<u>Plans for Institutional Learning Outcomes</u> >> 2023 - 2024 Institutional Learning Outcomes CHC Instructional 2Yr. or SLO Plan 2022-2023

Name : 2023 - 2024 Institutional Learning Outcomes CHC Instructional 2Yr. or SLO Plan 2022-2023

Principal Preparer : Keith Wurtz

Planning Participants : Keith Wurtz

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Instructions

The 2Yr. plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on their course outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives. This is optional for SLO Plans.

Please respond to the following questions. Please consult the <u>Integrated Planning and Program Review Handbook</u> for detailed instructions, the <u>timeline</u> for due dates, and the <u>schedule</u> for the four-year plan schedule.

1. Mission

Updating this Question is <u>Optional</u> on 2Yr. and SLO Plans

a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.

b. Alignment with the college Mission: **Rubric Item** (<u>Mission Alignment</u>): The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

2. Description of Program

Updating this Question is <u>Optional</u> on 2Yr. and SLO Plans

a. Organizational Structure and Staffing

b. Describe any activities in addition to instruction that you provide.

c. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.

d. **Rubric Item**: Describe how your curriculum is up-to-date and <u>Needs-Based</u>. Base the description on surveys, labor market data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.

e. **Rubric Item**: Attach your <u>scheduling matrix</u> to show when courses in your area are offered. <u>Click here for sample!</u>

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3. External Factors with Significant Impact

Updating this Question is <u>Optional</u> on 2Yr. and SLO Plans

What external factors have a significant impact on your program? Please include the following as appropriate:

a. Budgetary constraints or opportunities
b. Competition from other institutions
c. Requirements of four-year institutions
d. Requirements imposed by regulations, policies, standards, and other mandates
e. Job market
   i) Requirements of prospective employers
   ii) Developments in the field (both current and future)

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4. Progress on Outcomes Assessment (Annual Question)

Updating this Question is <u>Required</u> on 2Yr. Plans and <u>Optional</u> on SLO Plans

Refer to the SLO Cloud to evaluate the results from your course level Student Learning Outcomes (SLOs) and to develop actions reflected in your program review action plan (i.e. Question 10).

a. Please summarize **course SLO assessment results**. Include a discussion of whether or not the program met its target for each course SLO.
b. Please describe any course and/or instructional improvements you plan to make as a result of the course SLO assessment(s).
c. What objective(s) or action step(s) will you add to Question 10 as a result of the SLO assessment(s)? If none, please explain.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Updating this Question is <u>Optional</u> on 2Yr. and SLO Plans

Please discuss your program's performance on each data item below.
a. Instructional Program Health Evaluation Rubric

i) **Rubric Item**: Use Office of Institutional Effectiveness, Research, and Planning (OIERP) data to set a Course Completion Rate target and provide an explanation for the target that has been set. **Click <u>HERE</u> to access your program specific data**.
ii) **Rubric Item**: Use OIERP data to set a Course Success Rate target and provide an explanation for the target that has been set. **Click <u>HERE</u> to access your program specific data**.
iii) **Rubric Item**: What is your FT/PT Faculty Ratio, how is it impacting your program, and student success? **Click <u>HERE</u> to access your program specific data**.
iv) **Rubric Item**: Use OIERP data to set a WSCH/FTEF Ratio target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) **Click <u>HERE</u> to access your program specific data**.
v) **Rubric Item**: The Fill Rate target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set. **Click <u>HERE</u> to access your program specific data**.

6. Other Unit-Specific Quantitative and Qualitative Results

Updating this Question is <u>Optional</u> on 2Yr. and SLO Plans

a. **Rubric Item**: How do your program student demographics relate to the college demographics? What are the discrepancies? **Click <u>HERE</u> to view program and college demographics by year**.
b. Summarize the results of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, enrollments, Perkin's data, equity data, student research experience, student clubs, etc.). **Click**

HERE to access your program specific data on degrees and certificates.

c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?

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7. Evaluation

Updating this Question is Optional on 2Yr. and SLO Plans

Evaluation: You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Compliance with applicable mandates

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8. Vision

Updating this Question is <u>Optional</u> on 2Yr. and SLO Plans

a. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).

b. Alignment with the college Vision: **Rubric Item** (Vision Alignment): The Vision of Crafton Hills College is to empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance and align with the vision of the college?**

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9. Progress on Prior Goals

Updating this Question is Optional on 2Yr. and SLO Plans

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Improve the Outcomes Assessment Process campus wide.**
  Priority Rank: 2
  Objectives:
  - **1.1 - Objective - Develop a common understanding of success by setting targets for all ILOs and GEOs**
    Priority Rank: 2
    Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017
    Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017
    Responsible Person: Keith Wurtz
    Strategic Direction: None
    Impact Type: Site
    Institutional Learning Outcome: -- Pick One --
    Actions/Activities:
    - **1.1.a1 - Discuss setting targets in the IEAOC**
      Status Code: -- Pick One --
      Progress Description:
      Measurements/Documentation of Progress:
  - **1.2 - Objective - Create video tutorial and reference guide sheets to illustrate outcomes assessment data collection process.**
    Priority Rank: 3
    Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017
    Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017
    Responsible Person: Keith Wurtz
    Strategic Direction: None
    Impact Type: Site
    Institutional Learning Outcome: -- Pick One --
    Status Code: -- Pick One --
    Progress Description:
  - **1.3 - Objective - Programs choose the most macro level ILO/GEO by outcome and Cloud would default to that mapping.**
    Priority Rank: 6
    Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017
    Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017
    Responsible Person: Keith Wurtz
    Strategic Direction: None
    Impact Type: Site
    Institutional Learning Outcome: -- Pick One --
    Status Code: Work is Completed and Ongoing
    Progress Description:

Programs can set outcomes to align with a defaulty ILO and/or GEO. Once the default is set, any faculty who assess the an outcome already have the outocme aligned to the program identified PLO, ILO, and/or GEO.

As an illustration, for ASL-101, ASL has aligned the expressive communication SLO with their expressive communicatio PLO, the Oral Traditions GEO, and the Written and Oral Communication ILO.

- ○ **1.4 - Objective - Establish target standards by program and course, SLO cloud to indicate status of standard.**
  Priority Rank: 4
  Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017
  Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: -- Pick One --
  Status Code: -- Pick One --
  Progress Description:

- ○ **1.5 - Objective - Develop an approach/guide for completing proposed actions for PLO's, GEO's, and ILO's, to address each area.**
  Priority Rank: 5
  Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017
  Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: -- Pick One --
  Status Code: -- Pick One --
  Progress Description:

- ○ **1.6 - Objective - Define each rubric in the 4-point rubric on the tool.**
  Priority Rank: 7
  Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017
  Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: -- Pick One --
  Status Code: Work is Completed
  Progress Description:

The IEAOC worked with the Academic Senate to develop the following rubrics and have them displayed when instructors are completing their outcomes cloud reporting.

4 = 90-100% or A

3 = 80-89% or B

2 = 70-79% or C

1 = 69-0% D and F

- ○ **1.7 - Objective - Clarify how to record dichotomous assessments in the 4-point rubric tool.**
  Priority Rank: 8
  Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017
  Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: -- Pick One --
  Status Code: Work is Completed
  Progress Description:

  The IEAOC worked with Academic Senate to communicate that dichotomous outcomes should be entered as 1 for not achieving outcome and 4 for achieving outcome.

- ○ **1.8 - Objective - Add the ability to choose more than one ILO/GEO when mapping course outcomes.**
  Priority Rank: 9
  Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017
  Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: -- Pick One --
  Status Code: -- Pick One --
  Progress Description:

- ○ **1.9 - Objective - Create a certificate for SLOs for Part-time Faculty**
  Priority Rank: 23
  Original Start Date: 02/21/2017 **Original End Date:** 12/29/2017
  Revised Start Date: 02/21/2017 **Revised End Date:** 12/29/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: -- Pick One --

Status Code: -- Pick One --
Progress Description:

- **2 - Goal - Effectively implement Institutional Learning Outcomes**
  Priority Rank: 0
  Objectives:

  - **2.1 - Objective - ILO #1: Critical Thinking: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.**
    Priority Rank: 0
    Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017
    Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017
    Responsible Person: Keith Wurtz
    Strategic Direction: None
    Impact Type: Site
    Institutional Learning Outcome: -- Pick One --
    Actions/Activities:

    - **2.1.a1 - Incorporate the student centered critical thinking activities.**
      Start Date: 02/23/2023 **End Date:** 05/31/2024
      Responsible Person: Kashaunda Harris / Kay Weiss
      Status Code: Work is Completed and Ongoing
      Progress Description:

      In the last three years the Professional Development Committee has included the incorporation of critical thinking into trainings provided to faculty.

