

Form: "PSR 2021 INSTRUCTIONAL Comprehensive Cohort B"

Participating Area: Sociology Cohort-B 2208 I

Show All Possible Responses

*** Response is required**

1. PROGRAM OVERVIEW

*** Program Title & Code**

Program Title

Sociology
(Max chars: 100)

Program Code

2208
(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: Equity and Success

As an academic discipline, Sociology necessitates the critical analysis of society and places equity as a central value. Courses are culturally responsive and taught from a diversity, equity, and inclusion mindset. Sociology holds significant appeal to students from historically marginalized groups as well as those seeking a sociohistorical understanding of social relations among various demographic groups (e.g., ethnicity, race, sexual orientation, gender, sex, and social class). Contextualized within social institutions such as the economy, mass media and government, students gain insight into how their daily lives are impacted by social forces beyond their control. Each Sociology course exposes varying facets of social inequities fostering a sense of belonging and empowerment among students who may have experienced alienation in other courses of study.

Goal 2: Learning and Completion

The Department has been actively participating in the fast-track and distance education programs from their inception. Sociology was one of the first programs to offer the Associate Degree for 2 Transfer (ADT), now the Associate in Arts for Transfer (AA-T), which is intended for students who plan to complete a bachelor's degree in Sociology or a similar major at a CSU campus. Students completing an AA-T degree are guaranteed admission to the CSU system, but not to a particular campus or major. In Spring 2018, the Department inaugurated a second Associate in Arts for Transfer (AA-T) in Social Justice Studies that increases the intersections with a multiplicity of majors and academic programs at the CSU level, as well as solidifies our commitment for social justice and equality. The Department offers courses that satisfy the Inter-Segmental General Education transfer curriculum for the UC in Social and Behavioral Sciences. Sociology offers courses that meet the CSU and UC General Education requirements. Sociology courses also transfer as elective credit to both the UC and CSU. Sociology Department offerings are specifically required or recommended for more than 10 other programs at Chaffey.

Goal 3: Community Opportunities and Needs

Core components of Sociology curricula address community needs and problems such as inequality; domestic/intimate partner abuse; divorce; aging and care giving; gang violence; environmental issues; homelessness; peace and social justice issues; and preparing children and adults for ethical decisionmaking. Core components of Sociology curricula also address opportunity structures, which assist students in navigating employment, educational, and health care institutions to improve their life chances. In addition, in creating the Social Justice major, the Sociology Department acted upon growing student interest in issues of justice and equity at the local, state, and federal levels. Current events regarding LGBTQ+ rights, policing, immigration, school shootings, and more have heightened student interest in aligning the ideals of American society with the social policies that shape their life chances. A critical analysis of society that informs social action is a core feature of our Social Justice and Sociology majors both of which serve community needs for equity and access to fundamental resources for improved quality of life.

Goal 5: Efficiency

The Department schedules 18- and 14-week sections, Fast-Track 1 and Fast-Track 2 sections, as well as face-to-face, hybrid and online sections. Efficiency in scheduling enables students to complete and/or transfer quickly. Students may opt to complete the Sociology and/or Social Justice degrees fully online.

Goal 6: Agility

Capitalizing on increasing student diversity and awareness of equity issues interpersonally and structurally, the Sociology Department began offering courses in its new Social Justice Studies Degree Program in Spring 2018. Students may study social justice issues in local, national, and international arenas, examining social movements and social change so that they may become more informed citizens and community leaders. The Program aligns with careers in multiple fields, such as immigrant rights, environmentalism, union organizing, and social work.

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: Establish a partnership with the Institutional Research Office to help students see the real world application of sociological research methods.

Initial planning with the Institutional Research (IR) Office stalled logistically after IR moved from the Rancho Campus to the Chino Campus. Professor Gomez and Professor McCool, SOC 80 instructors, continue to stimulate student engagement with meaningful assignments in spite of this outcome.

- Ongoing: In the long term, the Department foresees the possibility of a newly hired full-time faculty member engaging with the IR Office and SOC 80 students. In the interim, we continue to stimulate our students' sociological imaginations through meaningful research projects.

VIP Goal #2: Expand the AA-T Degree in Sociology to the Chino campus.

