

# Form: "PSR 2021 INSTRUCTIONAL Comprehensive Cohort B"

Participating Area: Geography Cohort-B 2206 I

Show All Possible Responses

**\* Response is required**

## 1. PROGRAM OVERVIEW

**\* Program Title & Code**

**Program Title**

Geography  
(Max chars: 100)

**Program Code**

2206  
(Max chars: 100)

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

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

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

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

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

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

- Geography is taught at all three campuses during both day and evening and now online which meets the needs of a diverse student population.
- The World Regional Geography (Geog-1), Global Climate Change (Geog-2) and Human Geography (Geog-11) courses address the life experiences of our very diverse student population by focusing on their cultural origins, diffusion and contemporary spatial expressions.
- High enrollment of Latino students which reflects the demographics of the college district.
- Geography offers courses and a degree that bridge both the social sciences and STEM areas of the college which makes it a diversified discipline.
- Zero Cost textbooks – Out of 9 sections for Spring 2021, 7 are zero cost for Spring 2021
- The department provides equity and success by participating in the Turning Point Program, offering lecture classes at the Chino Institute for Women and the Chino Institute for Men starting in Spring 2021.

Goal 2: College will ensure learning and timely completion of students' educational goals.

- The new AS-T geography major stipulates 60 units for a transfer to most four year colleges and the course sequence was mapped with Guided Pathways.
- SLO's insure student learning and all courses exceeded the 70% success rate in Fall 2020.
- Lecture and lab courses meet physical science requirements or foundational skills for either a degree or transfer credit.
- No geography courses have a prerequisite so students can choose among the 7 courses as suits their academic path.

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

- The Geography AS-T major provides non-STEM majors with a degree option at 60 units that is transferrable to most four year colleges.
- Faculty do Career Center presentations including: "What could I do with a career in geography?"
- Geography 4 and 5 fulfill the physical science lecture and lab requirement for transfer to a four year college.

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

- Online learning using Canvas, Canvas Studio, Playposit, Harmonize, Camtasia, and Zoom is utilized to enhance student learning.
- Students employ GPS receivers on Physical Geography field trips to collect data to upload to on-line topographic maps.

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

- The study of climate change is now met by the revised Geog-2 course which is being recommended by Economics, Journalism, Political Science, Social Justice and Sociology major's maps.

## 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: Increase/expand department offerings to include DE classes. Also, offer SI for Geog. 1 (World Regions) and Geog. 4 (Physical). Upgrade CA map for Geog. 3,4,5 classes.

- Ongoing: DE now offered in all classes.
- Complete: SI not being offered for Geog. 1 or Geog.4
- Complete: Map now upgraded for use in PS-102.

VIP Goal #2: Increase department staff by hiring a second full-time geography tenure track employee.

- Ongoing: No second faculty hired for geography.

## 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.**

Yes, instructors have used the 3D map of California funded by the Resource Allocation Committee to help students understand the spatial relationships between California's rugged topography, water resources, climate and population centers.

## 2. EVIDENCE--EQUITY

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

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

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

Review data over the last six years.

<b>Response Legend:</b> 1 = Increase   2 = Decrease   3 = No Change (plus or minus 2%)   4 = No or Insufficient Data Available				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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 over the last six years.

<b>Response Legend:</b> 1 = Increase   2 = Decrease   3 = No Change (plus or minus 2%)   4 = No or Insufficient Data Available				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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	✓			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Success rate by Hispanic	✓			
Success rate by other race/ethnicity	✓			
Retention rate by African American		✓		
Retention rate by Caucasian			✓	
Retention rate by Asian		✓		
Retention rate by Hispanic	✓			
Retention rate by other race/ethnicity	✓			

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

Review data over the last six years.

<b>Response Legend:</b>				
1 = Increase   2 = Decrease   3 = No Change (plus or minus 2%)   4 = No or Insufficient Data Available				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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	✓			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Success rate by age group, 25-29			✓	
Success rate by age group, 30-39	✓			
Success rate by age group, 40-49	✓			
Success rate by age group, 50 or older	✓			
Retention rate by age group, 19 or younger	✓			
Retention rate by age group, 20-24	✓			
Retention rate by age group, 25-29		✓		
Retention rate by age group, 30-39	✓			
Retention rate by age group, 40-49	✓			
Retention rate by age group, 50 or older	✓			

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

Review data over the last six years.

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

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

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

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

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

Success rates are up substantially (19.1% overall) for all groups over the past 6 years except for no change in the 25-29 age group. The success rate increases by group are: African American 22.7%, Asian 6.8%, Caucasian 12.8% and Hispanic 19.7%. The increase in success rates may be due to geography tutors and use of DLAs in the Success Center. Geography's 19.1% increase in success rate compares favorably to the campus wide 6 year success rate increase of only 1.3%.

Retention rates have increased for females, Hispanics, students with disabilities, first generation and economically disadvantaged. Retention rates have declined for African Americans, Asians, and the age group 25-29. The geography department's overall retention rate increased by 3.1% over 6 years compared to the college rate declining by -0.3%. The geography department's 6 year retention rates for students are: African American -2.6%, Asian -6.0%, Caucasian -0.6% and Hispanic up by 4.5%. The 25-29 year old showed a slight -2.9% decline.

