Created with **watermark**

☑ ◀ Show All Possible Responses

⊗ **Response is required**

# 1. PROGRAM OVERVIEW

⊗ **Program Title & Code**

**Program Title**

▌ Art History
(Max chars: 100)

**Program Code**

▌ 1005
(Max chars: 100)

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

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

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

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

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

The Art History program serves Chaffey's diverse population in meeting General Education requirements, in addition to preparing students for transfer to four-year institutions to complete degrees in Art History and related fields (all Art History courses fulfill CSU and IGETC transfer requirements). The study of Art History equips students for careers in education, museums, research, and related fields in the visual arts. The coursework cultivates a broad worldview and cross-cultural understanding through the examination of diverse historical perspectives, as well as develops critical thinking, communication, and problem-solving skills.

## PRIOR VIP GOALS STATUS/PROGRESS

⊗ **1c. Please list the program's VIP Goals from the last PSR cycle, and report on the progress (complete, ongoing, etc.).**

1. Improve the quality of learning methods and course content to create consistent academic standards across the program.

COMPLETE: We hired new adjunct faculty and organized faculty meetings to review best practices and offer new teaching strategies. We continue to oversee the quality of instruction through the formal evaluation process and general faculty meetings.

2. Increase student enrollment in Art History to expose a higher percentage of the student body to the diverse expressions of culture that forms the basis of the field as well as to introduce more students to the methods of visual analysis and critical thinking that are central to the discipline.

ONGOING: We presented to counseling to raise the profile of Art History, and we collaborated with the libraries and success centers to get more support for Art History, but we were not able to expand outreach to the Fontana and Chino campuses. The desired outcome of increase enrollment has not been achieved.

3. Expand mentoring for Art History majors to improve success rates in the next stages of their academic and professional careers.

COMPLETE: We reached out to majors and organized a career panel to advise majors about careers in the field. We will continue to reach out individually to majors to offer support.

4. Increase success rates for African American students by 5-10% percent in three years to address disparity in performance as compared to other populations.

COMPLETE: We encouraged faculty to be more sensitive to African American experiences, disseminated research on African American students to faculty, and worked to create a more inclusive curriculum and learning environment. We increased the success rate of African American students by 21.3% in the past 3 years (as opposed to -6.1% for all students in Art History and -10.3% for African Americans campus-wide). We will continue our efforts in this area and to other historically underperforming groups.

## OTHER RESOURCES REQUESTS

### ⊞ 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

○ Yes
◉ No

### 1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

*No answer specified*

# 2. EVIDENCE--EQUITY

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

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

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

Review data over the last six years.

| Response Legend:<br>1 = Increase   2 = Decrease   3 = No Change (plus or minus 2%)   4 = No or Insufficient Data Available | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Number of enrollments by males | | ✔ | | |
| Number of enrollments by females | | ✔ | | |
| Success rate by males | | ✔ | | |
| Success rate by females | | | ✔ | |

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Retention rate by males | | ✔ | | |
| Retention rate by females | | | ✔ | |

## ⬢ 2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.

Review data over the last six years.

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

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

Review data over the last six years.

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

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Success rate by age group, 19 or younger | ✔ | | | |
| Success rate by age group, 20-24 | | ✔ | | |

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Success rate by age group, 25-29 | | ✔ | | |
| Success rate by age group, 30-39 | ✔ | | | |
| Success rate by age group, 40-49 | | | ✔ | |
| Success rate by age group, 50 or older | | | | ✔ |
| Retention rate by age group, 19 or younger | | | ✔ | |
| Retention rate by age group, 20-24 | | ✔ | | |
| Retention rate by age group, 25-29 | | ✔ | | |
| Retention rate by age group, 30-39 | ✔ | | | |
| Retention rate by age group, 40-49 | | | ✔ | |
| Retention rate by age group, 50 or older | | | | ✔ |

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

Review data over the last six years.