      Measurements/Documentation of Progress:

      Fall 2021 Flex and Adjunt Orientation and Faculty and Staff In-Service

      - Introduction to DE
      - DE Micro Courses with badges at completion)
      - Using "Between the World and Me" In the Classroom
      - Social Justice in the Classroom: Teaching EVERY Student by Design, Universal Design for Learning
      - Cultureally Responsive Teaching: ON Starting a Book Club Parts 1 and 2

      Spring 2022 Flex and Adjunct Orientation and Faculty and Staff In-Service

      - DE Micro Courses with badges at completion

- Strategies for Enhancing Student Motvation, Resilency, and Grit

Fall 2022 and Spring 2023 Flex and Adjunct Orientation and Faculty and Staff In-Service

- De Micro Courses

Fall 2023 and Sprng 2024 Flex and Adjunct Orientation and Faculty and Staff In-Service

- Individualized PD with the Vision Resource Center
- **2.1.a2 - Identify and provide professional development to faculty in specific disciplines where it is appropriate for students to express understanding and allow them to share their knowledge with class.**
  Status Code: Work is Completed and Ongoing
  Progress Description:

  In the last three years the Professional Development Committee has included the incorporation of critical thinking into trainings provided to faculty.

  Measurements/Documentation of Progress:

  Fall 2021 Flex and Adjunt Orientation and Faculty and Staff In-Service

  - Coffee, Conversation, and Collaboration
  - Jamming with Jamboards: A collaborative whiteboard
  - Introduction to DE
  - DE Micro Courses with badges at completion)
  - Using "Between the World and Me" In the Classroom
  - Social Justice in the Classroom: Teaching EVERY Student by Design, Universal Design for Learning
  - Cultureally Responsive Teaching: ON Starting a Book Club Parts 1 and 2

  Spring 2022 Flex and Adjunct Orientation and Faculty and Staff In-Service

  - DE Micro Courses with badges at completion
  - Strategies for Enhancing Student Motvation, Resilency, and Grit

  Fall 2022 and Spring 2023 Flex and Adjunct Orientation and Faculty and Staff In-Service

- De Micro Courses

Fall 2023 and Sprng 2024 Flex and Adjunct Orientation and Faculty and Staff In-Service

- Individualized PD with the Vision Resource Center

- **2.1.a3 - Create the opportunity for facutly to discuss what critical thinking means for students accross discplines as an institution.**
  Start Date: 02/01/2023 **End Date:** 05/31/2024
  Responsible Person: Kashaunda Harris / Kay Weiss / AS Presidents
  Status Code: Work is Completed and Ongoing
  Progress Description:

  In the last three years the Professional Development Committee has included the incorporation of critical thinking into trainings provided to faculty.

  Measurements/Documentation of Progress:

  Fall 2021 Flex and Adjunt Orientation and Faculty and Staff In-Service

  - Coffee, Conversation, and Collaboration
  - Jamming with Jamboards: A collaborative whiteboard

- **2.2 - Objective - ILO #2 Written and Oral Communication: Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.**
  Priority Rank: 10
  Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017
  Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: -- Pick One --
  Actions/Activities:

  - **2.2.a1 - Add options in Starfish to identify specific tutoring needs.**

    Work to revise Starfish and how feedback from faculty about what the student needs support with is communicated to the Tutoring Center.

    Start Date: 02/01/2023 **End Date:** 05/31/2023
    Responsible Person: Breanna Andrews
    Status Code: -- Pick One --

Progress Description:
Measurements/Documentation of Progress:

- **2.2.a2 - Hold workshops to help faculty analyze assignments to ensure they relate and support SLO's.**
  Start Date: 02/01/2023 **End Date:** 05/31/2024
  Responsible Person: Kashaunda Harris / Kay Weiss
  Status Code: Work is Completed and Ongoing
  Progress Description:

  In the last three years the Professional Development Committee has included the incorporation of critical thinking into trainings provided to faculty.

  Measurements/Documentation of Progress:

  Fall 2021 Flex and Adjunt Orientation and Faculty and Staff In-Service

  - Coffee, Conversation, and Collaboration

  Spring 2022 Flex and Adjunct Orientation and Faculty and Staff In-Service

  - Culturally Responsive Assignments, INterventions, and Activities

  Fall 2022 and Spring 2023 Flex and Adjunct Orientation and Faculty and Staff In-Service

  - Outcomes are the Point(s): Assessing using outcomes rather than exams, percentages, and points
  - The Fantastic Wolrd of SLOs and SAOs
  - Deprtment work with Research - Planning and Program Review in Action

- **2.2.a3 - Expand "Day of Advocacy" to incorporate multiple disciplines.**
  Start Date: 02/01/2023 **End Date:** 05/31/2024
  Responsible Person:
  Dean of Social, Information, and Natural Sciences
  Status Code: Work is Completed and Ongoing
  Progress Description:

  In the last three years the Professional Development Committee has included the incorporation of the "day of advocacy" into trainings offered to faculty.

  Measurements/Documentation of Progress:

Fall 2021 and Spring 2022 Flex and Adjunt Orientation and Faculty and Staff In-Service

- Event Planning 101

Fall 2022 and Spring 2023 Flex and Adjunct Orientation and Faculty and Staff In-Service

- Free Speech: How to Foster Civil and Diverse Dilogue with Students

- **2.2.a4 - Increase clubs exposure on campus by having students research student clubs and practice presenting in front of one another.**
  Start Date: 02/01/2023 **End Date:** 05/31/2024
  Responsible Person:
    Kashaunda Harris / Kay Weiss / Ericka Paddock
  Status Code: Work is Completed and Ongoing
  Progress Description:

  To increase engagement, the Department provides multiple opportunities for students to engage with campus clubs (ex. In Person and Virtual" Club Rush") as well as with community organizations (ex. TODEC Legal Center, Redlands Family Services).

  Due to the success of our partnership with the Counseling Department, we are not planning on making any major improvements to the existing model. However, pending consensus from all stakeholders, the Department of Student Life plans to sustain its collaboration with the Counseling Department for future Club Rush events while further optimizing operational efficiency. Without specific data on disproportionate impacts, our current improvements are based on general observations and SAO outcomes. We aim to integrate more DI data analysis in future cycles (Goal 2, Objectives 1-3)

  Measurements/Documentation of Progress:

  Student Engagement in Spring Club Rush 2023- To measure student engagement and participation, the Department of Student Life and the Counseling Department collaborated on organizing SpringFest, a ClubRush event. We employed methods such as monitoring the distribution of event resources to assess student involvement. (Goal 1, Objective 1.1a) Data specific to assessing disproportionate impact is not currently available. We plan to enhance our data collection methods to include this analysis in future assessments. (Goal 2, Objectives 1-3)

  The Department of Student Life collaborated extensively with the Counseling Department to ensure the event's success. For example, we

joined frces on targeted outreach activities including personalized letters from the College President, use of the Eventbrite platform for registration/ emails, social media promotion, Canvas announcements, classroom presentations, and CraftonNow emails. These efforts resulted in a significant increase in student participation from Spring Club Rush 2023, demonstrating the effectiveness of our engagement strategies.

Our target was to increase student turnout when compared to Fall Club Rush 2022 and we achieved our goal. Comparing student registrations on Eventbrite between Fall Club Rush 2022 and Spring Club Rush 2023, we observed an approximate increase of 100 more students registering for Spring Club Rush 2023.

- **2.2.a5 - Have mock job interviews for students.**

Explore working with faculty to incorporate into their classes where appropriate (e.g.: occupational programs).

Start Date: 02/01/2023 **End Date:** 05/31/2024
Responsible Person: Trinette Berry / Dan Word
Status Code: Work is Completed and Ongoing
Progress Description:

In Fall 2022, Professional Development facilitated a training session for faculty on how to help students with interviews.

In addition, the Career Center developed the ISEEK Alternative Employment program and Mentor Program. Fifty-nine students competed the Alternative Employment Program and 14 students completed the Mentor program.

Students were offered seventeen employability Workshops to earn a digital badge in the areas of Adaptability, Communication, Digital Fluency, Empathy, Entrepreneurial, Resilience, and Self-Awareness were provided. All students that completed the program participated in a total of 3 of these skill-based workshops.

Career Portfolios were also required for completion of program to help students be career ready. Workshops were offered each month for Resume Writing, Interview Skills, and Job Search Strategies to help build their portfolios.

