

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

# 1. PROGRAM OVERVIEW

**\* Program Title & Code****Program Title**Business  
(Max chars: 100)**Program Code**0506  
(Max chars: 100)**\* Is this a CTE program?** Yes  No**\* 1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.**

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

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

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

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

Chaffey College's Business department offers multiple programs designed to prepare students for careers in business and/or for career advancement. The department also offers a transfer program that accounts for a large percentage of all ADT degrees offered by Chaffey College. Programs include traditional areas of Business, such as Management and Marketing. They also include programs of special local interest, such as Supply Chain Management, Retail Management, Facilities Management, and Real Estate. GOAL 2: Learning and Completion. GOAL 3: Community Opportunities and Needs.

Chaffey College's Business department is an equity-driven department that fosters success for all students. For many years, and long prior to this PSR period, the department has worked to improve retention and success rates for students of color. The department met with a Ph.D. who is the Executive Director of a non-profit organization that mentors Black and Latino high school students and assists them in being admitted to college. She made numerous suggestions that we have incorporated into our courses. These include making the content relevant to their experiences (not all examples are about huge corporations that seem distant and irrelevant to the students), group projects, and connecting students to organizations on campus that promote student success. These include EOPS, Umoja, Puente, and other groups that create community amongst students and support them. Success rates of students of color have increased over the years since we began these efforts. GOAL 1: Equity and Success.

The department faculty, both full-time and adjunct, is extremely diverse. Chaffey College Business students experience instructors that look like the diverse workforce that they will be entering upon completion of their studies. Business and legal professionals teaching courses across the board represent gender diversity, age diversity, racial diversity, and geographic origin diversity. These faculty members serve as role models and examples for the students to look up to. As noted by the American

University School of Education, there are many benefits of diversity in the classroom. These include exposure to different perspectives, improvement of cognitive skills and critical thinking, and development of creativity. (<https://soeonline.american.edu/blog/benefits-of-inclusion-and-diversity-in-the-classroom>) As noted by Goldhaber, Theobald, and Tien, "A significant body of literature argues that a match between the race and ethnicity of teachers and students leads to better student outcomes, particularly in high-poverty environments with significant at-risk student populations. At least three commonly cited theoretical rationales suggest why racially matched teacher role models have positive educational benefits for students of color in particular. The first is that students of color, particularly those living and attending schools in disadvantaged settings, benefit from seeing role models of their race in a position of authority. In particular, some scholars have suggested that having an adult role model who exemplifies academic success could alleviate the stigma of 'acting White' among some students of color." Citations omitted. (<https://kappanonline.org/why-we-need-diverse-teacher-workforce-segregation-goldhaber-theobald-tien/>). GOAL 1: Equity and Success.

The department members are committed to equity. They participate in a variety of on-campus activities that promote equity. One department member is on the EOPS Advisory Committee and CALWorks Advisory Committee. Department members have also been faculty advisors. Two department members pushed Chaffey to join the Pathway to Law School to provide a pathway from community college to law school. They participate in annual summits in which they have provided and attended workshops dedicated to promoting student success and equity. Every fall, one of the faculty presents to each new batch of students, discussing the expectations of U.S. higher education, answering questions about culture, and works with the International center to help students get into classes. GOAL 1: Equity and Success.

As noted above, retention and success rates have improved over time. The department awards a substantial amount of degrees and certificates to our students every year. The department attributes this to a number of factors. First, the faculty is diverse, which (as noted above) helps to improve outcomes. Second, the department tries to tie the concepts taught in our courses to examples that are relevant to the students' lives. Third, the department has always maintained a close relationship with the Success Center and encourages students to take advantage of tutoring and workshops designed to improve student success. GOAL 2: Learning and Completion.

## 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. Increase the success rate of Business students by at least 3%, to meet or exceed the college average.

The department prepared a full PSR in the 2021-22 school year. At that time, we reported that this goal was achieved and is ongoing. Success rates were up by 7.4%. All racial/ethnic groups experienced an increase in excess of the goal except for African-American students. The 2020-21 data illustrates the negative impact of the pandemic on Chaffey student success. This was the first full school year of the pandemic and student success rates suffered, as they did for the College as a whole. Business students success rates dropped, but so did those of the College overall. The success rates of Business students were identical to the success rates of all Chaffey students (69.1%). Taking a deeper dive into the data, Business student success rates for all groups except "Unknown Race/Ethnicity" were equal to, or higher than, success rates for those groups College wide. The success rates for African-American students remains troubling even though African-American Business students success rates are identical to the College's overall success rates for Business students. Looking at the 5-year period covered by the data, the trend in success rates for Business students overall exceeded the College's overall student success rate (-1.7 vs. -2.0). Again, we believe that the change from last year is due to the impact of the pandemic on our students.

