☑ ◄ Show All Possible Responses

🟥 **Response is required**

1. PROGRAM OVERVIEW

🟥 **Program Title & Code**

Program Title

French
(Max chars: 100)

Program Code

1102
(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: French is widely offered in California High Schools as the only option other than Spanish (and occasionally ASL). This means many students in our community have some experience with French and may want to continue with that area of study. If the student didn't recently graduate, they may not want to petition out of French using transcripts and instead, begin again, knowing it will be easier since they've had some time with this. This is provides a more comfortable option for many California High School graduates. Though Spanish is widely available, French is less available after high school so providing this option is a way to reach out to many community members who have some experience with the language and an interest in pursuing it in the future.

Goal 2: Learning and Completion: Because many people take French in High School, having it as an option in college is a way to help those students feel mores successful right away and help them reach their completion goals of transfer or degree or certificate completion. Also, with so much of college being new and daunting, having a familiar language (for some due to high school studies and for others because of family members) will help those students who are new to many of the subjects in college have at least one subject that they feel a connection too. This relaxation of the affective filter facilitates learning and then by extension, completion.

Goal 3: Community Opportunities and Needs: French is not widely-known by community members which makes bilingualism with French and English a commodity. With so many job opportunities opening up, having "bilingual" with a language that is less prevalent than something like Spanish might give a person access to a higher-paid professional position that may otherwise be outside of their reach. Also, there are some individuals from French-speaking countries and they have relatives

who may want to learn the language for improved communication. Also, some fluent speakers may need academic French to improve their writing skills.

Goal 6: Agility: Variety is key when offering languages. Students have success when they feel personally connected or interested in a target language. Some individuals might have a mental block against learning a particular language and need a few options. This is why it is so important to offer choices. French is a romance language and it appeals to some people more than other languages. To be successful in a second language and reach the level of fluency, it's important that an individual identify with the target language and have fun with it. This is why a student should have the option to switch to French if they started in Spanish and don't feel connected to it. Also, if a student grew up with Spanish, they may want to take a third language and having French as an option gives them a chance to be trilingual. Many students choose it because they feel it relates more towards art, poetry and music and fulfills is more lyrical than other language choices.

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 textbooks are expensive, so we want to research low cost or no cost textbooks for French to alleviate cost concerns for students.

Update sp 2022: COMPLETED. The previous textbook as been designated as "Optional" because the instructors have found OER options for students. The book is available online for free and can be printed as needed.

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	✔			

	1	2	3	4
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

a. First, summarize "equity" data from Institutional Research that describes your program strengths.
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. Considering the evidence, explicitly identify specific "equity" strengths.

Summary: Most areas of enrollment, retention and success went up. It areas where it didn't obviously go up, it was often incalculable because of minimal responses in that area.

Strengths: The French department is dynamic and responsive to student needs, they encourage enrollment and work hard to encourage students to stay and succeed. They send multiple encouraging messages often to help students stay motivated and to let the students know that the teachers see them as valuable contributors to the class. This helps with retention and success. The trends can't be wholly attributed to the professors because many other things affect these numbers, but the professors are very skilled at what they do and they collaborate continually through the semester to help each excel as professors as well.

✱ 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: Almost every group went up. The only areas that went down are retention of Asian students and success of Caucasian students.

Areas of Improvement: There's really no way to guess at why certain groups go up or down. The teachers encourage all students and reach out to students who are struggling. The numbers may reflect trends in society with students switching to new jobs, transferring early, changing focus or other factors. What we can do is encourage students to communicate their struggles so that teachers can help provide resources. The teachers are dedicated to helping all students who enroll, even when those students have outside factors that require that they drop. The teachers continually reach out to prevent this from happening, but occasionally, there's just no other way for a student. We will continue to encourage all students and come up with new ways to support all learners. 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.

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:** Overall, the trends are up.
>
> **Strengths:** The teachers continue to come up with creative ways to support students. They share ideas for creating dynamic online space as well as fun activities for in-person classes. They make sure to share resources with students and help the success centers to support students as well. The department of part timers communicates well with each other and their coordinator to make sure that all students get a great learning experience.

✳ 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:** Overall, the trends are up.
>
> **How the dept will maintain excellence:** The numbers look very good and the professors and coordinator are pleased that students are being served. We will continue to collaborate with each other and the success center to make sure that the students have a variety of resources. Also, the professors have found that the key component to success is the students really feeling valued in the class. Personal messages asking if the student was able to complete an assignment or an encouragement to attend office hours goes a long way. The professors continue to discuss what works well in their classes and discusses effective strategies for helping students during these challenging times when they have many things going on outside of their educational pursuits.

