

Show All Possible Responses*** Response is required**

1. PROGRAM OVERVIEW

*** Program Title & Code****Program Title**Physics
(Max chars: 100)**Program Code**1902
(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).

The Physics Program improves lives of students by offering courses that satisfy general education requirements for the A.A. and A.S. degrees. Transfer courses are offered in the pre-health areas, engineering and science, that enable students to earn B.S. degrees in these areas. The Physics department has added the A.S.-T. in physics for seamless transfer to CSUs for students who wish to major in physics or get their bachelors degree in physics. Chaffey's Physics department continues to update technology presented in the laboratory to stay up to date in order to optimize student learning and advance institutional efficiency. Chaffey's Physics department maintains an equity-driven program by bringing awareness to internships offered by local universities as well as government agencies such as NASA, and promotes professional development opportunities through the faculty success center for all physics instructors.

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.).**

VIP1: To increase student success rates in the field of physics. Rationale: To improve faculty-student support in the Physics Department through mentoring, SI leaders, and utilizing resources such as the learning success centers.

VIP1 Progress: VIP1 is ongoing. Chaffey's Physics Dept. now have 2-3 instructors per semester that are tutoring physics in the learning success centers online and on campus. Full-time faculty are involved in becoming faculty advisors. Several physics instructors have used SI leaders in their classrooms which has proven to be very beneficial for both instructors and students.

VIP 2: Implement an adjunct mentoring program Rationale: To improve faculty-faculty peer support in the Physics department & provide a more consistent cultural experience for students enrolled in physics courses.

VIP2 Progress: VIP2 is ongoing. Progress list below due to the adjunct mentoring program.

- 1.) New Canvas Physics Hub where any physics instructor has access to tests, quizzes, homework, labs(in person & online) from full & partime physics instructors. This serves as a resource center for any new physics faculty as well as any existing faculty.
- 2.) Several new hires.
- 3.) Focus on having new physics faculty attend professional development opportunities through the faculty success center.
- 4.) Mentoring program also allows new adjunct faculty to shadow experienced faculty in real time in order to gain teaching insight and allows for new faculty to feel comfortable in a teaching environment.

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. New equipment was provided in order to update labs in order to optimize quality of education. New physics lab was obtained in order grow the physics program (PS-122).

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	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				✓
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*** 2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

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

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

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

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

Retention rate by age group, 25-29		✓		
Retention rate by age group, 30-39		✓		
Retention rate by age group, 40-49	✓			
Retention rate by age group, 50 or older				✓

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

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

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

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

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

2b. IDENTIFY EQUITY STRENGTHS

- First, summarize "equity" data from Institutional Research that describes your program strengths.
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Considering the evidence, explicitly identify specific "equity" strengths.

Overall, the number of enrollments has gone up, with the largest five-year percent increases found in Asian (71.1%) and Hispanic (47.1%) students. Some of this increase has been offset by declines in African-American (-20.6%) and Unknown Race/Ethnicity (-30.4%) enrollments. This enrollment changes have also come with retention and success changes. Our largest positive changes in success rates were from African-American students (19.9%) and Unknown Race/Ethnicity (15%), while our largest negative change in success is in our Hispanic population (-16.9%). Finally, our retention data shows considerably smaller changes in retention rates, with the largest changes in retention coming from Other Race/Ethnicity (-7.4%) and Unknown Race/Ethnicity (-6.6%)

When segmented by demographic factors other than race, we see that enrollments by both males and females have increased, while male retention and success have decreased and female success and retention have remained relatively steady. Success and retention rates for those in the "Unknown/Decline to State" gender have oscillated wildly over the past five years.

The increase in enrollments, success rates, and retention rates for the cohorts stated previously may be due to going online because of the pandemic, online tutoring (Math Success Center), flexibility on assignment due dates, and the availability of Summer Internships funded by the Title III Stem Grant. Considering the evidence from Institutional Research, the equity strengths are the following: increase of online classes, online tutoring, flexibility on assignment due dates, and the Summer Internships program.

*** 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?

We see the largest improvement in enrollment data with the 30-49 year old cohort (110% increase over 5 year period). There is also a significant increase in enrollment over a 5-year period with the following cohorts: Asian (71.1%), 19 and younger (74.8%), Females (56.1%), and Hispanic (47.1%). Overall, there has been a 38.5% increase in enrollment over a 5-year period for all cohorts considered. Significant success rate improvements for specific cohorts over a 5-year period are as follows: Unknown/Decline to State (31.2%), African American (19.1%), Unknown Race/Ethnicity (15%), Students with Disabilities (10.9%), Asian (8.2%), and Females (3.3%). Notable improvements for Retention rates over a 5-year period are with Students with Disabilities (6.4%), and Unknown/Decline to State (2.7%). Improvements for enrollment, success, and retention rates may be due to the physics department focusing on letting all physics students know that there is free online physics tutoring through the Math Success Center, faculty advising (Full-Time professors), and outside internships.

