

Plans for Sociology >> 2024-2025 Sociology CHC Instructional Program Review 2024-2025

Name : 2024-2025 Sociology CHC Instructional Program Review 2024-2025

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State By: Julie McKee

Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

1. Mission

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 ([Mission Alignment](#)): 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?**

a. Mission: It is our mission to inspire and empower our students to succeed in their academic endeavors; to embrace our community through service learning; and, to recognize diversity and practice inclusion.

b. We advance the mission of the college by inspiring and empowering our students to succeed. Service learning provides the student with the opportunity to embrace their community. We recognize diversity and practice inclusion through our curriculum and through our proactive teaching methods which include group projects and class discussions.

2. Description of Program

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, addresses equity and inclusion, and is demonstrably Needs-Based. 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 [scheduling matrix](#) to show when courses in your area are offered. [Click here for sample!](#)

a. Sociology has added several Ethnic Studies courses to our curriculum. We have recently teamed with Philosophy and Religious Studies to create a new Social and Cultural Studies department and our currently under the SINS division. We are extremely excited to welcome a new full-time faculty member to teach our Ethnic Studies courses and hopefully develop a new program.

b. In collaboration with the ANTHRO department, each semester we offer our students at least one field trip. Since 2022, we have been to the Japanese-American Museum and Little Tokyo, California Science Center, San Juan Capistrano Mission, Cheech Marin Center for Chicano Art and Culture, and Olivero Street. We are planning to attend the Dia de las muerto's festivities in downtown LA this semester. We greatly appreciate the generous support from the Crafton Hills College Foundation to fund these field trips, including transportation and entrance fees.

c. SOC100, SOC105, SOC130, and SOC141 have approved DE addendums and have at least one on-line section each semester. SOC150 is currently pending DE approval. SOC100 and SOC141 have approved Honors sections that are also offered each semester. Our courses are scheduled as early as 8am and we are building our evening offerings with MW classes from 5-7pm and TTH classes from 4-6pm. And don't forget the "D word"! Sociology eagerly embraces dual-enrollment with our high school partners! In Fall of 2022 we offered 1 course at YHS, and in Fall of 2023, we partnered with RUSD to offering courses on their various high schools. This fall we are holding 5 classes at four high schools and plan to offer another 3 in the spring.

d. All Sociology classes have been updated and are current on their 6-year cycle. Our curriculum is designed to address different perspectives, actively engage students, and to create a sense of belonging for our diverse student population. A few members of our department have completed the USC Equity Training and have created syllabi that support equity and inclusion. For an AA-T students take SOC100 or 100H, 105 and 130 or 141 or 141H or 145. Sociology classes are also approved for IGETC. Both SOC100 and 141 have been approved as Honors courses, and are offered to students in every semester. Our most recent addition is SOWO101, which is Introduction to Social Work. We are pleased to be one of the few community colleges who offer this class, as it is required for admission to the BASW at CSUSB. Student's who take SOWO101 also use it for transfer to SWBS at CBU.

e. Two year matrix: SOC100 and 100H (F, S, SM); SOC105 (F, S, SM); SOC130 (F, S, SM); SOC132 (F, S), SOC141 and 141H (F, S, SM); SOC145 (F, S); SOWO101 (F, S). We are currently not offering SOC106 and SOC150.

3. External Factors with Significant Impact

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)

a. Budgetary constraints or opportunities: Sociology desperately needs an additional full-time faculty member. This fall we have 22 sections and plan to offer 19 in the spring. We greatly appreciate the generous contributions from the Crafton Hills Foundation for their continued

support of our field trips. We feel many students would not be able to participate if they had to pay their own admission fees.

b. Competition from other institutions: We are pleased to be one of the only Community colleges to offer an Intro to Social Work course, and are hoping to increase the number of sections offered as demand increases.

c. Requirements of four-year institutions: Students who major in Sociology meet the transfer requirements for CSU and UC systems.

d. Requirements imposed by regulations, policies, standards, and other mandates: Not applicable to Sociology.