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

No answer specified

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 department discusses CLO findings and data each time the courses are assessed. They discuss ways to assess that meet the needs of different kinds of learners. For example, some students do well in presentations while others excel when communicating in a more casual setting. In department meetings, the CLOs are revised when needed and methods of assessment are considered. Typically the assessment methods aren't changed, but ideas are shared about ways to enhance instruction.

✖ 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 CLO assessment data is typically very positive. Students learn the key skills that are taught in the class. The CLOs reflect communication and writing skills that are key to language classes and as the course progresses, teachers make sure the target skills are being met. Therefore, the CLO data serves to reinforce that the French teachers are doing what they were trained to do and what they do very well. We look forward to exploring ACES and how those align with the key skills in the courses.

✖ 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

Year One, Fall 2022: Dept Meetings: We will examine how the ACES relate to what we are already doing in our classes. The key ones are Communication, Self Awareness and Empathy. We will think about how we can incorporate the ACES rubrics into our course shells to capture data related to three of the ACES.

- **Communication:** We include exercises in negotiating the language for clarity, asking questions, asking for clarification while learning techniques for speaking in groups and being polite and using excuse me, thank you, etc.
- **Self Awareness:** There are activities where students think about their own preferences, goals, tendencies, skills, and strengths. They may also discuss goals for the future and strategies to improve on bad habits.
- **Empathy:** The classes show people from all over the world using the target language. The discussions in class also include discussing oppression and struggles of different peoples. They also practice kind speech.

Spring 2023: Add at least 2-3 ACES-ILOs Skills to each class.

⊞ ACES-ILO YEAR 2 ACTIONS

Year Two, Fall 2023, We will continue to add ACES in the areas of Communication, Self Awareness and Empathy. We will also discuss the ways other areas are also emphasized in our classes:

- Collaboration: Working in groups or practicing conversations with a partner.
- Social / Diversity Awareness: Teachers will bring in a variety of examples of people all over the world, emphasizing representation and respect of cultures. Students identify themselves and connects to the material. They will see the respect demonstrated by the teacher towards these groups and learn techniques for using the target language to be an ally.

Spring, 2024: By this time we will have at least 4 ACES-ILOs Skills included in each Canvas Shell.

⊞ ACES-ILO YEAR 3 ACTIONS

Year Three, Fall 2024: depending on the results and data gathered from the first two years, this year we hope to have all ACES-ILOs Skills aligned with the CLOs so that data is collected automatically. Also, we will assess the practicality of increasing the Skills in the French courses and including Digital Fluency to the list.

- Digital Fluency - Utilizing online quizzes and technology for online classes and also for in-person, using technology as a supplement.

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

> In all areas, the department is doing very well. The goal is to maintain high standards and also grow in the areas that the community needs us. The success center has always been a big part of the success of language students and the French professors work closely with the ACD Success Center on updating DLAs and finding good tutors. We will continue to foster this relationship and support the tutors with training and guidance. We will also examine data from CLO assessment and ACES rubrics to make sure that we are meeting the goals of students who plan to go out and find work with their new language skills. We will continue to look within to make sure we are doing are best and being responsive to student needs.

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:** Part time professors will assist the education specialists at the success center to update the French DLAs using Playposit or other interactive software.
>
> Step One: Find funding to pay the part timers to consult the success center on creating new materials.
>
> Step Two: Collaborate among the teachers to figure out what should be carried over, what should be revamped, what should be let go and what should be created from scratch for the success center materials.
>
> Step Three: Do the work
>
> Step Four: Pilot the new DLAs and see if they need updating, changing, modifications of any kind.
>
> Step Five: Finding more funding to modify as needed.

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.

> Funding for part time participation in workshops and trainings.

> Funding for part timers to edit and update tutoring 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:** Part time professors will assist the education specialists at the success center to update the French DLAs using Playposit or other interactive software in the 2022/23 academic year, and incorporate new DLAs into at least one French course in 2023/24 academic year.

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

> The VIP goal of updating the DLAs would reach a wider variety of learners (**Equity and Success)** while also supporting students **Learning and Completion** because the DLAs help students catch up and get additional help when needed. The current DLAs are on paper and restricted to being downloaded, completed alone and reviewed with a tutor. This is prohibitive to some learners. Also, the **community needs** access to online and technology-based options for supplemental instruction because they are busy and often learning at odd hours: Community Opportunities and Needs and technology. The new DLAs (which are common in other languages) are more efficient (**Efficiency**) and they are more responsive to the changing environment of education: **Agility**. The new format meets most of the college goals. The old versions and styles are outdated and difficult to administer online. Even in person, they are antiquated.