In addition to their own personal career prep, students had to complete an Informational Interview with a professional to learn more about an industry of interest.

Student contact was maintained through Canvas and student's received weekly motivation statements and affirmations for success towards successful completion of the program.
Measurements/Documentation of Progress:

Fall 2022

- Introduction to Interview: Teaching Demo
- Career Readiness Skills and JobSpeaker

The accomplishments of this program:

This is CHC's first year offering this type of Alternative Training Program for students, and it proved to be a success. All students completed this program in an online medium with a better understanding of how to work in the workplace. Students completed this program and earned 3 Digital badges to highlight on their resume as well as online portfolios. In addition students developed a professional career portfolio and purchased a suit to wear for interviews. No other program like this has existed on Crafton hills campus to this number of students. Therefore, we see a 100% increase from past years.

In addition, the students in the Mentor program, were able to meet with a professional mentor from San Manuel with no less than 3 meetings to gain knowledge, support and a Mock Interview experience that they would not have had otherwise.

Due to the iSEEK program, there was a 7x greater participation in Career Center workshops over past fall semesters. Which means we had a greater number of students gain knowledge and understanding related to career planning. We know their participation in these workshops will aid in their success and knowledge for career readiness and/or major preparation for transfer.

The JC Penney – Suit-up is a 100% increase. As this was the first year offering this type of event for students. Over 85 students were able to purchase a suit. With the purchase of a suit, students will have increased confidence when interviewing.

In Fall 2019, the Career Center only offered 2 Employability Skills workshops. Whereas this fall due to the Alternative Employment and Mentor program we offered 17 workshops. This is over an 8x greater offerings and attendance to this digital badged based curricula.

MULTI-214, Digital Portfolio Class, is conducting mock interviews. Students prepare resume's and have to present their work and receive feedback on this. Students felt the most prepared to look for a job after the MULTI-214 class.

- 2.3 - **Objective - ILO #4 Society and Culture: Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.**

  Priority Rank: 11

  Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017

  Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017

  Responsible Person: Keith Wurtz

  Strategic Direction: None

  Impact Type: Site

  Institutional Learning Outcome: -- Pick One --

  Actions/Activities:

  - **2.3.a1 - Diversity vs. Political Correctness- need training in "sensitive" matters / Safe Space.**

    Status Code: Work is Completed and Ongoing

    Progress Description:

    In the last three years Crafton's PD Comittee, the Office of Instruction, the Office of Student Services, the President's Area, and numerous other Crafton Programs have provided numerous opportunities for training around diversity, equity, and inclusion.

    Measurements/Documentation of Progress:

    Fall 2021 and Spring 2022 Flex and Adjunt Orientation and Faculty and Staff In-Service

    - Keynote Speaker: Dr. Frank Harris, III - Advancing Equity in a Climate of Resistance: Aligning Culture and Strategy

    - Follow-Up with Keynote Speaker: Dr. Frank Harris, III - Employing Culturally Affirming and Equity-Minded Teaching and Learning Practices to Advance Institutional Equity

    - One Book One College - "Between the World and Me"

    - Using "Between the World and Me" In the Classroom

    - Social Justice in the Classroom: Teaching EVERY Student by Design, Universal Design for Learning

    - Culturally Responsive Teaching: On Starting a Book Club Parts I and II

    - Anti-Racism and Decolonication Resources

    - Open Educational Resources

    - How to Better Support Transgender and Non-Binary Students in the Classroom and Beyond

    - Working with Multilingual Learners

- Coffee, Conversation, and Collabortation: Writing Welcome Letters to Our Students
- Culturally Responsive Assignments, Interventions, and Activities
- Safe Space Ally Training

Fall 2022 and Spring 2023 Flex and Adjunct Orientation and Faculty and Staff In-Service

- Keynote Speaker: Sefa Aina, Associate Dean and Director of the Asian American Resoure Center at Pomona College - Meet Your Village
- Diversity, Equity, and Inclusion Workshop Playlist - The Vision Resource Center
- Keynote Address, Dr. Regina Standback Stroud - Disrupting Inequality in the System
- Adding Equity to CORs, Syllabi, and More

Fall 2023 and Spring 2024 Flex and Adjunt Orientation and Faculty and Staff In-Service

- DEI Workshop Options - Vision Resource Center
- Coalition Building: Affinity Groups Working Together to Lift Each Other Up
- Working with Students with Accessibility Needs
- Grading for Equity
- **2.3.a2 - Need to develop commuter culture**
  Status Code: Objective was Removed
  Progress Description:
  Measurements/Documentation of Progress:

- **2.3.a3 - Training in utilization of applications in classroom- to begin discussion of diversity in society.**
  Status Code: Work is Completed and Ongoing
  Progress Description:

  In 2022-2023 and 2023-2024 Crafton Hills College has provided training to approximately 58 faculty from the USC Race and Equity Center on how to apply DEI techniques in the classroom based on disaggregated course success and roster data.

  Measurements/Documentation of Progress:

  Initial results show an increase in the course success rates among Latinx students for the faculty in the first cohort that have participated in the training. A third cohort will go through the training in the 2024-2025 academic year.

- **2.3.a4 - Incorporate Service Learning into classes**
  Start Date: 02/01/2023 **End Date:** 05/31/2024
  Status Code: -- Pick One --
  Progress Description:
  Measurements/Documentation of Progress:

- **2.3.a5 - Restart the study abroad program and increase student participation**
  Status Code: -- Pick One --
  Progress Description:
  Measurements/Documentation of Progress:

- **2.4 - Objective - ILO #5 Information Literacy: Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.**
  Priority Rank: 12
  Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017
  Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: -- Pick One --
  Actions/Activities:

  - **2.4.a1 - More instruction on student focus on process and understanding how to process information.**
    Status Code: -- Pick One --
    Progress Description:
    Measurements/Documentation of Progress:

  - **2.4.a2 - Increase hands on experience /physical demonstration.**
    Status Code: -- Pick One --
    Progress Description:
    Measurements/Documentation of Progress:

  - **2.4.a3 - Utilize small group breakout sessions and provide a learning environment to encourage these sessions.**
    Status Code: -- Pick One --
    Progress Description:
    Measurements/Documentation of Progress:

  - **2.4.a4 - Compose a component of evaluation for each action to assess response and improvement.**
    Status Code: -- Pick One --
    Progress Description:
    Measurements/Documentation of Progress:

  - **2.4.a5 - Explore incorporating new technology in classroom instruction**
    Start Date: 02/23/2023 **End Date:** 05/31/2024
    Status Code: Work is Completed and Ongoing
    Progress Description:

In the last three years, Crafton PDC has provided numerous opportunites for faculty to learn about incorporating new technology in the classroom.

Measurements/Documentation of Progress:

Fall 2021 and Spring 2022 Flex Day and Adjunct Orientation and In-Service

- Using G Suite: Working with Google Docs, Slides, and Sheets
- Using Tablest and iPads for Instruction and Grading
- Transition from Skype to Microsoft Teams
- Microsoft Suite/Office Tips and Tricks

Fall 2022 and Spring 2023 Flex Day and Adjunct Orientation and In-Service

- Cafe' for Success: Tips, Tricks and Fun Ed Tech for Online Classes
- Switch Your Bulb On: A How-To on PlayPosit
- New Features in Canvas to aid Teaching and Student Learning Experience

Fall 2023 and Spring 2024 Flex Day and Adjunct Orientation and In-Service

- What's New with New Quizzes and Discussions in Canvas
- Harmonzie: Looking to revamp how you use discussions in Canvas

- **2.5 - Objective - ILO #6 Ethics and Values: Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.**
  Priority Rank: 13
  Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017
  Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: -- Pick One --
  Actions/Activities:
  - **2.5.a1 - Every class be required to have an ethical component.**

If only one assignment or discussion have a campus wide activity available to any student (similar to the Day of Advocacy) where one or more ethical issue is considered.

Status Code: Work is Underway
Progress Description:

In Fall 2022 provided PD on incorporating ethical issues in class.

Measurements/Documentation of Progress:

Fall 2022 In Service

- Free Speech: How to foster civil and diverse dialogue with students
- **2.5.a2 - Incorporate more service learning**
  Status Code: Work is Underway
  Progress Description:

  Currently, students are provided service learning opportunties in sociology classes.

  Measurements/Documentation of Progress:

  Objective 2.2 in the Sociology PPR seeks to encourage more students to participate in service learning.