e. Job market: Sociology students have unlimited opportunities for employment and many end up in the "helping" professions. Careers can include, but are not limited to Law Enforcement, Probation Officers, Parole Officers, and Social Workers. Many Sociology majors are currently employed by the County of San Bernardino and are using their degrees for promotions, transfers and reassignments within various county agencies. I even have one former student who transferred to CSUSB, majored in Sociology and became a Survey Engineer Supervisor and is currently working for CalTrans.

i. It is my professional opinion that most employers prefer applicants who have had some college experience and especially, those who have earned a college degree.

ii. Sociology is a growing field and many employers seek applicants who have well rounded education. I believe that Sociology is a broad and encompassing field that can be applied directly to many professions/careers.

4. Progress on Outcomes Assessment (Four-Year Question)

Refer to the [SLO Cloud](#) to evaluate the results from your program level outcomes and to develop actions reflected in your program review action plan (i.e. Question 10). **Rubric Item:** [Program Learning Outcomes](#)

a. Please summarize **Program Level Outcomes (PLO) assessment results**. Include a discussion of whether or not disproportionate impact (if the data is available) has been identified. Also, ensure that the PLOs are in the catalog, and discuss whether the program met its target for each PLO.

b. Please describe any program/course and/or instructional improvements you plan to make as a result of the PLO assessment(s), specifically focusing on removing any identified disproportionate impact (if the data is available).

c. What objective(s) or action step(s) will you add to Question 10 as a result of the PLO assessment(s) and to address any identified disproportionate impact (if data is available)? If none, please explain.

a. PLO assessment results:

#1 Competency of components of culture: 75.66 Target met

#2 Current social issues: 74.68 Target met

#3 Community participation: 72.44 Target met

SOWO 76.38 target met

Ethnic Studies 88.71 target met

b. Sociology has exceeded our target of 70% for PLO's. We have expanded equity and diversity in our course materials, syllabi development and student projects. No disproportionate impact is apparent in our data, our students are adjusting well to being back in the classroom.

c. Plan additional field trips, invite more guest speakers, accept more broad service learning opportunities, participate in equity training for new FT hire and 2 PT faculty.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

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, provide an explanation for the target that has been set, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Please visit the Completion & Success Dashboard 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, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Please visit the Completion & Success Dashboard 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? **Please visit the Full-Time/Part-Time Faculty Ratio Dashboard 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.)

Please visit the [WSCH/FTEF Dashboard](#) 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. **Please visit the [Fill Rate Dashboard](#) to access your program specific data.**

i. Our course completion rate target is 80% and we have met that for the past 3 years:

For Sociology: 2020-2021 93.9%; 2021-2022 95.9%; 2022-2023 95.4%; 2023-2024 95.3%

For Ethnic Studies: 2020-2021 no data available; 2021-2022 96.8%; 2022-2023 97.1%; 2023-2024 94.2%

As is the case the case with CHC as a whole, our disproportionately impacted tend to be African American's and Hispanic, but by very narrow margins. We have expanded equity and diversity in our course materials, syllabi development and student projects. We are actively engage our students with relateable course content and provide opportunity for class discussions where student perspectives can be shared. During our USC Equity trainging, our facilitator asked to visit our class because she could not believe how high our course completion rate was!

ii. Our course success rate target is 80% and we have met that for the past 3 years:

For Sociology: 2020-2021 83.9%; 2021-2022 84.9%; 2022-2023 83.9%; 2023-2024 83.2%

Ethnic studies: 2020-2021 no data available; 2021-2022 85.7%; 2022-2023 88.8%; 2023-2024 84.9%

As is the case the case with CHC as a whole, our disproportionately impacted tend to be African American's and Hispanic, but by very narrow margins. We have expanded equity and diversity in our course materials, syllabi development and student projects. We are actively engage our students with relateable course content and provide opportunity for class discussions where student perspectives can be shared. During our USC Equity trainging, our facilitator asked to visit our class because she could not believe how high our course success rate was!