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

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

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

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

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

Enrollment

ARTH enrollment since its last PSR (3 years) is down overall (-12.4%) and in particular for African Americans (-38.5%) and Caucasians (-36.4). We are not sure why the numbers are down for these groups. (For reference, here are the numbers for the other groups Hispanic (-4.1) and Asian (-7.8).) For reference, campus-wide enrollment for prior 3 years is down (-2%).

Although changes in enrollment per group are inconsistent, the total enrollment for prior 3 years was within plus or minus 2% range for all groups compared to campus-wide, with approximately 64% Hispanic (campus-wide 64.7%), 6.5% African American (campus-wide 7.5%), 16% Caucasian (campus-wide 14.5%), Asian 7.5% (campus-wide 7.2%).

ARTH may be enrolling certain students because of the course content. ARTH-9 focuses on the Ancient Americas and attracts largely students with Latin American ancestry. ARTH-11 focuses on Asia and attracts a good number of students with Asian ancestry. Even though only one section of ARTH-9 is offered each semester and one section of ARTH-11 is offered each year, it may possibly be a factor in the lower drop in enrollment for the Hispanic and Asian groups. We have seen that many students who have taken one Art History class return to take multiple courses in the field. Another reason we may be enrolling more Asian students is due to Asian American faculty representation.

Male and female enrollments breakdown is similar to campus wide enrollments. Females gone up more than males.

Success Rates

Although our enrollment of African Americans has declined, the **success rates** for prior 3 years have improved dramatically (+21.3, which is 6.5 times the rate of campus-wide improvement for same period). Success rates of Asians is also up (+20.1), while that of Caucasians (-13.5) and Hispanics (-9.8) are down. Campus wide success rates by race/ethnicity is as follows: African Americans (+3.1), Asians (+3.3), Caucasians (+1.8) and Hispanic (+3.6).

An ARTH VIP goal from prior comprehensive PSR was to increase success rates for African American students by 5-10% percent in three years to address disparity in performance as compared to other populations. The outcomes of this VIP goal could be a leading factor for the 21.3% succeess rate improvement for this population.

Success rate of students with disabilities (+1.5), first generation (-8.0), economically disadvantaged (-9.1).

Retention Rates

For prior 3 years the ARTH retention rates are -1.1% overall, with each group as follows: African Americans (-6.1), Asians (+5.9), Caucasians (-1.9) and Hispanics (-1.9). The drop in African American retention rates seems proplematic with the sharp rise in success rates for the same population.

The retention rate with students with disabilities is also declining (-5.6).

# 3. EVIDENCE--PROGRAM DATA

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

## ⊗ 3a. Identify important PROGRAM developments and trends.

Review data over the last six years.

| Response Legend: 1 = Increase   2 = Decrease   3 = No Change (plus or minus 2%)   4 = N/A   5 = No or Insufficient Data Available | | | | | |
|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** |
| Overall Enrollment | | ✔ | | | |
| Overall Retention | | ✔ | | | |
| Overall Course Success | | ✔ | | | |
| FTES | | ✔ | | | |
| All ADT degrees awarded | | | ✔ | | |
| All AA degrees awarded | | | ✔ | | |
| All AS degrees awarded | | | | ✔ | |
| All degrees awarded | | | ✔ | | |

|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| All Certificate Completion | | | | ✔ | |
| Average units earned, ADT degree | | ✔ | | | |
| Average units earned, AA degree | | | | ✔ | |
| Average units earned, AS degree | | | | ✔ | |
| Average units earned, all degrees | | ✔ | | | |
| Average units earned by certificate(s) | | | | ✔ | |
| Overall average # of semesters to award degree(s) | | | | | ✔ |
| Overall average # of semesters to award certificate(s) | | | | | ✔ |

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

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

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

> Although overall enrollment has declined, the number of degrees awarded has remained consistent. This is a reflection of retaining a similar number of majors, in spite of an overall decline in enrollment.