Enrollments are down in the past 6 years by -18.6% compared to the campus wide increase of 11.7%. The decline in 6 years breaks down to: African Americans -25.9%, Asians -2.5%, Caucasians -35.4% and Hispanics -13.7%. The decline is due to the reduced offerings at the Fontana and Chino sites. In 2015-16, both Fontana and Chino had a combined 12 sections but by 2019-20 only 3 sections were taught Fontana and 0 at Chino. See the attached data from Institutional Research.

### 3. EVIDENCE--PROGRAM DATA

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

**3a. Identify important PROGRAM developments and trends.**

Review data over the last six years.

<b>Response Legend:</b> 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = No or Insufficient Data Available					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Overall Enrollment		✓			
Overall Retention	✓				
Overall Course Success	✓				
FTES		✓			
All ADT degrees awarded		✓			
All AA degrees awarded		✓			
All AS degrees awarded				✓	
All degrees awarded		✓			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
All Certificate Completion				✓	
Average units earned, ADT degree		✓			
Average units earned, AA degree					✓
Average units earned, AS degree				✓	
Average units earned, all degrees					✓
Average units earned by certificate(s)				✓	
Overall average # of semesters to award degree(s)					✓
Overall average # of semesters to award certificate(s)				✓	

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

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

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

Both the success (up 19.1%) and retention (up 3.1%) rates for geography over the past 6 years have greatly increased as discussed in the previous section. The number of units to earn an AA-T degree decreased from 109 units to 99 units between 2016-17 to 2019-20 except for 2017-18 showing a large drop to 81 units. The number of sections offering Zero Cost Textbooks increased from 1 in Spring 2020 to 9 in Fall 2020.

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

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

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

1. Geography courses weren't offered on-line until the recent Covid crisis. In the future, offering all of the geography courses online on a rotating basis will allow students to enroll in more classes and increase the availability of the AA-T degree.
2. When in person instruction resumes, the enrollment and FTES in Geography can be increased by offering more courses at the Fontana and Chino centers. Geography was a robust program on all 3 campuses in 2015-16 with 31 courses and then it dropped down to 20 in 2019-20. The Fontana and Chino centers declined by 9 courses during the period. No geography courses were taught at Chino during the 2019-20 year. So students at those two campuses didn't have access to the sequence of courses leading to a geography major. Geography courses don't have prerequisites so by rotating a sequence of courses at both Fontana and Chino, students could complete a major without having to travel to the Rancho campus.
3. If a sequence of geography courses was offered at Fontana and Chino then students would have the opportunity to earn AA-T degrees. The total number of degrees and the AA-T degrees have declined from a high of 6 total degrees in 2016-17 to 3 degrees in 2019-20. The AA degree has been discontinued with the last degree awarded in 2016-17.

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

### 4a. Is this a CTE program?

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

Yes  No

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

### 4b. Identify important CTE PROGRAM developments and trends.

<b>Response Legend:</b> 1 = Middle Skill 2 = Above Middle Skill		
	<b>1</b>	<b>2</b>
CTE: Projected Occupational Growth		

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

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

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

*No answer specified*

## External Oversight: Advisory Committee Information (If applicable)

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

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

Yes  No

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

Yes  No

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

## 5. External Oversight: External Regulations (If applicable)

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

### \* 5a. External Agency

Does the program have external regulations?

Yes  No

### 5b. External Agency Information

If yes, please provide the following information:

- Name of Agency
- Date of last review
- Recommendations made
- Any budgetary or institutional impacts from the recommendations
- Progress on recommendations
- Date of next review

\*Note: more than one external agency can be added in the same field if needed.

## 6. EVIDENCE--LEARNING OUTCOMES

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

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

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

If you have any questions about learning outcomes, please refer to Chaffey College's Outcomes and Assessment website or email Jo Alvarez at jo.alvarez@chaffey.edu

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

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

A CAP is a learning outcomes assessment schedule.

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

Yes

No

Comment:



**\* 6c. Three-year cycle**

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

- Yes  
 No  
 Other:

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

- Yes  
 No  
 Other:

## ASSESSMENT REFLECTION

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

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

Pay special attention to learning outcomes that HAVE been met.

All of the courses evaluated in 2020-21 had results exceeding the threshold of 70% which ties back into the success rates steadily improving for all geography classes. Success rates in geography have increased by 19.1% in the past six years. During Fall 2020 when the SLOs were collected, only adjunct instructors were teaching in geography. These instructors indicated that they were all trying new methods to teach and assess in their online classes. One instructor mentioned using Canvas discussions to assess students understanding of El Nino, another mentioned the importance of covering difficult topics using multiple approaches such as short videos, labeling diagrams and practice quizzes to keep student engaged. Another instructor reported that they were searching for better sources of demographic statistics to allow students to perform research projects. In summary, the Fall 2020 SLO instructor discussions indicate that the entirely adjunct faculty was actively seeking better ways to engage students in online learning.