iii. FT/PT ratio: 2020-2021 36.6; 2021-2022 40.8; 2022-2023 41.3; 2023-24 40.4. Although this is the current data, we have recently hired a full-time faculty member for our Ethnic Studies courses. However; due to the increase in dual enrollment offerings with our high school partners, this data does show the need for an additional full time faculty member.

iv. Our WSCH/FTEF is keeping with the set standard of 525. 2020-2021 645; 2021-2022 475; 2022-2023 497; 2023-2024 462. Current data shows that we are slightly below our target of 525, this is due to lower enrollment numbers. However, we are above the overall college's ratio.

v. Fill rate: 2020-2021 85.1%; 2021-2022 61.1%; 2022-2023 65.4%; 2023-2024 55.8%. Although these numbers are surprisingly low, we are at or slightly above the CHC average fill rate, again this reflects overall lower college enrollments.

6. Other Unit-Specific Quantitative and Qualitative Results

- a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies, and what plan do you have to address any discrepancies? Include any plan to address discrepancies in the action plan (Q10) – **please visit the [Demographics Dashboard 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.). **Please visit the [Degrees & Certificates Dashboard 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? Include any plans in the action plan (Q10).

a. Sociology is very similar to the demographics of CHC as a whole. We have more female than male students. We have seen an increase in Hispanic students, again more females than males. However, we have not seen a great increase in African-American students, especially males.

b. AA-T degrees awarded: 2020-2021=45; 2021-2022=26; 2022-2023=36; 2023-2024=40. This shows a positive trend and we will have more as we have eliminated the local degree and all Sociology degrees will be AA-T.

AA degrees awarded: 2020-2021=10; 2021-2022=10; 2022-2023=10; 2023-2024=9. As aforementioned above, we have eliminated this local degree and will only be offering our AA-T degree.

c. The only improvements I can recommend is more outreach to our underrepresented communities; our high schools, continuation schools and even local group homes. When I have a low enrolled course, I encourage my students to bring a friend to class, and they usually do, so maybe we could have a campus wide "Bring a Friend to College" movement! This is really a bigger Social issue than the Sociology

department can adequately address. Additionally, we can create syllabi that represents more diversity and inclusion; adopt supplement reading materials that will appeal to our marginalized students; and word of mouth in creating a culture of community support.

7. Evaluation

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

Alternative Modes of Delivery/Innovation/Implementation of Best Practices: We currently offer morning, afternoon and evening classes and 5 dual enrollment classes this fall, with 3 scheduled for spring. SOC100, 105, and 130 and 141 are DE approved and SOC150 is awaiting approval. SOC100 and SOC141 have been approved as Honors courses.

Partnerships: The Sociology works closely with the CHC Foundation. The Foundation sponsors all of our field trips and helps us to purchase books for students and offers Emergency loans for students who are in desperate financial need. We also work closely with the Honors Program to support student research, presentations and recognition. We are in partnership with our local high schools through our dual enrollment courses.

Innovation and Implementation of best practices: We use the Canvas LMS, group projects, class participation, student presentations, field trips and guest speakers to increase student engagement and success.

Efficiency in resource use: We currently have a \$500 food budget to provide our students with inclass snacks and 1 pizza party per semester.

Participation in shared governance: ABSOLUTELY! We have a voice on Crafton Council, EMP, AS, Chairs, CTA, and I make sure my voice is heard! We are also interested in participating more actively in the dual enrollment process.

Professional development: Our faculty attend conferences, training seminars, 3 of 6 faculty members have completed the USC Equity training, stay current on social issues, and complete the required FLEX hours. Our goal is have our additional 3 faculty members complete the USC Equity training at the next opportunity.

Compliance with applicable mandates: Our faculty adhere to the guidelines of the Faculty Handbook and SBCCDTA Contract.

8. Vision

- 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?**

a. Within the next four years, I would like to see SOWO101 offered face to face, I would like to see Ethnic Studies as it's own discipline, and I would like to have SOC150 DE approved.

b. More SOWO101 classes will educate and empower our students to transfer, graduate and engage with their community through their role as Case Management Workers and Social Workers. Ethnic Studies as a seperate disciple from Sociology will empower the people who work here to grow their own program through innovation to provided student education and engagement. Having SOC150 offered as a DE course will empower the people who work to educate the people who study here. It is Gerontology and as our population ages, this course will be come more and more relevant for the people who live in our community by raising issues of aging and the elderly this course will educate, engage and create a platform for innovation!