- **2.5.a3 - Have a debate team**
  Status Code: Work is Planned but not yet firmly scheduled
  Progress Description:
  Measurements/Documentation of Progress:

- **2.5.a4 - Develop a bio-ethics class**
  Status Code: -- Pick One --
  Progress Description:
  Measurements/Documentation of Progress:

- **3 - Goal - Effectively Implement the General Education Outcomes.**
  Priority Rank: 1
  Objectives:

  - **3.1 - Objective - GEO #1: Natural Science: Students successfully completing a course in this area will be able to apply a problem solving strategy such as the scientific method or other systematic process of inquiry and to recognize the contributions of science and technology in our world.**
    Priority Rank: 1
    Original Start Date: 11/07/2016 **Original End Date:**   05/31/2017
    Revised Start Date: 11/07/2016 **Revised End Date:**   05/31/2017

Responsible Person: Keith Wurtz

Strategic Direction: None

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **3.1.a1 - Work with the STEM Center to organize field trips**

  In the process of evaluating outcomes, this was generated as an action item to improve GEO #1.

  Start Date: 02/20/2023 **End Date:**   03/07/2024

  Responsible Person: Kay Weiss

  Status Code: -- Pick One --

  Progress Description:
  Measurements/Documentation of Progress:

- **3.1.a2 - Work with the STEM Center to organize experimental learning activities**

  In the process of evaluating outcomes, this was generated as an action item to improve GEO #1.

  Start Date: 02/20/2023 **End Date:**   02/22/2024

  Responsible Person: Kay Weiss/Brandi Bailes

  Status Code: -- Pick One --

  Progress Description:
  Measurements/Documentation of Progress:

- **3.1.a3 - Utilize Starfish to proactively reach out to Natural Science students**

  In the process of evaluating outcomes, this was generated as an action item to improve GEO #1. Need to identify a responsible person and develop this idea further.

  Start Date: 02/20/2023 **End Date:**   02/14/2024

  Status Code: -- Pick One --

  Progress Description:
  Measurements/Documentation of Progress:

- **3.2 - Objective - GEO #2: Social and Behavioral Sciences:Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.**

  Priority Rank: 17

  Original Start Date: 11/07/2016 **Original End Date:**   05/31/2017

  Revised Start Date: 11/07/2016 **Revised End Date:**   05/31/2017

  Responsible Person: Keith Wurtz

Strategic Direction: None

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **3.2.a1 - Provide training for faculty to incorporate hands on activities regarding social interaction**

   In the process of evaluating outcomes, this was generated as an action item to improve GEO #1. Work with PD to develop specific training options.

   Start Date: 02/20/2023 **End Date:**   02/21/2024

   Responsible Person: Kay Weiss / Kashaunda Harris

   Status Code: Work is Completed and Ongoing

   Progress Description:

   In the last three years Crafton's PD Comittee, the Office of Instruction, the Office of Student Services, the President's Area, and numerous other Crafton Programs have provided numerous opportunities for training around diversity, equity, and inclusion.

   Measurements/Documentation of Progress:

   Fall 2021 and Spring 2022 Flex and Adjunt Orientation and Faculty and Staff In-Service

   - Keynote Speaker: Dr. Frank Harris, III - Advancing Equity in a Climate of Resistance: Aligning Culture and Strategy

   - Follow-Up with Keynote Speaker: Dr. Frank Harris, III - Employing Culturally Affirming and Equity-Minded Teaching and Learning Practices to Advance Institutional Equity

   - One Book One College - "Between the World and Me"

   - Using "Between the World and Me" In the Classroom

   - Social Justice in the Classroom: Teaching EVERY Student by Design, Universal Design for Learning

   - Culturally Responsive Teaching: On Starting a Book Club Parts I and II

   - Anti-Racism and Decolonication Resources

   - Open Educational Resources

   - How to Better Support Transgender and Non-Binary Students in the Classroom and Beyond

   - Working with Multilingual Learners

   - Coffee, Conversation, and Collabortation: Writing Welcome Letters to Our Students

- Culturally Responsive Assignments, Interventions, and Activities
- Safe Space Ally Training

Fall 2022 and Spring 2023 Flex and Adjunct Orientation and Faculty and Staff In-Service

- Keynote Speaker: Sefa Aina, Associate Dean and Director of the Asian American Resoure Center at Pomona College - Meet Your Village
- Diversity, Equity, and Inclusion Workshop Playlist - The Vision Resource Center
- Keynote Address, Dr. Regina Standback Stroud - Disrupting Inequality in the System
- Adding Equity to CORs, Syllabi, and More

Fall 2023 and Spring 2024 Flex and Adjunt Orientation and Faculty and Staff In-Service

- DEI Workshop Options - Vision Resource Center
- Coalition Building: Affinity Groups Working Together to Lift Each Other Up
- Working with Students with Accessibility Needs
- Grading for Equity

- **3.3 - Objective - GEO #3: Humanities:Students successfully completing a course in this area will be able to identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience.**

  Priority Rank: 18

  Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017

  Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017

  Responsible Person: Keith Wurtz

  Strategic Direction: None

  Impact Type: Site

  Institutional Learning Outcome: -- Pick One --

  Actions/Activities:

  - **3.3.a1 - Identify successful practices**

    Apparently, with 87% of students reaching the target, there are several practices that are working well. It would be important to identify these successful practices. It would be good if the IEAOC worked with the PDC to identify these best practices and shared with the campus community.

    Start Date: 02/20/2023 **End Date:** 02/14/2024

Responsible Person: Kay Weiss / Kashaunda Harris
Status Code: Work is Completed and Ongoing
Progress Description:

In the last three years Crafton's PD Comittee, the Office of Instruction, the Office of Student Services, the President's Area, and numerous other Crafton Programs have provided numerous opportunities for training around diversity, equity, and inclusion.

Measurements/Documentation of Progress:

Fall 2021 and Spring 2022 Flex and Adjunt Orientation and Faculty and Staff In-Service

- Keynote Speaker: Dr. Frank Harris, III - Advancing Equity in a Climate of Resistance: Aligning Culture and Strategy
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- Anti-Racism and Decolonication Resources
- Open Educational Resources
- How to Better Support Transgender and Non-Binary Students in the Classroom and Beyond
- Working with Multilingual Learners
- Coffee, Conversation, and Collabortation: Writing Welcome Letters to Our Students
- Culturally Responsive Assignments, Interventions, and Activities
- Safe Space Ally Training
- Who are our CHC students and what do they need?
- Crisis intervention in and out of the classroom

Fall 2022 and Spring 2023 Flex and Adjunct Orientation and Faculty and Staff In-Service

- Keynote Speaker: Sefa Aina, Associate Dean and Director of the Asian American Resoure Center at Pomona College - Meet Your Village

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Fall 2023 and Spring 2024 Flex and Adjunt Orientation and Faculty and Staff In-Service

- DEI Workshop Options - Vision Resource Center
- Coalition Building: Affinity Groups Working Together to Lift Each Other Up
- Working with Students with Accessibility Needs
- Grading for Equity

- **3.4 - Objective - GEO #4: Fine Arts:Students successfully completing a course in this area will be able to appreciate the value of artistic expression and human creativity in the fine arts and evaluate them as part of human culture.**

  Priority Rank: 19

  Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017

  Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017

  Responsible Person: Keith Wurtz

  Strategic Direction: None

  Impact Type: Site

  Institutional Learning Outcome: -- Pick One --

  Actions/Activities:

  - **3.4.a1 - Increase visibility and communication of fine arts work campus wide**

    Status Code: Work is Underway

    Progress Description:

    Efforts have been made, through the design phase of the new instructional building, to bring the art gallery into campus life. The gallery itself will be visible from the campus quad, and there is dedicated space for outdoor art.

    Measurements/Documentation of Progress:

    Future plans include the development of an iconic photo spot and wall graphics in various locations to beautify the campus and incorporate art. Discussions are underway to establish a Public Arts Committee beginning in Fall 2024.

  - **3.4.a2 - Linking specific subject assignments to attendance viewing**

Kay work with fine arts to identify opportunities or already existing subject assignments linked to attendance viewing.

Start Date: 02/20/2023 **End Date:** 02/13/2024

Responsible Person: Kay Weiss

Status Code: -- Pick One --
Progress Description:
Measurements/Documentation of Progress:

- **3.4.a3 - Use learning communities as a strategy to link art history, literature, and/or world history.**

  Deans work with discipline facuty to identify anyone interested in developing LCs.

