

# Form: "PSR 2021 INSTRUCTIONAL Comprehensive Cohort B"

Participating Area: Economics Cohort-B 2204 I

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## 1. PROGRAM OVERVIEW

### Program Title & Code

**Program Title**

Economics

**Program Code**

2204

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

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

Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.

Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.

Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.

Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.

Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.

Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.

Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

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

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

Goal 1- The Econ program includes content on income and wealth disparity as well as knowledge and skills to help our students with upward mobility.

Goal 2- The Econ Department classes supports general education requirements as supporting requirements for various majors including our most popular major, Business.

Goal 3 - The Econ program provides classes that help prepare students for jobs in business, government, community service, politics, law and many other related fields.

Goal 4 - The Econ program helps students learn to use technology as a tool to gather and analyze data and information in an effort to improve information literacy and reduce the likelihood students will be fooled by false or misleading information.

Goal 5 - The Econ program strives for efficiency in managing our college resources by regularly offering online and hybrid courses to reduce on campus room use as much as pedagogically feasible. We also schedule classes at various days, time, locations and delivery modes to optimize enrollment and improve greater access to Econ courses for our diverse student population.

Goal 6 - The Econ program includes content related to career goals. Career goals can help define academic goals. Also, due to our ever evolving job market needs, our students will need to re-evaluate career choice at various times in their worklife. The Econ Dept has an ongoing VIP goal related to career research and career choice to help our students respond to changing labor market needs related to rapid changes in technology, laws, globalization, environmental and health issues.

Goal 7 - The Econ Department actively shares best practices with all full-time and part-time faculty within our department. These best practices include sharing information on things such as textbooks, online learning resources, student motivation, communication best practices, and emerging issues in the field of economics.

## PRIOR VIP GOALS STATUS/PROGRESS

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

VIP Goal 1 - Increase the number of students who investigate various possible career paths, consider what they would need to do to achieve the career goals they are considering and evaluate the goals from a benefit cost perspective. Ideally we would like to see at least 50% of our Econ 1, Econ 2 and Econ 4 courses include some type of career exploration assignment. All our full-time faculty continue to include a careers assignment in their courses. We are uncertain about the number of part-time faculty who have incorporated a careers based assignment. Full-time faculty developed easy to use assignments: one for Econ 1, one for Econ 2, and one for Econ 4. We have disseminated them to our part-time faculty. We have heard back from some of them stating they are doing something a careers assignemtn. We will continue to share these types of assignments with our colleagues in the department and encourage everyone to include a careers assignment. This is an ongoing goal.

VIP Goal 2 - Econ AD-T degree and Political Economics degrees were completed. U.S. Economic History course was created but never offered by the college. This goal was completed by the department.

VIP Goal 3 - Collaboratively develop assignments and identify resources to help students increase their awareness of how cost benefit analysis can be used to make more informed decisions. Cost benefit analysis helps our students make more informed choices personally, professionally and politically. It encourages information literacy and critical thinking skills. This goal is ongoing.

## 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."

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.

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

Success rate by females			✓	
Retention rate by males			✓	
Retention rate by females	✓			

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

Review data over the last six years.

<b>Response Legend:</b> 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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			✓	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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.

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

Number of enrollments by age group, 50 or older	✓			
Success rate by age group, 19 or younger		✓		
Success rate by age group, 20-24		✓		
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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.

<b>Response Legend:</b> 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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?**

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

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

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

The Econ Department actively promotes equitable student success. We do this by hiring adjunct faculty from a variety of backgrounds and we take pride in the high level of diversity in our department. Our goal is to provide our students with a quality economics education AND role models to help them envision themselves succeeding in accomplishing their career and personal life goals. We promote the use assignments and lessons that encourage information literacy, critical thinking, and benefit cost analysis. Developing these challenging but essential skills can help our students gain self-esteem and give them the tools they will need to be successful in life. Improved confidence can be a game changer for our students.