9. Progress on Prior Goals

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

- **1 - Goal - Increase student success and retention!**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Offer a broader range of course offerings to better meet students' needs.**

Priority Rank: 1

Original Start Date: 08/15/2021 **Original End Date:** 05/22/2027

Revised Start Date: 08/15/2021 **Revised End Date:** 05/22/2027

Responsible Person: Julie McKee

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Completed and Ongoing

Progress Description:

We have added several sections of our Ethnic Studies courses and have hired a full time Ethnic Studies Instructor.

- **1.2 - Objective - Increase student engagement by developing and implementing course material that is relevant and relatable to all students.**

Priority Rank: 2

Original Start Date: 08/01/2021 **Original End Date:** 05/31/2027

Revised Start Date: 08/01/2021 **Revised End Date:** 05/31/2027

Responsible Person: Julie McKee

Strategic Direction :

2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Completed and Ongoing

Progress Description:

Three of our faculty have completed the USC equity training, and I have requested funding for three more faculty to participate in this training.

- **1.3 - Objective - Increase student engagement by increasing student participating in the College Honors Institute.**

Priority Rank: 3

Original Start Date: 08/20/2021 **Original End Date:** 05/23/2027

Revised Start Date: 08/20/2021 **Revised End Date:** 05/23/2027

Responsible Person: Julie McKee

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: District Wide

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **1.3.a1 - Increase the number of honors sections offered**

Start Date: 06/01/2023 **End Date:** 06/30/2027

Responsible Person: Julie McKee

Status Code: Work is Completed and Ongoing

Progress Description:

This semester we are offering 2 Honors sections of SOC100 and 3 sections of SOC141.

Measurements/Documentation of Progress:

Increase by 2 per semester.

- **2 - Goal - Increase student engagement with campus and community.**

Priority Rank: 2

Objectives:

- **2.1 - Objective - Invite guest speakers from diverse backgrounds.**

Priority Rank: 4

Original Start Date: 03/01/2023 **Original End Date:** 06/30/2027

Revised Start Date: 03/01/2023 **Revised End Date:** 06/30/2027

Responsible Person: Julie McKee

Strategic Direction :

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Completed and Ongoing

Progress Description:

Fall 2022: Virginia Aragon, BA Psychology, Crisis Counselor: Guest lecturer in SOC100: Introduction of Sociology, chapter on Gender, Sex, and Sexuality. with discussions on sexual assault crisis and volunteerism.

Spring 2023: in collaboration with Communication Studies, we welcomed Georgia Lee McGowen, transgender advocate and author.

Fall of 2023: SOC100 had the opportunity to host the LatinX Panel for Hispanic Cultural month. We had a panel of 4 CHC alumni share their educational journeys with our students. Another Alumni, Christina Perez, shared her story with our YHS class.

Fall 2023 and Spring 2024: Jennifer Sparks, BA Music: Guest lecturer in SOC130: Marriage, Family, and Intimate Relationships course discussing marriage and interracial relationships for the chapter titled, Couples - Married or Not. Also, now in SOC100: Introduction of Sociology, chapter on Marriage & Family.

Fall 2023: Angela Padilla-Paniaqua, MS for Marriage, Family, and Therapy, (MFT): Guest Lecturer in SOC130: Marriage, Family, and Intimate Relationships course discussing family for the chapter titled, Family Functionality and Crisis. Also, SOC141: Race, Ethnicity, and Diversity course discussing on the chapter on LatinX, dealing with the being a Latina in college and higher learning and into Grad school. Guest lecturer for Social Problems, Cinematic Sociology - Unit 9, Social Institutions – Religion, Sports, Medical and War on a discussion on Sports and Medical since she now is a Sports Psychologist. Also, now in SOC100: Introduction of Sociology, chapter on Education.