The Sociology Department is committed to expanding outreach to students enrolled in courses at the Chino Campus as we have done for students at the Fontana Campus. Professor Guaracha is a model of campus involvement in Fontana. His work in the classroom, at campus events, as Community Advisor and more, facilitate student mentorship that is lacking at the Chino Campus. To rectify this situation, we are requesting a full-time, faculty member whose principle assignment is at the Chino Campus.

- Ongoing: The Department's request for a full-time faculty member principally located at the Chino campus, placed 17th in priority.

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--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.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or 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 over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or 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 over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or 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 over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or 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. 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).

The Sociology Department has made deliberate and conscious efforts to increase equity for our students. In terms of content and curriculum, the discipline of sociology issues of equity, diversity, inequality, and marginalization. These themes are relevant to our students, many of whom come from disadvantaged backgrounds. Because sociology helps students think critically about how the extant social structure foments inequality, and how we can create positive change to help increase equity, students are naturally drawn to the discipline. In addition to the field directly addressing issues of equity, our faculty members make overt attempts to increase equity in myriad ways. For starters, many of our faculty have adopted zero cost textbooks to assist students who are unable to afford textbooks. Moreover, we have worked with multiple programs on campus that serve our diverse student body, including: The Social Justice Center, The Honors Program, and EOPS. Anthony Guaracha and Sergio Gomez are faculty advisors on the Fontana and Rancho campus, respectively. Their efforts to advise and mentor students have proved invaluable to our student success rates. We have also incorporated more stand alone honors sections, to offer more opportunities for transfer for our ambitious students. Our department increased the number of online sections to help non-traditional students reach their educational goals. We have made an easy transition to a fully online curriculum during the pandemic, so that students can continue to work towards their goals. Our efforts are related to the following increases:

- increase of female students
- increase of Asian and Hispanic students
- Increased success rates of all racial groups
- Increase in enrollment of older students (25+)
- Increase in success rate of older students (25+)
- Increase in students with disabilities
- Increase in enrollment of students from economically disadvantaged backgrounds
- Increased success rate of first generation and economically disadvantaged students.

We have seen some interesting patterns of decrease, including:

- A decrease of enrollment among male students
- A decrease of enrollment among white students
- Decrease of enrollment among younger students (19-24)
- Decrease of success rate among students with disabilities

There may be a decrease of enrollment among white students due to demographic shifts of the region. In 2010, the non-Hispanic White population comprised 42% of the city of Rancho Cucamonga, and in 2020, that number dropped to 36.2% (Census 2020). The decrease in male students may be an indicator of economic recovery, with more male students entering the workforce instead of attending college. In order to reach more younger students, it may be a worthy effort to work with the high school dual enrollment partnership we have, to increase the visibility of Sociology as a

discipline. Additionally, we will find ways to increase the success rate among students with disabilities, including: meeting with DPS counselors to find ways to increase student success, continuing to accommodate students with disabilities, and increasing the communication with students with disabilities.

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.

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

Between the years of 2017-2018 to the last cycle, 2019-2020, our program in consistently showing increases in enrollments. Over the past six years, our enrollments have increased by 6.5%. While the college reported an enrollment increase change of 11.7 during the six years cycle, our program reported a 6.5 increase change. However, our program shows a steady increase in enrollment over 1 Yr Change: 3.8 versus the college's -2.7, and over 3 Yr Change: 12.5 versus the college's -2.0.

For retention, we also are maintaining consistent retention rates. Although we can see that there is a statistically insignificant difference for the six-year cycle (-0.1), the last cycle shows our retention rate has remained positively predictable, 93.3%. With retention rates, during the six-year cycle, our program had a smaller decrease change (-0.1) as compared to the college's decrease change (-0.3).

With respect to success rates. Our data show a significant increase of 5.5 in the six-year cycle. We are maintaining the success rate percentage at above 90% with our last academic year showing 93.3%. For success rates, during the six-year cycle, our program reported an increased change of 5.5 as compared to the overall college's change of 1.3.

Consistent with the strong success and retention rates, our FTEs have increased by 8.7% in the six-year cycle with nearly 403 FTEs in the last academic year, 2019-2020.