### 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.

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

The Econ Department is experiencing growing enrollment over the last six years. The six-year change in enrollment for the college overall was up 11.7% while the six-year change for the Econ Department was up 28.2%, which is approximately 2.4 times the rate of enrollment growth experienced by the college overall.

The Econ Department FTES also grew over the six year period by 37.4%. This compares favorably with the college wide data for FTES generation over the same period which came in at 15.5%. This is also approximately 2.4 times the FTES growth comparing Econ to the college as a whole.

The Econ Department dramatically increased the number of degrees completed, going from 5 AA degrees in 2014/2015 to 39 degrees in 2019/2021. This growth was entirely in our Econ AA-T degree. This trend highlights the increased demand for the Econ AA transfer degree.

The average units earned by Economics for Transfer CSUGE (AA-T) degree earners went from 117.5 in 2015/2016 to 81.2 units 2019/2020, a decrease of 31 percent. The average units earned by Economics for Transfer IGETC (AA-T) degree earners went from 89.5 units in 2015/2016 to 74.9 units in 2019/2020, a 16 percent decrease. This data demonstrates students are completing their lower division programs of study with fewer units than in the past. Perhaps the detailed guided pathways developed by the Econ Department helped them navigate their academic journey more efficiently.

**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.

Our success rate over the last six years is down slightly (9.6%). The Department is concerned about this. Interestingly, we lost SI support for Econ 2 and Econ 4 as the funding was shifted to other programs. The Econ Department will have to look for ways to make up for this loss and bring our success rate numbers back up.

The retention rate held fairly steady with a statistically insignificant increase of 0.6% ovet the six year period. The Econ Department would like that number to increase significantly in the future.

Another area where we could improve would be by hiring another full-time Econ faculty member. During spring 2021, 66,7% of our Econ courses are taught by part-time faculty. The fall 2021 schedule draft from our coordinator currently shows 71.4% of Econ courses taught by part-time faculty. While the Econ department endeavors to hire quality part-time faculty, full-time faculty are able to provide (and in fact required to provide) additional support to students to help them succeed in their coursework and in their academic and professional journey. Hiring an additional full-time Econ faculty member is the best way to help us improve our success and retention rates. Another factor to consider is that full-time faculty members have historically done a better job of regularly participating in SLO development, SLO planning, SLO assessment and SLO analysis.

## 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.

No

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

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

<b>Response Legend:</b> 1 = Middle Skill 2 = Above Middle Skill		
	<b>1</b>	<b>2</b>
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.**

No

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

No

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

No answer specified

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## 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?

No

**5b. External Agency Information**

If yes, please provide the following information:

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

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

No answer specified

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## 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

**6c. Three-year cycle**

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

Yes

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

Other: One year of SLO surveys were lost

## 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.

With the exceptions of the pandemic year and the year IR lost our assessment results, our students have regularly met or exceeded the all SLO benchmarks for all course level SLOs. Econ Department SLOs focus on important real world skills to help our students be successful in their educational goals, career pathways, and life journeys. Please see data in the learning outcomes section of TaskStream.

**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 our SLO results typically show students meeting or exceeding the benchmark for all our course level SLOs, we have noted a few areas based on specific assessment questions where a small number of students are failing to grasp some basic economic principles. Also, spring 2020 course level assessment results were outliers due to the extremely small sample sizes relative prior years and due to the rapid change to fully online learning. During spring 2020, many of our students who had not taken online courses before were suddenly switched to fully online learning. This coupled with the added stress of health concerns due to the pandemic, job losses for many due to the pandemic, and the many other issues occurring during 2020 possibly contributed to the small sample sizes and the less than expected compliance rate and success rate for course level SLOs.



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## 7. STRATEGIC PLANNING

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

Yes

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

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 Econ Department wants to improve our success and completion rates. The reason why we need to do this is so that more of our students will complete our courses, our program and their educational goals successfully. Please refer to section 3c of this report for a summary of the success and completion evidence.