Spring 2024: Billy Barron, BA Psychology, Victim Services Coordinator - PREA (Prison Rape Elimination Act): Guest lecturer in SOC100: Introduction of Sociology, chapter on Introduction to Deviance, Crime, and Social Control.

Fall 2023 and Spring 2024: Virginia Aragon, BA Psychology, Crisis Counselor: Guest lecturer in SOC100: Introduction of Sociology, chapter on Gender, Sex, and Sexuality. with discussions on sexual assault crisis and volunteerism.

Summer 2024: Professor Isidro Zepeda, MA in English and Artist: Guest lecturer SOC141: Race, Ethnicity, and Diversity course discussing on the chapter on Native & Indigenous Americans.

Summer 2024: Mildred Sparks, MS English: Guest lecturer in SOC141: Race, Ethnicity, and Diversity course discussing on the chapter on Black Americans, dealing with the History of Black Americans, Education of Black Americans, Voter Suppression and the Civil Rights Movement.

o **2.2 - Objective - Encourage more students to participate in Service Learning projects.**

Priority Rank: 5

Original Start Date: 01/31/2023 **Original End Date:** 06/30/2027

Revised Start Date: 01/31/2023 **Revised End Date:** 06/30/2027

Responsible Person: Julie McKee

Strategic Direction :

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type: District Wide

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Completed and Ongoing

Progress Description:

We have been expanding our courses to our local high schools through dual enrollment. So we have more students representing Crafton in our community. Additionally for our summer sections we allow our students to practice "Randon Acts of Kindness" in their community; due to time constraints with a shorter semester.

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

NOTE: Beginning in Fall 2024, prior-year goals, objectives, and resource requests will not be copied over to the current-year plan. Writers are required to manually enter goals, objectives, and any applicable resource requests.

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) 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 [goals](#), [objectives](#), [actions](#), and how they work together.)

• **1 - Goal - 4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Create opportunities for more student engagement outside of the classroom.**

Priority Rank: 2

Start Date: 08/12/2024 **End Date:** 05/31/2027

Responsible Person: McKee

Strategic Direction (Goal):

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type: Only Students

Institutional Learning Outcome: 4. Society and Culture

Resource Requests:

- **1.1.r1 - Field trip**

Description

Field trip to the museum of Tolerance in LA in Fall of 2025. Admission 42X\$12=\$504, charter bus approx\$1300.

Rationale

This will support student's interaction with the broader community, enhance their knowledge of racial inequalities both past and present, and promote equity and inclusion.

Resource Type: One-time

Expenditure Category: Bus/Car Rentals (6511)

First Year Cost/Savings: \$1,804.00/\$0.00

Actions/Activities:

- **1.1.a1 - Field trip**

Field trip to the museum of Tolerance in LA: This will support student's interaction with the broader community, enhance their knowledge of racial inequalities both past and present, and promote equity and inclusion.

Start Date: 08/25/2025 **End Date:** 12/12/2025

Responsible Person: Julie McKee

o **1.2 - Objective - Dual enrollment**

Priority Rank: 3

Start Date: 08/12/2024 **End Date:** 05/31/2027

Responsible Person: McKee

Strategic Direction (Goal):

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type: District Wide

Institutional Learning Outcome: 4. Society and Culture

Resource Requests:

▪ **1.2.r1 - Equity training**

Description

Ensure that our new full time and our part-time faculty are trained in Equity and Inclusion through the USC training.

Rationale

Equity and inclusion are her to stay, these should not just be "buzz" words, but solid classroom/campus culture!

Resource Type: One-time

Expenditure Category: Non-Instruction Hourly (1480)

First Year Cost/Savings: \$1,000.00/\$0.00

Second Year Cost/Savings: \$1,000.00/\$0.00

Third Year Cost/Savings: \$1,000.00/\$0.00

Actions/Activities:

▪ **1.2.a1 - Recruitment**

Recruit and retain part-time faculty who are eager to support our dual enrollment goals and teach at our partner high schools.

Start Date: 01/10/2025 **End Date:** 06/30/2027

Responsible Person: Julie McKee

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.