinese speaking population in the Inland Valley along with a large student body of Chinese heritage speakers. It also recognizes the intensifying interest throughout the local communities in knowing all things Chinese as a result of today's changing socio-economic climate. Through vigorous and frequent self-evaluation and SLO assessment, the Chinese program constantly adjusts its curriculum, fine-tunes the syllabi for all of its courses, and expands its offerings from the beginning level to the intermediate level and to advanced courses that go beyond language training.

c. We ensure that students enrolled in Chinese courses are aware of the available educational assistance and benefits of support services such as Success Centers, and Counseling. We explore and implement a Dual Enrollment Program. We have

been actively recruit through various methods on an ethnically diverse student group into the Chinese program. This included various ethnic groups that reside in the communities served by Chaffey College.

*** 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?

The success rate, however, is a bit uneven. Asians and Caucasians have a higher rate of success than their African American and Hispanic fellow classmates. Regardless of factors that are beyond the instructors' control, we in the program need to pay special attention to the needs of these two groups of students in order to help them succeed. One of the instructors has already taken measures to engage African American and Hispanic students by engaging them in extra-curricular activities such as field trip to increase their chances of success. Such measures need to be expanded throughout the program.

The slight difference in terms of success rate between the two genders is negligible, although some work needs to be done in strengthen equality between male and female students. Special attention should be given to females students with families. Additionally, we will make sure that our faculty are aware of the resources available to students who are struggling so that we can all contribute to ameliorate disparities in equity. 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.

Response Legend:					
1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = 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)				✓	

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 Marker 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

- a. 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."
- 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, explicitly identify specific "learning and completion" strengths.

Summary of strengths: The number of AA degrees has increased.

Comment on strengths: The number of course offerings and degree completion has gone up each year since the department began. Students are well supported through activities that the department has developed for the success centers, which historically are known as an essential element for students' success especially in language learning. The department works closely with the tutors and in creating materials, along with staying abreast of teaching trends, resources, innovative methods and other ways to engage students help to improve completion numbers. If students feel like they are part of a family, they are more likely to stay in the department and continue to completion.

2f. LEARNING AND COMPLETION AREAS OF IMPROVEMENT

- a. 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."
- 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, 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 of area of improvement: Overall enrollment and success has decreased.

Comment on area of improvement: Trends of enrollment, retention and success among community members goes up and down. Those trends are often out of the control of the department. Nevertheless, the department works hard to make sure all are welcome and supported. The recent downward trends in enrollment do not reflect course content or professor ability. Instead, they reflect the reality of the lives of our community members with having to hold two jobs and take care of family members. Those personal challenges often affect the ability to stay in school when it can be considered a luxury. 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. Additionally, to make improvements in our enrollment and success rates, we will investigate ZTC/OER materials as they have proven to have a significant positive impact in success rates for students, particularly our students of color and those who are differently abled. We believe this so strongly that we have made this a departmental VIP.

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

NONE

*** 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.

CLO (SLO) assessment results/ strengths: In most cases, the CLO data is strong. Students are learning the intended skills and reaching the objectives set by professors. It helps to have a well-structured and cohesive program with a lead professor helping adjuncts plan their classes. The department looks at progress during the semester rather than just at the end, to make sure students are on track to mastering the goals listed in the CLOs.

*** 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.

How we are using CLO data: The only area of improvement noted so far is in Chinese 3. This may be because it was recently taught and tested with a new part time professor. Occasionally, the higher level classes have a wider range of student abilities along with students who take the class as native speakers, hoping for an easy class. With the less-than-great data from this one class, the department is looking in to how to better support the adjuncts and assess early on in the semester to ensure that students are on track. The CLO is still a solid skill for that level, but assessment tools could be revised and training could be expanded. The other CLOs tested have great results and the department will rotate between testing other skills to make sure that all CLOs are being achieved.

*** 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 full time professor, adjuncts and coordinator all recognize the value of these skills in modern employment and are excited to incorporate ACES skills and assessment in the curriculum, utilizing Canvas. The department, after consultation with the Chaffey ACES leaders, will identify 2 specific ACES-ILO skills related to Communication and integrate them into the Canvas shells for all courses, beginning Fall 2022. To accomplish this, during this first year, the professor will attend professional development workshops and training and collaborate with the adjunct professors to develop curriculum activities and assessment tools and rubrics that help gauge success on these skills. The first year will focus on communication skills.