When it comes to degrees awarded, we see a steady increase. Overall, all ADT degrees awarded is healthy. For example, it increased from 57 in the 2015-2016 to 136 in the 2019-2020 year. The difference in degrees between the two years is 79 degrees awarded. We noticed that 121 of 136 degree earners completed CSUGE (ADT) and 15 of 136 graduates completed IGETC (ADT).

Our students are indeed completing their units with transferable degrees (ADT) in the past cycles, 2015-2016 to 2019-2020. Although there is not current data for ADT in the last six-year cycle, students are completing a higher number of units when transferring with CSUGE AA-T than IGETC AA-T. For example, CSUGE AAT degree earners completed an average of 75.4 units in the last academic year, 2019-2020, than the IGETC AA-T degree earners, who completed at an average of 61.7 units.

The trend of the average units by all ADT Degree Earners in Sociology is consistent with the decrease reported by all ADT Degree Earners for the college for the 2015-2016 through 2019-2020 academic years.

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.

One area of improvement would be our enrollments to meet the trends of the college, as the college reports increased changes. The college reported an enrollment increase change of 11.7 during the six-year cycle, while our program reported a 6.5 increase change.

Another area of improvement would be our annual FTEs. Our increase change was half of the college's increased change in the six-year cycle: 8.7 and 15.5, respectively.

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.

Response Legend: 1 = Middle Skill 2 = Above Middle Skill		
	1	2
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?

No answer specified

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:

- a) Name of Agency
- b) Date of last review
- c) Recommendations made
- d) Any budgetary or institutional impacts from the recommendations
- e) Progress on recommendations
- f) Date of next review

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

No answer specified

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.

After several iterations of the assessment process, the Sociology Department has fully transitioned to embedded assessments for all courses. These assessment tools (exams and research papers) more effectively measure student comprehension of our learning outcomes.

- During the previous few cycles, most assessment scores ranged from 71 percent to 87 percent meeting the benchmarks devised for each course.
- Our courses are taught by a variety of both full-time and part-time faculty exposing students to different pedagogies.
- Sociology is relevant to the lived experiences of our students who confront interpersonal and structural inequalities (e.g., due to social class, sexual orientation, ethnicity, race, etc.). For example, one faculty member assigns a research project requiring a sociological analysis of a news incident involving structural inequality for Introduction to Social Justice (SOC 33). Students must assess the incident and develop a strategy for achieving social justice using collective action.

- Our emphasis on addressing social inequalities is a theme of empowerment running throughout our curriculum, which may contribute to the Department either meeting or exceeding our criteria for success.

✳ 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.

We have met or exceeded nearly all of our assessment goals for each cycle. Despite that success, we seek two improvements: Raise assessment scores from 'met' to 'exceed' and address the consistency of specialty course offerings, which affects the collection of assessment results.

1. In examining our assessment results near the 70 percent pass rate, we find it necessary to improve students' ability to conceptualize social forces (PLO#1 Sociological Imagination: Students will be able to recognize the connections between social structure and the individual in society). We will target assignments in SOC 14, SOC 15, SOC 25, SOC 26, and SOC 32 which involve students analyzing the connection between ethnoracial and gendered interactions on the micro level and institutional forces on the macro level. We will discuss and demonstrate effective rubric construction to our faculty in an effort to increase students' understanding of evaluation standards (e.g., SOC 25 Field Report assignment).
2. Specialty courses in particular, are offered infrequently with no particular pattern and risk cancellation due to low enrollment. For example, SOC 26 was assessed in Spring of 2015, but not offered in Spring 2018 (nor one semester prior or after) missing its 3-year cycle, follow-up assessment and reducing the effectiveness of the Chronological Assessment Plan (Institutional Research data 2014-2020, Chaffey College Schedules of Classes).

We can ameliorate this issue in four ways:

- Improve communication with all faculty (part-time and full-time via regular meetings) as well as our coordinator.
- Assign each full-time faculty member one or two courses in the Sociology curriculum. Monitor when each course is offered and its staffing.
- Assess courses, such as SOC 26, each time they are offered to offset scheduling variations.
- Establish a better routine for collection of assessment results.