  Start Date: 02/20/2023 **End Date:** 05/24/2024

  Responsible Person: Kay Weiss / Brandi Bailes

  Status Code: -- Pick One --
  Progress Description:
  Measurements/Documentation of Progress:

- **3.5 - Objective - GOE #5: Written Traditions:Students successfully completing a course in this area will be able to write competently for a variety of purposes and audiences.**
  Priority Rank: 16
  Original Start Date: 11/07/2016 **Original End Date:** 03/31/2017
  Revised Start Date: 11/07/2016 **Revised End Date:** 03/31/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: -- Pick One --
  Actions/Activities:

  - **3.5.a1 - Writing Center-Tutors-Individual/Small groups**
    Start Date: 02/20/2023 **End Date:** 05/30/2024
    Responsible Person: Kay Weiss
    Status Code: -- Pick One --
    Progress Description:
    Measurements/Documentation of Progress:

  - **3.5.a2 - Workshops-in tutoring center-go to class writing wrokshop-Fire Academy (CTF)**
    Start Date: 02/20/2023 **End Date:** 05/30/2024
    Responsible Person: Kay Weiss
    Status Code: -- Pick One --
    Progress Description:
    Measurements/Documentation of Progress:

  - **3.5.a3 - Zero unit lab -students review basic mechanics, purpose, audience, give strategies.**

Start Date: 02/21/2022 **End Date:** 05/23/2024

Responsible Person: Kay Weiss

Status Code: -- Pick One --

Progress Description:
Measurements/Documentation of Progress:

- **3.5.a4 - Require DLA'S-check with department**
  Start Date: 02/21/2022 **End Date:** 05/22/2024

  Responsible Person: Kay Weiss

  Status Code: -- Pick One --

  Progress Description:
  Measurements/Documentation of Progress:

- **3.5.a5 - Study Groups-SI**
  Start Date: 08/16/2022 **End Date:** 05/23/2024

  Responsible Person: Kay Weiss

  Status Code: -- Pick One --

  Progress Description:
  Measurements/Documentation of Progress:

- **3.5.a6 - Early Alert-Refine process-improve communication between services**
  Start Date: 08/15/2022 **End Date:** 05/23/2024

  Responsible Person: Delmy Spencer

  Status Code: -- Pick One --

  Progress Description:
  Measurements/Documentation of Progress:

- **3.6 - Objective - GEO #6: Oral Traditions:Students successfully completing a course in this area will be able to demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds.**

  Priority Rank: 15

  Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017

  Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017

  Responsible Person: Keith Wurtz

  Strategic Direction: None

  Impact Type: Site

  Institutional Learning Outcome: -- Pick One --
  Actions/Activities:

  - **3.6.a1 - Expand "Day of Advocacy" to incorporate multiple disciplines.**
    Start Date: 08/15/2022 **End Date:** 05/23/2024

    Responsible Person: Brandi Bailes

    Status Code: Work is Completed and Ongoing

    Progress Description:

    In the last three years Crafton's PD Comittee has provided opportunities to expand the day of advocacy into other disciplines.

Measurements/Documentation of Progress:

Fall 2022 In-Service

- Free Speech: How to Foster Civil and diverse dialogue with Students

- **3.6.a2 - Increase clubs exposure on campus.**

Increase clubs exposure on campus by having them practice presenting in front of one another about their clubs. Educate one another.

Start Date: 08/16/2022 **End Date:** 05/22/2024
Responsible Person: Ericka Paddock
Status Code: Work is Completed and Ongoing
Progress Description:

To increase engagement, the Department provides multiple opportunities for students to engage with campus clubs (ex. In Person and Virtual" Club Rush") as well as with community organizations (ex. TODEC Legal Center, Redlands Family Services).

Due to the success of our partnership with the Counseling Department, we are not planning on making any major improvements to the existing model. However, pending consensus from all stakeholders, the Department of Student Life plans to sustain its collaboration with the Counseling Department for future Club Rush events while further optimizing operational efficiency. Without specific data on disproportionate impacts, our current improvements are based on general observations and SAO outcomes. We aim to integrate more DI data analysis in future cycles (Goal 2, Objectives 1-3)

Measurements/Documentation of Progress:

Student Engagement in Spring Club Rush 2023- To measure student engagement and participation, the Department of Student Life and the Counseling Department collaborated on organizing SpringFest, a ClubRush event. We employed methods such as monitoring the distribution of event resources to assess student involvement. (Goal 1, Objective 1.1a) Data specific to assessing disproportionate impact is not currently available. We plan to enhance our data collection methods to include this analysis in future assessments. (Goal 2, Objectives 1-3)

The Department of Student Life collaborated extensively with the Counseling Department to ensure the event's success. For example, we joined frces on targeted outreach activities including personalized letters from the College President, use of the Eventbrite platform for registration/ emails, social media promotion, Canvas

announcements, classroom presentations, and CraftonNow emails. These efforts resulted in a significant increase in student participation from Spring Club Rush 2023, demonstrating the effectiveness of our engagement strategies.

Our target was to increase student turnout when compared to Fall Club Rush 2022 and we achieved our goal. Comparing student registrations on Eventbrite between Fall Club Rush 2022 and Spring Club Rush 2023, we observed an approximate increase of 100 more students registering for Spring Club Rush 2023.

- **3.6.a3 - Have mock job interviews for students.**
  Start Date: 08/15/2022 **End Date:** 05/23/2024
  Responsible Person: Trinette Barry
  Status Code: Work is Completed and Ongoing
  Progress Description:

  In Fall 2022, Professional Development facilitated a training session for faculty on how to help students with interviews.

  In addition, the Career Center developed the ISEEK Alternative Employment program and Mentor Program. Fifty-nine students competed the Alternative Employment Program and 14 students completed the Mentor program.

  Students were offered seventeen employability Workshops to earn a digital badge in the areas of Adaptability, Communication, Digital Fluency, Empathy, Entrepreneurial, Resilience, and Self-Awareness were provided. All students that completed the program participated in a total of 3 of these skill-based workshops.

  Career Portfolios were also required for completion of program to help students be career ready. Workshops were offered each month for Resume Writing, Interview Skills, and Job Search Strategies to help build their portfolios.

  In addition to their own personal career prep, students had to complete an Informational Interview with a professional to learn more about an industry of interest.

  Student contact was maintained through Canvas and student's received weekly motivation statements and affirmations for success towards successful completion of the program.

  Measurements/Documentation of Progress:

  Fall 2022

Introduction to Interview: Teaching Demo

Career Readiness Skills and JobSpeaker

The accomplishments of this program:

This is CHC's first year offering this type of Alternative Training Program for students, and it proved to be a success. All students completed this program in an online medium with a better understanding of how to work in the workplace. Students completed this program and earned 3 Digital badges to highlight on their resume as well as online portfolios. In addition students developed a professional career portfolio and purchased a suit to wear for interviews. No other program like this has existed on Crafton hills campus to this number of students. Therefore, we see a 100% increase from past years.

In addition, the students in the Mentor program, were able to meet with a professional mentor from San Manuel with no less than 3 meetings to gain knowledge, support and a Mock Interview experience that they would not have had otherwise.

Due to the iSEEK program, there was a 7x greater participation in Career Center workshops over past fall semesters. Which means we had a greater number of students gain knowledge and understanding related to career planning. We know their participation in these workshops will aid in their success and knowledge for career readiness and/or major preparation for transfer.

The JC Penney – Suit-up is a 100% increase. As this was the first year offering this type of event for students. Over 85 students were able to purchase a suit. With the purchase of a suit, students will have increased confidence when interviewing.

In Fall 2019, the Career Center only offered 2 Employability Skills workshops. Whereas this fall due to the Alternative Employment and Mentor program we offered 17 workshops. This is over an 8x greater offerings and attendance to this digital badged based curricula.

MULTI-214, Digital Portfolio Class, is conducting mock interviews. Students prepare resume's and have to present their work and receive feedback on this. Students felt the most prepared to look for a job after the MULTI-214 class.