### 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.

1. Hire another full-time Econ faculty member.
2. We are looking for ways to help ourselves and our students better understand the impact of the pandemic and its aftermath as it affects their opportunities for the future. We are seeing major changes in how business is done around the world and many of these trends are not expected to reverse. Many of our students are feeling confused and a bit fearful about the future job market and the opportunities they can expect when they graduate. Our department wants to improve our ability to help our students research and evaluate their career options and provide them the skills needed to re-evaluate periodically as things might (and likely will) continue to change rapidly in the future.
3. We are also looking for ways to help our students sift through the truth and the lies they will likely encounter by helping them develop information literacy skills.

## 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?

Our professors try to incorporate group discussions on a variety of controversial issues related to economics, connecting these topics to current real world events.

We also endeavor to incorporate collaborative learning opportunities with problem solving questions to help promote critical thinking and communication skills.

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

Our department has a careers assignment we developed (see below).

Careers Assignment for Econ 1, 2, and 4

Find the Occupational Outlook Handbook online. You can type "Occupational Outlook Handbook"

Many instructors also use online tutorials and practicum to help students learn actively and experimentally.

into any major search engine. You can also use the link provided below for the Occupational Outlook Handbook. <http://www.bls.gov/ooh/>

Think of a career you are interested in and find it in the Occupational Outlook Handbook. If your career choice is not listed, choose the next closest career you can find. Learn about the career and answer the following questions.

1. What career did you decide to research? Why did you pick this career?
2. What type of personal traits work best for people in this career? Do you have these traits or can you develop them?
3. What type of education, training, and/or experience is needed for this career? How will you pay for this?
4. What are the expected earnings for this career?
5. What type of working conditions and lifestyle can you expect in this career?
6. Use marginal benefit and marginal cost analysis to help you determine if this is the right choice for you. What are the marginal benefits you expect from this career? What are the marginal costs of preparing for and working in this career? In other words, what are the pros and cons of picking this career?
7. Given what you learned, are you still interested in this career? If so, why? If not, why not?

For Econ 2 and Econ 4, add the following:

8. (Econ 2) How do higher education levels in a nation contribute to higher levels of economic growth? Draw a production possibilities graph showing economic growth.
8. (Econ 4) Does your research suggest that demand for people in this career is increasing, decreasing, or expected to stay the same over the next ten years. Draw a demand and supply graph showing what you think will happen to demand for this career over in 10 years. Do you think it will be easy or difficult to find a job when you are ready to start this career? Why?

For more information to help you investigate career choices and pathways to attain your goals:

<http://www.chaffey.edu/careercenter/index.shtml>

<http://www.chaffey.edu/gcr/index.shtml>

<http://www.chaffey.edu/counseling/index.shtml>

<http://www.chaffey.edu/transfer/index.shtml>

**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.

1. PSR for Dummies

2. How to retire with financial security BEFORE the next full PSR is required.

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## 8. VIP GOALS

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

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

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

VIP Goal 1 - Increase the number of students who investigate various possible career paths, consider what they would need to do to achieve the career goals they are considering and evaluate the goals from a benefit cost perspective. Ideally we would like to see at least 50% of our Econ 1, Econ 2 and Econ 4 courses include some type of career exploration assignment. This is an ongoing goal.

VIP Goal 2 - Collaboratively develop assignments and identify resources to help students increase their awareness of how cost benefit analysis can be used to make more informed decisions. Cost benefit analysis helps our students make more informed choices personally, professionally and politically. It encourages information literacy and critical thinking skills. This goal is ongoing.

VIP Goal 3 - Update and improve our Political Econ AA degree.

**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 Goal 1 - Our rationale for this goal is to help students develop realistic career goals and a plan to achieve those goals. This goal aligns with Chaffey Goals 1 - 6.

VIP Goal 2 - Our rationale for this is to help students carefully consider their options and make informed choices that will hopefully lead to better outcomes for our students, their families and our society as whole. This goal aligns with Chaffey Goals 1 - 6.

VIP Goal 3 - Update and improve our Political Econ AA degree. This goal aligns with Chaffey Goals 1 -3, 5.