Overall enrollment has increased by 38.5% over a 5-year period, however we see some clear disparities with enrollment decreasing over a 5-year period with the following cohorts: Unknown Race/Ethnicity (down 30.4%), Unknown/Decline to State (down 28%), and African American (down 20.6%). Success rates are down by 8.0% over a 5-year period, the cohorts which stand out are: 25-29 year old (down 24.3%), Hispanic (down 16.9%), Males (down 15.7%), and Economically Disadvantaged (down 9.7%). Overall retention rates are down by 4.4% over a 5-year period. We see noteworthy disparities in retention rates over a 5-year period with the following groups: 25-29 year old (down 13.2%), Males (down 7.7%), and Economically Disadvantaged (down 4.2%).

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		✓			

**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 Market 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.

Enrollment has increased overall by 38.5% over a 5 year period where there has been a significant increase in 30-49 year old (110%), 19 & younger(74.8%), Asian(71.1%), Hispanic(47.1%) and Female(56.1%) cohorts. There has been a 19% increase in the number of degrees earned over a 5 year period for the physics program. FTES also has an increase of 10.7% over a 5 year period. Specific learning & completion strengths are as follows: physics tutoring online, flexible online office hours, flexible assignment due dates, faculty advising, awareness of internships, and training of new adjunct faculty through the physics mentoring program.

*** 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?

Areas which need improvement are success and retention rates. Success rates are down 8.0% while retention rates are down 4.4% overall (5 year period). The following list are areas in which the Physics Department can improve: Updating Lab Manuals, hiring more instructors, POER training for online physics instructors, continuing to mentor new physics instructors, office hours for adjuncts, improved faculty advising, offering more physics classes for health science majors, internal instructor evaluations, updating lab equipment and the continuation of letting students know of opportunities regarding summer internships.

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.

New faculty mentoring is having a positive impact on assessment data which clearly shows improvements from pre to post test scores across the board. Also, the development of the Physics Hub(resource for all physics instructors) has helped several instructors who are in need of course material during the pandemic. Also, enrollment keeps rising as we continue to add new classes almost every semester.

*** 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.

Although all pre to post test assessment scores show improvements they are not as good as former scores. In other words, in the past the pre test scores were much better as well as the post test scores. We believe the pandemic has had a direct impact on assessment scores. The switch to online instruction has also influenced assessment scores showing an overall downward trend compared to pre-pandemic scores. Another area of improvement which will be addressed is that of professor evaluations. Some professors have suffered due to the extreme change in teaching curriculum and this must be addressed by focusing on professional development through the faculty success center as well as more training for teaching online.

*** 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 Physics Dept. has already built a Physics Hub Canvas Page which is a resource center for all physics faculty at chaffey. The physics hub will be used as starting point to share discipline-specific ACES-ILO resources. For year 1 we will work on assessing Digital Tool Proficiency.

*** ACES-ILO YEAR 2 ACTIONS**

Focus on implementing INFORMATION CREDIBILITY which Evaluates the credibility of online information sources, assessing information for potential biases or inaccuracies. This may be done through digital labs or through research papers.

*** ACES-ILO YEAR 3 ACTIONS**

Year three we will focus on INVESTIGATION which Uses effective search strategies and appropriate databases to access and interpret relevant online information. This is highly relevant in the field of physics where data is being stored online more and more.

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

There are quite noticeable disparities in enrollment, success and retention rates that must be addressed. The factor that has really influenced all of this is the pandemic and the switch to online learning. Although we see a rise in enrollment for physics we also see success and retention rates falling starting 2019-2021. This is due to faculty not be prepared to teach online as well as students not being use to learning in an online environment. It is the combination of these two things that has hit the physics department the hardest. The hardest hit cohorts have been African American, Hispanic, and 25-29 year olds. We also see a trend in assessment testing were pre-assessment scores pre-covid are much higher than pre-assessment scores post-covid, the same trend continues for post-assessment scores where before the pandemic post scores were higher relative to after the pandemic started.

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).

The physics department action plan is as follows: Update equipment to promote further student engagement & success, Increase the number of students completing the physics degree, Increase access to Physics curriculum, additional lab space, expand the schedule of classes to accommodate anticipated student demand, Faculty-faculty peer mentoring, Enhance professional development opportunities for adjuncts, Department meetings twice a month.

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.

The Physics degree program at Chaffey already allows students to be school focuses therefore instructors will take note of schools students will be going to and focus instruction on those types of careers.

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.

POCR training for interested instructors.

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.

VIP1: To increase student success & retention rates in the field of physics.

VIP 2: Continue implementing a physics adjunct mentoring program

*** 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

VIP1: To increase student success & retention rates in the field of physics.

Rationale: To improve faculty-student support in the Physics Department through mentoring, SI leaders, and utilizing resources such as the learning success centers in hopes of increasing student success and retention rates going into the future.

VIP 2: Continue implementing a physics adjunct mentoring program

Rationale: To improve faculty-faculty peer support in the Physics department & provide a more consistent cultural experience for students enrolled in physics courses by making all physics professors aware of online and face to face tutoring as well as providing all physics professors with information on Internships opportunities for students in their relevant field of study.