☑ ◄ Show All Possible Responses

🟥 **Response is required**

1. PROGRAM OVERVIEW

🟥 **Program Title & Code**

Program Title

▌ American Sign Language

(Max chars: 100)

Program Code

▌ 850

(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: Offering ASL helps provide equity to community members by producing more people who are fluent in sign language while also allowing students to choose a language other than a spoken foreign language that might be intimidating. Many people in the community might benefit from having greater cultural sensitivity. Much of sensitivity awareness today focuses on race and ethnicity, but awareness of Deaf culture is needed as well. Audism is a big problem and our students will benefit from learning about it.

Goal 2: Learning and Completion: Access to ASL as part of an educational plan will help students have options for their GE completion and, in some cases, allow them to continue on in a language they began learning in high school. There are a lot of support options for ASL online and for many students who are less verbal, the ASL option helps them reach completion when they might otherwise be stuck in a spoken foreign language. ASL will allow students to:

1. pursue careers that require ASL fluency

2. apply to interpreting; program for further training

3. fulfill foreign language requirements

> **Goal 3:** Community Opportunities and Needs: Employers are seeking individuals with a variety of skills outside of office skills and basic education. They want bilingual individuals and those who can provide a service when needed to assist with a Deaf or hard of hearing clients. They also have greater awareness for marginalized groups. ASL skills make a new graduate more competitive in the workplace. Graduates will interact with Deaf people from their community (i.e., neighbors, coworkers, friends and family members) successfully.

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.).**

> **From 2021 Comprehensive:**
>
> **VIP Goal #1:** The ASL department will provide support to part-time faculty in order to create a dialogue about what the ASL Student Learning Outcomes are and how to give feedback and assessment by using GoReact software for ASL levels. The ultimate goal is to increase retention and success rates at advanced levels (ASL 3 and 4). **UPDATE:** Completed.
>
> **VIP Goal #2:** Since the ASL Department adopted the new 3rd edition of an ASL etextbook, we created updated Directed Learning Activities (DLA's), workshops, and group activities that correlate with the new edition. This VIP goal will help students to persist in the ASL program and connect learning between the Success Center and the classroom. **UPDATE:** Completed.
>
> **VIP Goal #3:** September is National Deaf Awareness Month, the ASL department will provide a Deaf awareness event to promote the positive aspects of deafness and social inclusion for Chaffey's deaf & hard of hearing students including faculty. **Update:** this goal has been postponed for now until further planning can be done.

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

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.

> **Equity Strengths:**
>
> Enrollment: Overall, enrollment has increased 17.3% over the past 5 years. Enrollment by Hispanic students is up from 513 in 2015/16 to 587 in 2020/21. While 2020/21 enrollment by Hispanic students is down a bit from its peak in 2018/19 (693), there is still an overall increase of 14.4%. Also notable, are enrollment increased in Asian (133.3%), African American (29.4%), and other race (48.5%) students. While enrollment of male students has fallen a bit, female enrollment has increased 29.8%. With the exception of students in the 20-24 age group (-5.6%), the increase in enrollment is seen across the full range of age groups.
>
> Success Rates: While overall success rates are only up 0.2%, substantial increases in success rated have been seen male students (12.3%), students in the 50+ age group (28.8%), and African American students (7.5%).
>
> Summary: The department encourages all groups to enroll, persist and succeed in their courses. The professors encourage students to stay in the class and work around any problems they may be having with the classwork. They encourage students to give feedback and suggest ways that the teacher might further support them. The full time professors work well with all of the adjuncts to ensure that they have the resources they need. This shows up in the numbers here as well as in the student satisfaction surveys, professor evaluations and verbal positive feedback to the coordinator.

⊗ 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?

> **Disparities in Equity:**

Enrollment: While enrollment has increased overall, enrollment of male students has decreased from 190 in 2016/16 to 156 in 2020/21 (-17.9%). Students of unknown/decline to state gender have also declined over the past 5 years (from 19 to 16). Enrollment of students with disabilities has also seen a significant decrease over the past 5 years, dropping from 60 in 2015/16 to 43 in 2021/22, a decrease of 28.3%.

Success Rates: Average success rates for ASL were 57% in 2020/21. While success rates have increased 0.2% over the past 5 years, there is ample room for improvement.   The success rates for students of unknown race or ethnicity have decreased 33.3% over the past 5 years. While enrollment of female students is up, success rates for female students have dropped 4.3%. Data also indicates declines in success rates for students ages 20-24 (-7.4%), 30-39 (-4.9%), and 40-49 (-4.8%).