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.

Over the past 6 years, success rates of students with disabilities have declined in our courses by 12% while the enrollment of this population has increased by 12.4%. The current success rate of students with disabilities is 1.3% lower than the average sociology student and 4.1% higher than the college average. Our department is concerned this may be indicative of a larger decline if it goes unaddressed. We are committed to being proactive about mitigating any further decreases in success rates among students with disabilities.

The Social Justice Studies degree was launched in 2018 and we have introduced four new specialty courses associated with the degree which are often staffed by part-time instructors. In addition, a new course will be offered in fall 2021, SOC17 Sociology of Crime. Given the new diversity of our curriculum, our department feels it is important to meet regularly with part-time faculty to establish consistency in our pedagogy, theoretical framework, and assessment of Student Learning Outcomes. Our intent is that these meetings will increase communication and engagement between part-time and full-time faculty in our department in order to facilitate the sharing of timely and accurate SLO data.

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.

- VIP Goal # 1 Plan:
 - Year 1: Meet with DPS faculty and/or staff to identify best practices for instructional design, implementation of accommodations and accessibility for students with disabilities and conduct a department specific training with DPS faculty and/or staff.
 - Year 2: Revisit training from year 1 and disseminate best practices among full-time and part-time faculty.
 - Year 3: Request data on the success rates of students with disabilities from Institutional Research to assess the efficacy of plan. Determine efficacy of training and what future interventions are needed.
- VIP Goal #2 Plan:
 - Year 1: Solicit faculty availability and schedule a virtual meeting between part-time and full-time faculty. Topics to be discussed will include SLO assessment and curriculum for specialty courses.
 - Year 2: Solicit faculty availability and schedule a virtual meeting between part-time and full-time faculty. Topics to be discussed will include best practices for supporting students with disabilities and other campus programs and resources. Aim for a participation rate of 100 percent of full-time faculty and at least 50 percent of part-time faculty.
 - Year 3: Review SLO assessment tools and data to determine efficacy of collaborative meetings.

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?

n/a
(Max chars: 5,000)

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

n/a
(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.

We suggest continued outreach from Disability Programs and Services (DPS) staff outlining needs of our DPS students, resources available to faculty from DPS, and applicable strategies for implementation.

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: Eliminate the success rate disparity between students with disabilities (73.7%) and the average success rate of students enrolled in sociology courses (75%) within three years.

VIP Goal #2: Increase annual scheduled part-time and full-time department meetings by 100% within three years. Aim for a participation rate of 100 percent of full-time faculty and at least 50 percent of part-time faculty.

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.
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- 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: Eliminate the success rate disparity between students with disabilities (73.7%) and the average success rate of students enrolled in sociology courses (75%).

The Sociology Department has experienced increased enrollment of students with disabilities paired with a decrease in the success rates of this population indicating that, as a department, we can better meet the educational needs of students with disabilities. Through the actionable steps we plan to take to achieve this goal, our department will support the college goal of student equity (Goal 1) and help facilitate the timely completion of student's educational goals (Goal 2). In addition, the central role of distance education in a student's educational journey as a result of COVID-19 requires that as a department we ensure that we are responsive to the unique academic needs that are presented in this modality (Goal 6) and that we optimize the use of technology while ensuring that accessibility standards are met (Goal 4). Finally, the development and dissemination of resources to faculty in our discipline will increase department specific professional learning aimed at promoting student success (Goal 7).

VIP Goal #2: Increase annual scheduled part-time and full-time department meetings by 100%

The campus closure and move to online instruction in the wake of COVID-19 has resulted in reduced communication between part-time and full-time faculty in our department. The coordination of departmental meetings scheduled for full-time and part-time faculty will allow our department to better recognize and support the needs of our part-time faculty, an opportunity to provide department specific professional development, and share instructional and pedagogical resources. Furthermore, we recognize the vital role that our part-time faculty play at Chaffey College and value the contributions they bring to our department, courses and academic program. Not only does this objective align with the college goal of professional development (Goal 7), it can assist faculty in our department adapt to the changing needs of our students (Goal 6) ensuring that our program continue to maximize student opportunities and address community needs through mutual collaboration (Goal 3).