*** ACES-ILO YEAR 2 ACTIONS**

After some time with data collection, the department will meet and discuss other ACES-ILOs Skills in the areas of Empathy and Social/Diversity Awareness. We will identify two more Skills to integrate, along with continuing to gauge and reflect on Communication abilities. The department will meet together with full and part time faculty and the coordinator, possibly including ACES trainers/leaders as needed to insure that the assessment tools reflect learned skills and equate to employment skills as they revise Canvas shells and assessment tools.

*** 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 Chinese courses and we will include all applicable ACES Badges for the courses. This will include those in areas of Self Awareness and Adaptability. 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

Trends in enrollment, retention and success cannot be easily explained. Some times more students enroll and other times enrollment and/or success goes down. It may relate to economic trends or students needs to transfer early, drop out and support family or meet other personal needs.

The department plans to continue to informally survey students about their needs and learning styles in order to help meet their ever-evolving needs. With the movement towards more online learning and the many changes occurring in education, flexibility is key and the Chinese department is dedicated to encouraging enrollment and helping students stay enrolled and ultimately succeed. Additionally, we plan to encourage all faculty to explore POCR certification, as this should improve the overall quality of our online instruction. This approach is time intensive, but important, which is why we are making POCR certification a VIP for the department. It is expected that this level of course improvement will have a positive impact on our success, retention, and completion rates.

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).

VIP Goal #1: Get Chinese 1 approved for the POCR (online database). This process takes quite a bit of time. Every page, attachment, and handout must adhere to strict guidelines. Timeline: Fall 2022-Spring 2023 work on revisions. Draft submitted after reviewed by DE- June 2023. Fall 2023-Spring 2023 work on revisions and re-submit by June 2024.

VIP Goal #2: Investigate OER or Zero-Cost options for textbooks. Fall 2022, review available options. If materials are identified, we will pilot them as early as Spring 2023. This will be ongoing until something comparable to the current textbooks can be found. Each time an option is identified, it will be implemented for a semester to see if it is sufficient enough to be adopted permanently.

VIP Goal #3: Expand Campus-Wide Awareness of Chinese Culture by offering A Chinese New Year Celebration and at least one Asian Culture Awareness event during Asian American and Pacific Islander Heritage Month (May). These events will be offered by the Chinese Club and/or the Department each year: Jan and May 2023, Feb and May 2024, and Jan and May 2024.

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.

None

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.

None

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: Get Chinese 1 approved for the POCR (online database). This requires meticulous modification of every page and attachment in the Chinese 1 Canvas Shell. Timeline: Draft by June 2023, Submit and review Feedback, 23/24. Submit again by June 2024.

VIP Goal #2: Investigate OER or Zero-Cost options for textbooks. If materials are identified, we will pilot them as early as Spring 2023. This will be ongoing until something comparable to the current textbooks can be found.

VIP Goal #3: Expand Campus-Wide Awareness of Chinese Culture by offering A Chinese New Year Celebration and at least one Asian Culture Awareness event during Asian American and Pacific Islander Heritage Month (May). These events will be offered by the Chinese Club and/or the Department each year: Jan and May 2023, Feb and May 2024, and Jan and May 2024.

* 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: POCR (online database): This will allow us to offer more sections and improve **Equity and Access** to students who live out of the area. They will find the course through the POCR database and possibly encourage them to take other

Chaffey courses. The POCR requirements not only provide the opportunity to reach further - they help improve the class to make sure it is accessible and meets all ADA guidelines for students this improves **Equity** and for many students improves their ability to complete their educational goals (**Learning and Completion**). Also, these modifications help meet the needs of many students in the community who have various educational needs (**Community Opportunities and Needs**).

VIP Goal #2: OER or Zero-Cost options: Many students have financial strains that restrict their access to education (**Equity and Access**). Having Zero-Cost classes help with Equity and Success by making the class affordable. It helps students complete when all they need is a GE class but don't have the funds to take a class with an expensive textbook (**Learning and Completion**). It also meets the needs of our community because we have many students returning to school while also supporting families (**Community Opportunities and Needs**).

VIP Goal #3: Chinese Culture Awareness Activities: These events help all students faculty and staff become more aware and more tolerant of others from different cultures. This helps people become better citizens and interact with their community with a better sense of the differences and similarities in lived experience. It helps everyone to appreciate diversity more which improves our reputation as an inviting and encouraging environment (**Equity, Community Needs**).