Retention Rates: The average retention rate in 2020/21 was 84.5%, which reflects an overall decrease of 6.7% over the past 5 years. While retention rates increased for African American students, students in all other race/ethnicity groups saw a decline. The 5-year decline impacted all gender groups: male (-11.4%), female (-6.2%), and unknown/decline to state (-4.9%). Retention rated for students with disabilities and economically disadvantaged students also saw 5-year declines, -11.9% and 6.1% respectively.

Summary: Although the department welcomes and encourages all students, economic trends affect enrollment, retention and success of students. Also, interest in professions such as being an interpreter changes in popularity. 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. However, with all of this encouragement and flexibility, some students just cannot finish. It may have to do with economic hardship or family issues. Sometimes trends relate to the economy. There's no way to pinpoint specific reasons. However, the teachers will remain aware of these fluctuations and do what they can to encourage all students to enroll, stay and complete the courses with passing grades.

The department implemented a new textbook for a short period with the move to online instruction. After just one semester, the department realized that the new choice was not meeting the needs of students or faculty, so we returned to "Signing Naturally." Because the entire department uses the same text, a radical change like this may have impacted enrollment and or retention rates. That said, we believe the new text is significantly better and more beneficial to our students for the long term.

While we have regular meetings with our PT faculty, we have noticed that there are differences in the delivery of materials to students. We plan to incorporate additional training sessions in 2022-24 to ensure that all faculty are providing students a consistent level of instruction. 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: The total overall enrollments have gone up over the past five years (17.3%) even after a peak (2018) and dropping back down in 2020-2021. The success rates have increased slightly (.2%) over five years, though they are down slightly for the past three years. Retention went up in 2019 but has seen a dip in 2021. The total FTES is slightly up over the past 5 years (4.6), but down from a 2018 peak. Degrees earned is slightly down since 2018-19 but overall up from 5 years ago.

Explanation: The numbers are all slightly up from five years ago even with small dips in the past two years. The professors work hard to retain students and encourage their learning and success. They encourage completion of the AA degree. In order to encourage enrollment, retention and success, they employ a variety of teaching techniques to reach students who learn in different ways. Also, the teachers welcome students into their Deaf culture and I think the students are grateful for this exposure. They may have been confused about Deaf culture in the past and our department helps them become educated about the Deaf and their culture as well as to avoid Audism and to become more aware of Audism that is prevalent in society. Students appreciate the knowledge they get and this is evident in the numbers. Even with the small drops in the past couple of years, the overall numbers are higher over a five year span.

✪ 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 Retention is down in a 5-year span (-6.7%) although it went up slightly in 2019-2020. The AA degrees earned is up overall, but down from 2018-2020 (from 12 to 9 degrees awarded).
>
> **Explanation of Areas of Improvement:**
>
> In addition to the Covid crisis, which necessitated the entire department moving our coursework online in just two weeks, which certainly could have impacted our learning and completion rates, we implemented a new text that ended up being unsuitable for our faculty and students. The department was bold and went back to "Signing Naturally," but that one-semester disruption may have impacted our numbers, as both students in upper levels (as well as all faculty), had to embrace a new text and then return to the old one. In addition, that "old" text was now in an online version, which was unfamiliar. These changes were significant, but things are now going much better, and we anticipate seeing improved results in our next PSR cycle.
>
> The teachers continue to encourage students and community members to continue their education in ASL as best they can. If a student has conflicts with work or home life, the teachers are encouraging them to stay enrolled and do what they can to complete work. They are being flexible whenever they can. However, even with the most encouraging professors, life sometimes gets in the way. The numbers fluctuate every year and the data of the past six years only fluctuates slightly. It happens to be slightly down right now, but as we navigate online teaching and learning and education evolves, retention and AA completion may go up. Covid might contribute to retention being down because many students' situations are changing all the time. They may plan for a class and then have to change jobs and then are not able to finish.

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.

| Our department reviews the CLO data and discusses best practices for classroom curriculum. The professors and the coordinator meet with adjunct professors throughout the semester to support them and make sure they have what they need to help students reach all objectives. Most CLOS data show high success rates because they are based on fundamental skills taught in all classes. We now look forward to incorporating ACES - ILO skills into the Canvas courses to further improve the employability of our students.

⊠ 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.

> Our data is very good as we teach the skills that are in the CLOs. We have very high success rates and we have discussions about how to continue getting those high results. That being said, there is always room for improvement. **One area of improvement** would be in assessing more CLOs more often. We have access to a variety of sections (online, hybrid, in-person) and could assess several CLOs rather than one per class and collect more information to make sure that all CLOs are achieved in all classes. We will also be incorporating ACES in the future as well.