- **3.7 - Objective - GEO #7: Quantitative Reasoning:Students successfully completing a course in this area will be able to interpret quantitative reasoning and perform mathematical operations in an effort to demonstrate quantitative reasoning skills.**
  Priority Rank: 20

Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017

Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017

Responsible Person: Keith Wurtz

Strategic Direction: None

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **3.7.a1 - Motivation and Encouragement to learn quantitative reasoning.**
  Status Code: -- Pick One --
  Progress Description:
  Measurements/Documentation of Progress:

- **3.7.a2 - Stress that mathematical operations are tools not an end in themselves.**
  Status Code: -- Pick One --
  Progress Description:
  Measurements/Documentation of Progress:

- **3.7.a3 - Change students focus from finding the answers to understanding the context.**
  Status Code: -- Pick One --
  Progress Description:
  Measurements/Documentation of Progress:

- **3.7.a4 - More collaborative learning to discover where their understanding is lacking and to seek assitance.**
  Status Code: -- Pick One --
  Progress Description:
  Measurements/Documentation of Progress:

- **3.7.a5 - Dedicate time each class to reviewing the concepts being taught.**
  Status Code: -- Pick One --
  Progress Description:
  Measurements/Documentation of Progress:

- **3.7.a6 - Provide more training on virtual based teaching and assessment**

  Developed from outcomes assessment process in Faculty Department Chairs, and in service activities.

  Start Date: 02/23/2023 **End Date:** 05/30/2024
  Responsible Person:
    Kashaunda Harris / Kay Weiss / Cynthia Hamlett
  Status Code: -- Pick One --
  Progress Description:
  Measurements/Documentation of Progress:

- ○ **3.8 - Objective - GEO #8: Critical Thinking and Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.**

  Priority Rank: 14

  Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017

  Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017

  Responsible Person: Keith Wurtz

  Strategic Direction: None

  Impact Type: Site

  Institutional Learning Outcome: -- Pick One --

  Actions/Activities:

  - ▪ **3.8.a1 - Have a forum discussion on "how to get students to use critical thinking skills?"**

    Status Code: Work is Completed and Ongoing

    Progress Description:

    In the last three years the Professional Development Committee has included the incorporation of critical thinking into trainings provided to faculty.

    Measurements/Documentation of Progress:

    Fall 2021 Flex and Adjunt Orientation and Faculty and Staff In-Service

    - ▪ Introduction to DE
    - ▪ DE Micro Courses with badges at completion)
    - ▪ Using "Between the World and Me" In the Classroom
    - ▪ Social Justice in the Classroom: Teaching EVERY Student by Design, Universal Design for Learning
    - ▪ Cultureally Responsive Teaching: ON Starting a Book Club
      Parts 1 and 2

    Spring 2022 Flex and Adjunct Orientation and Faculty and Staff In-Service

    - ▪ DE Micro Courses with badges at completion
    - ▪ Strategies for Enhancing Student Motvation, Resilency, and Grit

    Fall 2022 and Spring 2023 Flex and Adjunct Orientation and Faculty and Staff In-Service

    - ▪ De Micro Courses

Fall 2023 and Sprng 2024 Flex and Adjunct Orientation and Faculty and Staff In-Service

- Individualized PD with the Vision Resource Center

- **3.9 - Objective - GEO #10: Diversity & Multiculturalism: Students successfully completing a course in this area will be able to comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one's own.**
  Priority Rank: 21
  Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017
  Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: -- Pick One --
  Actions/Activities:

  - **3.9.a1 - Identify and fund off-camous activities that develop multicultural awareness**

    Including but not limited to:

    1) service learning both locally and in the region

    2) Field trips to museums, shelters, foodbanks, etc.,

    3) Culture and heritage celebrations

    Status Code: Work is Completed and Ongoing
    Progress Description:

    The college has developed three objectives in its EMP to address off-campus activities that develop multicultural awareness.

    1. SD3.SA2.KR3: Increase the opportunities for students to attend culturally specific leadership conferences such as A2MEND, HACU, etc.
    2. SD3.SA1. KR2: Emphasize DEI social media, podcasts and videos (such as Tik Tok and YouTube).
    3. SD1.SA3.KR3: Create a communication plan to focus on developing K-12 and community relationships with our Black/African American communities to improve enrollment

    Measurements/Documentation of Progress:

    The college is committed to increasing opportunities for students to attend culturally specific conferences such as A2MEND for those who identify as African American and HACU for those who identify as LatinX.

Marketing and planning efforts begin 6 months before these conferences so students, faculty, and staff are aware that these cultural experiences are available at no cost to students. Great care is taken to remove obstacles (ex.changing the name of the form from "Application" to "Interest Form", offering appointments with the campus Career Closet) to make the process less intimidating to potential attendees.

Once selected, students are asked to attend at least two meetings before the conference: one to meet the college's team who will be attending (other students, advisors, administrators,etc) and one to go over any fears, concerns, or last minute details that may be important. Depending on conference requirements, students may also be asked to attend a resume building and networking workshop with our campus Career Center so they are prepared for specific conference activities. After their return from the conferences, student attendees are asked to meet as a group with the Student Engagement Specialist approximately every six weeks. The Student Engagement Specialist functions as a "campus concierge" helping these students to continue to build community, bring in reps from other departments and offer staff support for any needs the students may have.

Next Steps (anticipated future actions)

This work is ongoing and contingent on the dates released on the annual calendars of each organization. Attendance at these conferences for the 2023/ 2024 is as follows:

- HACU 2023: 7 students selected (7 students attended)
- A2MEND 2024: 7 students selected (4 students attended)

The Marketing Department is dedicated to championing diversity, equity, inclusion, and access (DEIA) by strategically integrating these values into social media campaigns that promote programs through videos on platforms like TikTok and YouTube to engage with students. The following represents a listing of all recent social media campaigns:

- TikTok video posted on 3/8/24 features female completion coaches who are also alumni, promoting women's mental health.
- TikTok video posted on 3/1/24 highlighted Black History Month and showed diverse students engaged in a variety of activities to celebrate.
- TikTok video posted on 2/27/24 featured African American/Black student dancing with Ryker promoting the graduation application deadline.
- TikTok video posted on 2/25/24 features female students in the Paramedic program.

- TikTok video posted on 2/2/24 introduces the new MESA program

- YouTube video posted on 12/30/23 features female alumnus promoting medical pathways, flexible schedules, and transfer opportunities.

- YouTube video posted on 12/29/23 features diverse students who graduated in 2023 and transferred to CSUs giving advice to current students.

- YouTube video posted on 11/29/23 features diverse student who shares how the Foundation supports students with scholarships.

- YouTube video posted on 11/21/23 features diverse alumni who shares his journey through the EMS program and how the Foundation helped him achieve his goals.

- YouTube video posted on 11/21/23 features diverse student who shares how the Fire Academy has empowered and trained him to join the Fire Service.

Next Steps (anticipated future actions)

The college will continue working on videos that will feature successful alumni who are Black/African American and LatinX in our fall enrollment campaign. The college will maintain a continued focus on highlighting DEIA in our TikTok and YouTube videos to promote programs.

- **3.9.a2 - Identify and require participation in on-campus events that foster multi-culturalism appreciation.**

Include a required class assignment.

Status Code: Work is Completed and Ongoing
Progress Description:

The college has incorporated the effort to increase participation in on-campus events that foster multi-culturalism in the following EMP Strategic Directions.

1. SD2.SA2 (all KRs): Promote and implement practices that enhance race-consciousness and anti-racism

2. SD3.SA2.KR2: Increase the number of Black/African American, Hispanic/Latinx, and other DI student populations through courses (e.g. Ethnic Studies) and programs (e.g. Honors Institute).

3. SD1.SA3.KR4: Increase outreach and partnerships to formerly incarcerated populations

4. SD1.SA2.KR1: Use the USC template or something comparable to review policies for access and equity and make revisions based on the results.

5. SD4.SA2.KR1: Develop and provide equity-based training for non-instructional faculty, classified professionals, and managers.

6. SD4.SA2.KR2: Explore feasibility of multicultural center that encompasses programs such as Puente, Umoja, and A2MEND.

Measurements/Documentation of Progress:

The college is dedicated to fostering race-consciousness and equity in the classroom through comprehensive professional development integrated into the faculty evaluation process that empowers instructors with the tools and awareness necessary to create inclusive learning environments that address systemic disparities. For example, the utilization of disaggregated student equity data as a component of faculty evaluation, which encourages faculty to reflect on and confront inequities head-on and adjust their practices to better support marginalized student populations. Additionally, the college encourages faculty members to review and adopt the syllabus and classroom strategies from the USC Equity-Minded Syllabus Review.

To better support the aforementioned efforts, the Office of Institutional Effectiveness, Research & Planning (OIERP) has partnered with a third-party vendor to create a corresponding data dashboard allowing all faculty – including both full-time and part-time faculty – the opportunity to critically examine their specific section data by ethnicity, gender, and age.