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

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

A rewording of the SLO reflection sheet for instructors could address how to improve student assessment results well above the 70% threshold. All learning outcomes were met at the 70% level but some courses such as Geog-2 and Geog-3 had pass rates in the 70% range. Since geography is a small department with 7 courses, during most semesters only one section of each course is taught. The instructor for Geog-3 mentioned the need to change strategies for teaching maps in online courses. The instructor in Geog-2 did not indicate how to improve their success rate above 74%. So SLO reflection questions for these hard working adjuncts need to be written to elicit more ideas for continuous improvements in student outcomes.

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## 7. STRATEGIC PLANNING

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

- Yes  
 No

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

- Yes

No

## OVERALL IMPROVEMENT

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

Subsection 2: EVIDENCE--Equity

Subsection 3: EVIDENCE--Program Data

Subsection 4: EVIDENCE--Learning Outcomes

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

To help guide your thinking, consider framing improvement in more tangible ways: orientations for new faculty, inefficiencies in office processes, communication gaps (with adjuncts or other departments), tracking errors, budgeting processes that are not as timely or efficient, coordination with other related areas in other educational units, resource management of supply budgets.

1. The number and variety of geography courses offered at the Fontana and Chino campuses needs to be increased to give students an opportunity to major in geography, fulfill their physical science requirement or satisfy geography courses suggested in numerous departments major's maps. Geography was expanding up until 2015-16 in both enrollment and majors and then experienced a sharp decline due to the reduction in classes offered at Fontana and Chino through 2019-20.
2. Success and retention rates for African Americans took a steep dive in 2017-2018 but has risen steadily through 2019-20. This upward trend needs to be monitored because the recent gyrations in the data indicate an unsteadiness in the improvements.
3. Retention rates for Asians, African Americans and the 25-29 age group need to be improved because they have been declined in the past six years even though retention rates for the department as a whole have increased.
4. Geography instructors indicated in their course SLO discussions that they needed to continue to improve their teaching methods for the fully online sections even though the 70% success threshold had been reached.

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

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

1. Offer more geography courses in the major's sequence at Chino and Fontana. Since geography courses don't have prerequisites, courses can be rotated over the semesters at both Chino and Fontana so that students would be able take all of the required classes without commuting to Rancho. Reintroduce geography courses at Chino which were discontinued in 2018-2019.
2. Increase geography majors by offering the rotating sequence of geography courses at Chino and Fontana. Have all geography instructors incorporate presentations on the geography major and job opportunities in their courses.
3. Improve SLO reflection questions to elicit more in depth responses from instructors. Specifically ask instructors to consider what changes could be made in courses to continuously improve success and retention rates.

## CURRICULUM IMPROVEMENT

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

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

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

- Physical Geography lab incorporates field trips so students can directly apply concepts learned in the classroom to the real world.
- Many geography sections include map reading exercises.

(Max chars: 5,000)

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

- All instructors discuss with their classes how geographers contribute to society as city planners, GIS specialists and teachers. And the geography department participates each year in the Career Planning presentation "What can I do with a geography major?"

(Max chars: 5,000)

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

Type N/A in the response field if you are not making any recommendations for professional development.

Information will be forwarded to the Faculty Success Center for future professional development planning. NO SCORE is assigned.

N/A

## 8. VIP GOALS

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

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

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

VIP Goal 1—Improve retention rates by 5% in the next three years by both increasing use of Success Center by students and improving SLO discussion by faculty.

VIP Goal 2—Increase outreach to Geography majors in all geography courses by including a career component.

VIP Goal 3—Increase success and equity district wide by offering more courses at Chino and Fontana so students have the same access as Rancho students.

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

VIP goals should relate to Chaffey Goals.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
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- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

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

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

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

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

VIP Goal 1—The success rates in geography over the past 6 years have increased by 19.1% and included all groups. The overall retention rates have increased by 3.1% over the past 6 years but the retention rates of African Americans and Asians are down by -2.6% and -6.0%. So emphasis will be placed on getting more students to use the Success Centers for both tutoring and DLAs. Additionally, SLO discussion questions will be rewritten to address how instructors could increase retention for these 2 groups. This VIP Goal will address equity, maximize student's opportunities, and ensure learning and timely completion of student's educational goals (Chaffey Goals 1,2 and 3).

VIP Goal 2— With Guided Pathways focused on having students declare a major within their first year at Chaffey, geography classes will include coverage of the geography major and job opportunities in the field. Geography faculty will also continue to offer the Career Center "What can I do with a geography major?" presentation. This VIP Goal will address equity, maximize student's opportunities,

and ensure learning and timely completion of student's educational goals (Chaffey Goals 1,2, and 3).

VIP Goal 3— Geography courses will be increased at Chino and Fontana and all 7 geography classes will be offered on a rotating schedule to allow a geography majors to complete the sequence at any of the 3 campuses and online. This VIP Goal will address equity, maximize student's opportunities, and ensure learning and timely completion of student's educational goals (Chaffey Goals 1,2, and 3).