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

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

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

> ARTH enrollment since its last PSR is down overall (-12.4%). The continuing decline in enrollments, although slowing from prior PSR declines, still remains the main focus for program improvement. We suspect the decline is primarily due to fewer students taking ARTH for GE requirements.

> ARTH overall success rates for prior 6 years is -3.2% compared to campus-wide +1.3%. In order to assess the severity of this disparity, we will request success rate data on academically similar programs for comparison.

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

**⊞ 4a. Is this a CTE program?**

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

○ Yes   ● No

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

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

| | 1 | 2 |
|---|---|---|
| CTE: Projected Occupational Growth | | |

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

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

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

❚ *No answer specified*

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

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

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

○ Yes    ○ No

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

○ Yes    ○ No

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

❚ *No answer specified*

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

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

**✖ 5a. External Agency**

Does the program have external regulations?

○ Yes    ⦿ No

**5b. External Agency Information**

If yes, please provide the following information:
a) Name of Agency
b) Date of last review
c) Recommendations made
d) Any budgetary or institutional impacts from the recommendations
e) Progress on recommendations
f) Date of next review
*Note: more than one external agency can be added in the same field if needed.

# 6. EVIDENCE--LEARNING OUTCOMES

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

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

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.
If you have any questions about learning outcomes, please refer to Chaffey College's Outcomes and Assessment website or email Jo Alvarez at jo.alvarez@chaffey.edu

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

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

A CAP is a learning outcomes assessment schedule.

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

◉ Yes
◯ No
◯ Comment: [                    ]

**🞬 6c. Three-year cycle**

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

◉ Yes
◯ No
◯ Other: [                    ]

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

◯ Yes
◯ No
◉ Other: [ We started from Fall 2020 ]

## ASSESSMENT REFLECTION

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

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

Pay special attention to learning outcomes that HAVE been met.

> Based on the learning outcomes assessment results for the two most recently assessed courses (ARTH-3 and ARTH-19), we are doing well on all three of our CLOs:
>
> 1) Upon completion of the course, you should be able to demonstrate knowledge of key artworks and architecture in their historical context.
> 2) Upon completion of the course, you should be able to demonstrate a comprehension of relevant art historical writing and analysis.
> 3) Upon completion of the course, you should be able to demonstrate an understanding and appreciation for individual, social, and cultural diversity through the visual arts.
>
> At the end of the semester, 92% of students in ARTH-19 and 95% of students in ARTH-3 demonstrated satisfactory demonstration of all three of these outcomes.

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

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

> Although high percentages of students have achieved the course learning outcomes, a close look at the assessment results suggests that we could work on honing student facility with comparative analysis and chronological ordering of works. In the most recent assessment of ARTH-19, comparatively fewer students scored a 5 (exemplary) on the skill that involved comparative analysis (32% students scored a 5 for this skill versus an average of 63% for the other two skills measured). For ARTH-3, the lower overall performance in contextualization in the largerculture (63% students scored a 5 for this skill versus an average of 78% for the other two skills measured) also suggests that students need more assistance categorizing the works of art into the appropriate chronological time periods and movements. Evaluation of adjunct courses also suggests that comparative analysis and chronological ordering is a relatively neglected area of instruction.

---

# 7. STRATEGIC PLANNING

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

☐ Yes
☑ No

## ✖ 7b. Are you planning to initiate a new program?

☐ Yes
☑ No

## OVERALL IMPROVEMENT

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

Subsection 2: EVIDENCE--Equity
Subsection 3: EVIDENCE--Program Data
Subsection 4: EVIDENCE--Learning Outcomes

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

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

> The Art History Department will work to increase student enrollment in Art History in order to expose a higher percentage of the student body to the diverse expressions of culture that forms the basis of the field as well as to introduce more students to the methods of visual analysis and critical thinking that are central to the discipline.
>
> ARTH overall success rates for prior 6 years is -3.2% compared to campus-wide +1.3%. As the program success rate numbers are lower than the overall campus, this identifies a potential area for improvement. In order to assess the severity of this disparity, we will request success rate data on academically similar programs for comparison.