⊞ 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 1 specific ACES-ILO skill (related to Communication) the first year and integrate it 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. The professors and the coordinator will work together towards incorporating this employment skill. The Canvas shells are aligned already, so expanding them to include ACES can be done easily and shared among all 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 ASL courses and we will include 2-3 applicable ACES Badges for the courses. We will use what we learned from Year 1 and 2 to guide us.

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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

Summary of disparities and areas of improvement: As stated in 2C, although overall enrollment is up, enrollment of males is down, students of unknown/decline to state gender and students with disabilities has also seen a significant decrease over the past 5 years. The average success rates have increased slightly but the success rates of female students, those of unknown race or ethnicity and ages 20-24 has decreased. Retention has decreased for all gender groups and all race/ethnicity groups except African American. Students with disabilities and the economically disadvantaged also saw declines. Also, as noted in 2F, overall retention and the completion of AAs went down. Despite that, the department has very good CLO data.

Specific factors that have contributed: For the areas that went down, this may have to do with the department changing quickly to online learning, switching textbooks (and then returning to an online version of a previously-used textbook). It may have to do with economic hardships and job instability among students. Community college students come from a wide variety of backgrounds including

> academic preparedness and economic stresses. Our CLO data looks very good and does not have a lot to improve on except in assessing more CLOs for all levels especially with the changes in modality over the past two years. The decreases in degrees awarded may have to do with trends in the popularity of various professions.

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:** Prepare materials for our two new courses (ASL 20 & ASL 21).
>
> Year 1 - Both professors will work together to develop materials for ASL 20 and 21 and one professor will deliver one semester of instruction (F22). The other professor will revise the materials and deliver them in Spring 2023.
>
> Year 2 - The department will make improvements so that when offered the second time (F23 and S24), the teachers can continue to improve the Canvas shells and ask for input from students and colleagues.
>
> Year 3 - The department will make adjustments as needed until the courses are fully realized, and student success and retention numbers are equal to or higher than ASL 1.
>
> **VIP Goal #2:** The ASL faculty want to explore ZTC/OER materials because of the positive impact ZTC materials have on student success rates, particularly for students of color and those who are differently abled.
>
> Year 1 - The faculty will reach out to at least 2 other colleges to find out what materials they are using and gauge faculty satisfaction in 2022/23.
>
> Year 2 - The faculty will implement at least one ZTC material in one section in 2023/24.
>
> Year 3 - The faculty will evaluate the success of the ZTC option and make plan to expand use of it or explore other ZCT materials.

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.

> N/A

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 Training

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: Prepare materials for our two new courses (ASL 20 & ASL 21), deliver one semester of instruction (F22 and S23), and make improvements so that when offered the second time (F23 and S24), the courses are fully realized, and student success and retention numbers are equal to or higher than ASL 1.
>
> VIP Goal #2: Explore ZTC/OER materials for ASL courses by reaching out to at least two other colleges to find out what materials they are using. Gauge faculty satisfaction in 2022/23 and implement at least one ZTC material in one section 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. Develop ASL 20 & 21 materials for Fall 2022 and continue to revise them '22-'24.
>
> This VIP Goal will help with **Equity and Success** because many students need extra help with certain skills. Also, this will allow them to get the certificate in ASL. It will help with **Learning and Completion** because some students don't have time for the AA. Also, practicing fingerspelling will help them in all levels and improve their confidence in the language. Finally, this added curriculum will improve **Community Opportunities and serve student Needs** because these lower unit classes are very accessible. They don't take a lot of time and can fit in between other classes the students are taking. Also, if a student has to take a semester off because of hardship, they can sign up for just a 1-unit or 2 unit class to keep practicing their ASL so they don't forget everything.
>
> VIP Goal #2: The professors will explore OER/ZCT (Open Educational Resource / Zero Cost Textbook) options for ASL. They will contact other colleges to see what they are using and determine if any will be good for our department.
>
> This VIP Goal will help with **Equity and Success** because many students are struggling with money and need options for no-cost classes. They won't have to postpone their education if they don't have the money for books. It will help with **Learning and Completion** because some students take time off when they can't afford school. This way, they can keep attending even if they have financial hardships. Finally, this change in textbook will improve **Community Opportunities** because many students look at the schedule for OER options and choose classes based on that distinction. If our classes can have this designation, we will attract more community member.