The Professional Development Committee has also sponsored faculty participation in the following activities:

a. The Association of College and University Educators (ACUE); approximately 35 participants from both colleges

b. California Community Colleges' Success Network's (3CSN) online equity courses (Equity 101 and 102); approximately 8 participants from the college.

c. Leadership Education for Asian Pacifics (LEAP); 1 participant

d. Asian Pacific Americans in Higher Education (APAHE); between 4-5 participants

e. Puente Project; 2 participants

f. The African American Male Education Network and Development (A2MEND); 6 participants (including 5 students)

Next Steps (anticipated future actions)

The aforementioned dashboards will be completed by the end of the Spring 2024 term. Moreover, the college is currently working with

Technology and Educational Support Services (TESS) to include ethnicity on all instructor rosters to help identify areas where groups of students might be struggling so that faculty can develop strategies to address. They will also be incorporated into the college's forthcoming Data and Equity Coaching program launching later in Spring 2024.

Additionally, the Professional Development Committee is committed to sponsoring an additional two-years of partnership with ACUE. The committee will continue to encourage faculty to explore areas that support DEIA and student success.

The college continues to participate in the state chancellor's office Streamlining Project (now referred to as the Vision Aligned Reporting (VAR) program). The focus of these efforts is on examining student access to key services and resources, including Financial Aid, University Transfer Center, tutoring support services, counseling appointment attendance, receipt of food vouchers and gift cards, and receipt of alternate media/assistive technology assistance (among others). The college has taken an intentional approach to specifically examine the representation of Hispanic/Latinx and Black/African American students in these support services relative to their representation in the student population (e.g., if 4.3% of all students are Black/African American is it also the case that 4.3% of those accessing tutoring services are also African American/Black?). In this way, student support programs are actively engaged in employing disproportionate impact methods to identify equity gaps with respect to specific support activities. This is an ongoing and iterative endeavor, and one done in collaboration with the Office of Institutional Effectiveness, Research & Planning. This work has empowered all student support programs to develop plans to better serve Black/African American, Hispanic/Latinx, and economically disadvantaged students and help close observed equity gaps in these support services. The college's participation in the VAR program, and the success it has achieved as a result, has helped to spur the state chancellor's office to scale this program statewide as of the 2024-2025 academic year.

In 2020, the college began its One Book/One College program. A team of five individuals (Chloe de los Reyes, Kashaunda Harris, Elizabeth Langenfeld, Ericka Paddock, and Kay Weiss) participated in the Leading From the Middle Academy where initial plans were developed with an overarching goal of engaging the campus community in active dialogue about issues related to equity, diversity, and inclusion. The team desired to create brave spaces where students, faculty, and staff could discuss challenging topics and learn from each other.

Through this planning process, the following criteria for book selection were established:

- Addresses issues of equity and inclusion

- Is relevant to the current student population

- Inspires critical dialogue and an opportunity to test one's own ideas

- Is interdisciplinary

- Elicits or inspires empathy

- Builds community amongst students and staff

- Is accessible

A call went out for book nominations. In the first year, 24 books were recommended. From those recommendations, the committee chose *Spare Parts* by Joshua Davis, the story of 4 undocumented high school students who participate in a national underwater robotics team.

This year, we have incorporated faculty instruction guides, helping faculty to plan strategies for incorporating the "college read" program into their disciplines. We continue to host guest speakers, documentary screenings, book discussions, and other related workshops open to students, faculty and staff.

The management team has also utilized the book as a component of its monthly professional development activity.

- **3.10 - Objective - GEO #11: American Heritage: Students successfully completing a course in this area will be able to recognize and appreciate the unique contributions, history and collective heritage of the United States.**
  Priority Rank: 22
  Original Start Date: 11/07/2016 **Original End Date:** 05/31/2017
  Revised Start Date: 11/07/2016 **Revised End Date:** 05/31/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: -- Pick One --
  Actions/Activities:

  - **3.10.a1 - The psychology and music faculty participating in the group identified courses where American Heritage is appropriate to assess and will focus on this assessment in the 2015-2016 year.**
    Status Code: Objective was Removed
    Progress Description:
    Measurements/Documentation of Progress:

  - **3.10.a2 - Have the IEAOC facilitate the assessment of American Heritage throughout the 2015-2016 year.**
    Status Code: Objective was Removed
    Progress Description:

Measurements/Documentation of Progress:

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Updating this Question is <u>Required</u> on 2Yr. Plans and <u>Optional</u> on SLO Plans

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals (<u>goal rubric</u>) and objectives (<u>objective rubric</u>) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results**. Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of <u>goals</u>, <u>objectives</u>, <u>actions</u>, and how they <u>work together</u>.)

- **1 - Goal - Improve the Outcomes Assessment Process campus wide.**
  Priority Rank: 2
  Objectives:

  - **1.1 - Objective - Develop a common understanding of success by setting targets for all ILOs and GEOs**
    Priority Rank: 2
    Start Date: 11/07/2016 **End Date:** 05/31/2017
    Responsible Person: Keith Wurtz
    Strategic Direction: None
    Impact Type: Site
    Institutional Learning Outcome: Not Applicable
    Actions/Activities:

    - **1.1.a1 - Discuss setting targets in the IEAOC**

  - **1.2 - Objective - Create video tutorial and reference guide sheets to illustrate outcomes assessment data collection process.**
    Priority Rank: 3
    Start Date: 11/07/2016 **End Date:** 05/31/2017
    Responsible Person: Keith Wurtz
    Strategic Direction: None
    Impact Type: Site
    Institutional Learning Outcome: Not Applicable

  - **1.3 - Objective - Programs choose the most macro level ILO/GEO by outcome and Cloud would default to that mapping.**
    Priority Rank: 6
    Start Date: 11/07/2016 **End Date:** 05/31/2017
    Responsible Person: Keith Wurtz
    Strategic Direction: None
    Impact Type: Site

Institutional Learning Outcome: Not Applicable

- ○ **1.4 - Objective - Establish target standards by program and course, SLO cloud to indicate status of standard.**
  Priority Rank: 4
  Start Date: 11/07/2016 **End Date:**   05/31/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: Not Applicable

- ○ **1.5 - Objective - Develop an approach/guide for completing proposed actions for PLO's, GEO's, and ILO's, to address each area.**
  Priority Rank: 5
  Start Date: 11/07/2016 **End Date:**   05/31/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: Not Applicable

- ○ **1.6 - Objective - Add the ability to choose more than one ILO/GEO when mapping course outcomes.**
  Priority Rank: 9
  Start Date: 11/07/2016 **End Date:**   05/31/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: Not Applicable

- ○ **1.7 - Objective - Create a certificate for SLOs for Part-time Faculty**
  Priority Rank: 23
  Start Date: 02/21/2017 **End Date:**   12/29/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: Not Applicable

- **2 - Goal - Effectively implement Institutional Learning Outcomes**
  Priority Rank: 0
  Objectives:

  - ○ **2.1 - Objective - ILO #1: Critical Thinking: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.**
    Priority Rank: 0
    Start Date: 11/07/2016 **End Date:**   05/31/2017
    Responsible Person: Keith Wurtz
    Strategic Direction: None
    Impact Type: Site

Institutional Learning Outcome: 1. Critical Thinking

○ **2.2 - Objective - ILO #2 Written and Oral Communication: Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.**

Priority Rank: 10

Start Date: 11/07/2016 **End Date:** 05/31/2017

Responsible Person: Keith Wurtz

Strategic Direction: None

Impact Type: Site

Institutional Learning Outcome: 2. Written and Oral Communication

Actions/Activities:

- **2.2.a1 - Add options in Starfish to identify specific tutoring needs.**

  Work to revise Starfish and how feedback from faculty about what the student needs support with is communicated to the Tutoring Center.

  Start Date: 02/01/2023 **End Date:** 05/31/2023

  Responsible Person: Breanna Andrews

○ **2.3 - Objective - ILO #4 Society and Culture: Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.**

Priority Rank: 11

Start Date: 11/07/2016 **End Date:** 05/31/2017

Responsible Person: Keith Wurtz

Strategic Direction: None

Impact Type: Site

Institutional Learning Outcome: 4. Society and Culture

Actions/Activities:

- **2.3.a1 - Incorporate Service Learning into classes**
  Start Date: 02/01/2023 **End Date:** 05/31/2024

- **2.3.a2 - Restart the study abroad program and increase student participation**

○ **2.4 - Objective - ILO #5 Information Literacy: Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.**

Priority Rank: 12

Start Date: 11/07/2016 **End Date:** 05/31/2017

Responsible Person: Keith Wurtz

Strategic Direction: None

Impact Type: Site

Institutional Learning Outcome: 5. Information Literacy

Actions/Activities:

- **2.4.a1 - More instruction on student focus on process and understanding how to process information.**

- **2.4.a2 - Increase hands on experience /physical demonstration.**

- **2.4.a3 - Utilize small group breakout sessions and provide a learning environment to encourage these sessions.**

- **2.4.a4 - Compose a component of evaluation for each action to assess response and improvement.**

○ **2.5 - Objective - ILO #6 Ethics and Values: Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.**

Priority Rank: 13

Start Date: 11/07/2016 **End Date:** 05/31/2017

Responsible Person: Keith Wurtz

Strategic Direction: None

Impact Type: Site

Institutional Learning Outcome: 6. Ethics and Values

Actions/Activities:

- **2.5.a1 - Every class be required to have an ethical component.**

  If only one assignment or discussion have a campus wide activity available to any student (similar to the Day of Advocacy) where one or more ethical issue is considered.