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

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

Enrollment

To increase enrollment the ARTH faculty will expand collaboration with the Counseling Department to raise the profile of Art History. This will be accomplished through meeting with counselors, assuring all documentation provided to counselors is current, and creating flyers describing Art History offerings to distribute to counseling staff and GPS centers. **[first priority]**

Although the number of degrees awarded has remained similar, the Art History faculty will continue to provide advising for students interested in the study of visual culture to increase general enrollment and the number of majors. This will include repeating past career center presentations on occupations in art history and its many related fields, as well as expanding academic and career mentoring for current Art History majors. **[third priority]**

Success and Equity

At the time of the prior ARTH PSR, an equity related VIP goal was set to increase success rates for African American students by 5-10% percent in three years to address disparity in performance as compared to other populations. Now three years later the success rates for African American students in Art History have improved by 21.3%, which is 6.5 times the rate of campus-wide improvement for the same population during this period. The Art History Department will continue to offer an inclusive program with pedagogical approaches and content that discusses and confronts historical and contemporary issues of equity in all its forms. We will organize department meetings to address these issues with all faculty. **[second priority]**

Another strategy for improving success has been by increasing support for the program through the libraries and success centers. We have collaborated with success centers and library staff to create workshops, offer assignments, and train tutors in the field of art history. **[fourth priority]**

We will also request data on academically similar programs to identify best practices in improving success rates. **[fifth priority]**

## CURRICULUM IMPROVEMENT

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

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

| **7e. How does (or will) your program incorporate experiential learning components into your curriculum?** | **7f. How does (or will) your program incorporate career exploration into early courses in your degrees and/or certificates?** |
|---|---|
| Field trips to experience original artworks in person. | The study of visual culture through art history is an inherently interdisciplinary field. The program will continue to highlight through instruction its intersections and supporting value in various related academic and career fields. |
| | We offer "What do Do with a Degree in Art History?" sessions in collaboration with the Career Center. |
| (Max chars: 5,000) | (Max chars: 5,000) |

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

Type N/A in the response field if you are not making any recommendations for professional development.
Information will be forwarded to the Faculty Success Center for future professional development planning. NO SCORE is assigned.

N/A

# 8. VIP GOALS

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

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

three years.

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

> VIP 1. Increase student enrollment and success in the ARTH program by creating a textbook loan program to provide a lower or no-cost textbook option for the two core Art History courses, ARTH-3 and ARTH-5. Launch program by Spring 2022 (or whenever funding to purchase books is provided).
>
> VIP 2. Return to pre-COVID-19 student enrollment numbers in three years.

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

VIP goals should relate to Chaffey Goals.

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

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

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals
VIP Goal 2--Rationale and how it aligns with the Chaffey Goals
VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

> VIP 1. We know that not all students can afford textbooks, but we do value the high quality images and scholarship, the clear structure and the ease of use that our textbooks provide to students. Thus we wanted to implement a loan program that provides textbooks to students at a reduced or zero cost. We will start with our two core classes, ARTH-3 and ARTH-5, that constitute the bulk of the enrollment in our program. This VIP aligns with Chaffey Goals 1 and 2 by providing equitable access to the materials required for academic successful completion.
>
> VIP 2. We firmly believe that the inherently interdiscliplinary Art History education prepares students for navigating our globally-interconnected and multi-cultural society. It achieves this by equipping them with visual analysis and critical thinking tools, as well as exposing them to the diverse expressions of culture. This VIP aligns with Chaffey Goal 1 in its ability to foster an equitable worldview and Goal 2 in its emphasis on fundamental analytical tools applicable across academic disciplines.