- **2.5.a2 - Incorporate more service learning**

- **2.5.a3 - Have a debate team**

- **2.5.a4 - Develop a bio-ethics class**

- **3 - Goal - Effectively Implement the General Education Outcomes.**

  Priority Rank: 1

  Objectives:

  ○ **3.1 - Objective - GEO #1: Natural Science: Students successfully completing a course in this area will be able to apply a problem solving strategy such as the scientific method or other systematic process of inquiry and to recognize the contributions of science and technology in our world.**

  Priority Rank: 1

  Start Date: 11/07/2016 **End Date:** 05/31/2017

  Responsible Person: Keith Wurtz

  Strategic Direction: None

  Impact Type: Site

  Institutional Learning Outcome: 5. Information Literacy

Actions/Activities:

- **3.1.a1 - Work with the STEM Center to organize field trips**

  In the process of evaluating outcomes, this was generated as an action item to improve GEO #1.

  Start Date: 02/20/2023 **End Date:** 03/07/2024
  Responsible Person: Kay Weiss

- **3.1.a2 - Work with the STEM Center to organize experimental learning activities**

  In the process of evaluating outcomes, this was generated as an action item to improve GEO #1.

  Start Date: 02/20/2023 **End Date:** 02/22/2024
  Responsible Person: Kay Weiss/Brandi Bailes

- **3.1.a3 - Utilize Starfish to proactively reach out to Natural Science students**

  In the process of evaluating outcomes, this was generated as an action item to improve GEO #1. Need to identify a responsible person and develop this idea further.

  Start Date: 02/20/2023 **End Date:** 02/14/2024

○ **3.2 - Objective - GEO #2: Social and Behavioral Sciences:Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.**
Priority Rank: 17
Start Date: 11/07/2016 **End Date:** 05/31/2017
Responsible Person: Keith Wurtz
Strategic Direction: None
Impact Type: Site
Institutional Learning Outcome: Not Applicable

○ **3.3 - Objective - GEO #3: Humanities:Students successfully completing a course in this area will be able to identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience.**
Priority Rank: 18
Start Date: 11/07/2016 **End Date:** 05/31/2017
Responsible Person: Keith Wurtz
Strategic Direction: None
Impact Type: Site
Institutional Learning Outcome: Not Applicable

- 3.4 - Objective - GEO #4: Fine Arts:Students successfully completing a course in this area will be able to appreciate the value of artistic expression and human creativity in the fine arts and evaluate them as part of human culture.

  Priority Rank: 19

  Start Date: 11/07/2016 **End Date:** 05/31/2017

  Responsible Person: Keith Wurtz

  Strategic Direction: None

  Impact Type: Site

  Institutional Learning Outcome: Not Applicable

  Actions/Activities:

  - **3.4.a1 - Increase visibility and communication of fine arts work campus wide**

  - **3.4.a2 - Linking specific subject assignments to attendance viewing**

    Kay work with fine arts to identify opportunities or already existing subject assignments linked to attendance viewing.

    Start Date: 02/20/2023 **End Date:** 02/13/2024

    Responsible Person: Kay Weiss

  - **3.4.a3 - Use learning communities as a strategy to link art history, literature, and/or world history.**

    Deans work with discipline facutly to identify anyone interested in developing LCs.

    Start Date: 02/20/2023 **End Date:** 05/24/2024

    Responsible Person: Kay Weiss / Brandi Bailes

- 3.5 - Objective - GOE #5: Written Traditions:Students successfully completing a course in this area will be able to write competently for a variety of purposes and audiences.

  Priority Rank: 16

  Start Date: 11/07/2016 **End Date:** 03/31/2017

  Responsible Person: Keith Wurtz

  Strategic Direction: None

  Impact Type: Site

  Institutional Learning Outcome: Not Applicable

  Actions/Activities:

  - **3.5.a1 - Writing Center-Tutors-Individual/Small groups**
    Start Date: 02/20/2023 **End Date:** 05/30/2024

    Responsible Person: Kay Weiss

  - **3.5.a2 - Workshops-in tutoring center-go to class writing wrokshop-Fire Academy (CTF)**

Start Date: 02/20/2023 **End Date:** 05/30/2024

Responsible Person: Kay Weiss

- **3.5.a3 - Zero unit lab -students review basic mechanics, purpose, audience, give strategies.**
  Start Date: 02/21/2022 **End Date:** 05/23/2024
  Responsible Person: Kay Weiss

- **3.5.a4 - Require DLA'S-check with department**
  Start Date: 02/21/2022 **End Date:** 05/22/2024
  Responsible Person: Kay Weiss

- **3.5.a5 - Study Groups-SI**
  Start Date: 08/16/2022 **End Date:** 05/23/2024
  Responsible Person: Kay Weiss

- **3.6.a6 - Early Alert-Refine process-improve communication between services**
  Start Date: 08/15/2022 **End Date:** 05/23/2024
  Responsible Person: Delmy Spencer

○ **3.6 - Objective - GEO #6: Oral Traditions:Students successfully completing a course in this area will be able to demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds.**
Priority Rank: 15
Start Date: 11/07/2016 **End Date:** 05/31/2017
Responsible Person: Keith Wurtz
Strategic Direction: None
Impact Type: Site
Institutional Learning Outcome: Not Applicable
Actions/Activities:

- **3.6.a1 - Expand "Day of Advocacy" to incorporate multiple disciplines.**
  Start Date: 08/15/2022 **End Date:** 05/23/2024
  Responsible Person: Brandi Bailes

○ **3.7 - Objective - GEO #7: Quantitative Reasoning:Students successfully completing a course in this area will be able to interpret quantitative reasoning and perform mathematical operations in an effort to demonstrate quantitative reasoning skills.**
Priority Rank: 20
Start Date: 11/07/2016 **End Date:** 05/31/2017
Responsible Person: Keith Wurtz
Strategic Direction: None
Impact Type: Site
Institutional Learning Outcome: Not Applicable
Actions/Activities:

- **3.7.a1 - Motivation and Encouragement to learn quantitative reasoning.**
- **3.7.a2 - Stress that mathematical operations are tools not an end in themselves.**
- **3.7.a3 - Change students focus from finding the answers to understanding the context.**
- **3.7.a4 - More collaborative learning to discover where their understanding is lacking and to seek assitance.**
- **3.7.a5 - Dedicate time each class to reviewing the concepts being taught.**
- **3.7.a6 - Provide more training on virtual based teaching and assessment**

Developed from outcomes assessment process in Faculty Department Chairs, and in service activities.

Start Date: 02/23/2023 **End Date:** 05/30/2024
Responsible Person:
Kashaunda Harris / Kay Weiss / Cynthia Hamlett

- **3.8 - Objective - GEO #8: Critical Thinking and Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.**
  Priority Rank: 14
  Start Date: 11/07/2016 **End Date:** 05/31/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: Not Applicable

- **3.9 - Objective - GEO #10: Diversity & Multiculturalism: Students successfully completing a course in this area will be able to comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one's own.**
  Priority Rank: 21
  Start Date: 11/07/2016 **End Date:** 05/31/2017
  Responsible Person: Keith Wurtz
  Strategic Direction: None
  Impact Type: Site
  Institutional Learning Outcome: Not Applicable

- **3.10 - Objective - GEO #11: American Heritage: Students successfully completing a course in this area will be able to recognize and appreciate the unique contributions, history and collective heritage of the United States.**
  Priority Rank: 22
  Start Date: 11/07/2016 **End Date:** 05/31/2017

Responsible Person: Keith Wurtz

Strategic Direction: None

Impact Type: Site

Institutional Learning Outcome: Not Applicable

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

There are no supporting documents for this plan.