In last year's full PSR, we reported that we were generally pleased with the progress on this front, but that the decline in success rates for African-American students required action. Numerous consequences have resulted due to the pandemic. Although the pandemic has affected all students, it has impacted African-American students disproportionately. ("New Research Shows Impact of Covid & Systemic Racism on Black Students, Offers Policy Recommendations," <https://www.tc.columbia.edu/articles/2021/july/new-research-shows-impact-of-covid--systemic-racism-on-black-students/>, "COVID's triple whammy for Black students," <https://news.harvard.edu/gazette/story/2020/10/covid-carries-triple-risks-for-college-students-of-color/>.) Anecdotal, our interactions with our students support the conclusions of these articles.

College-wide activities, such as loaner laptops, hotspots, food pantry, etc., along with the move of student support and education fully online have not ameliorated the impacts of the pandemic. We believe that as we move toward a more "normal" course offering distribution that includes increased face-to-face instruction, and students become more adept at online learning, the success rates will increase.

2. To increase degree/certificate completion rates for students enrolled in Business programs by 5-10% over the 2015-2016 rate.

The department prepared a full PSR in the 2021-22 school year. At that time, we reported that this goal was achieved and is ongoing. At the time, the overall degree/certificate rate increased by 72%. Over the time frame covered by the data, the department awarded 1,823 associate degrees and 393 certificates. Transfer degrees accounted for 1,464 of the associate degrees awarded.

The data for this year's version of our PSR indicates that the department awarded 284 degrees and certificates in 2015-16 and 560 in 2020-21. That is a 97.2% increase. The department awarded 2,600 degrees and certificates. This includes 1,678 Business Administration AS-T degrees.

3. Create a series of video presentations for Chaffey Business students and Business faculty demonstrating concepts and techniques that promote student success in Business and closely related courses.

The department prepared a full PSR in the 2021-22 school year. At that time, we reported that this goal was not achieved. The Business department has faced work related constraints in prioritization. For much of the current PSR period, we had only three faculty members. Two of those faculty members are also responsible for another PSR. We hired a new faculty member during this time frame, which required many hours of work. We also revised the Marketing curriculum, dealt with issues surrounding evaluations, returned to three faculty members in the department, participated in Guided Pathways, and dealt with the fallout from a global pandemic. In addition, department faculty were involved in College Planning Council, Faculty Senate, Faculty Advising, EOPS and CALWorks advisory committees, serving as a DE Coach, Legal Night, Pathway to Law School, Ethics Across the Curriculum, coordinating, advising the Legal Society, and other college-wide activities.

This information is fully applicable to this version of the department's PSR.

## 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.**

NA

## 2. EVIDENCE

The evidence section comprises of the following: (a) equity, (b) learning and completion, (c) CTE data if applicable, and (d) learning outcomes.

### EQUITY DATA

Please reference the "Equity" Institutional Research data file to evaluate the following areas.

**\* 2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.**

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

**Response Legend:**  
**1 = Increase    2 = Decrease    3 = No Change (plus or minus 2%)    4 = 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 from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

<b>Response Legend:</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>1</b> = Increase	<b>2</b> = Decrease	<b>3</b> = No Change (plus or minus 2%)	<b>4</b> = 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 from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

<b>Response Legend:</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>1</b> = Increase	<b>2</b> = Decrease	<b>3</b> = No Change (plus or minus 2%)	<b>4</b> = 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 from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

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

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

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

**\* 2b. IDENTIFY EQUITY STRENGTHS**

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

**A. Summary of "equity" data from Institutional Research that describes program strengths:**

The following metrics demonstrate program strength. The department determined that, due to the devastating impact of the pandemic on our students, areas of demonstrated improvement (increase) and areas that experienced no change are considered strengths.

- Success rate by females/males
- Retention rate by females/males
- Success rate by African American
- 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
- Number of enrollments by age group, 19 or younger
- Number of enrollments by age group, 30-39
- Number of enrollments by age group, 50 or older
- Success rate by age group, 19 or younger
- Success rate by age group, 20-24

- 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, 30-39
- Retention rate by age group, 40-49
- Success rate by economically disadvantaged

**B. Second, if applicable, summarize internal or external data/evidence/research the department has.**

NA

**C. Considering the evidence, explicitly identify specific "equity" strengths.**

In spite of the severe negative impacts of the pandemic, many of the department's equity measures (noted above) demonstrated an increase or maintained stable over the period covered by the supplied data.

**\* 2c. IDENTIFY DISPARITIES IN EQUITY**

- First, summarize "equity" data from Institutional Research that describes areas of improvement.
  - Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
  - Third, considering the evidence, identify disparities in equity.
- If there is a disparity in equity, DO NOT discuss responsive strategies in this section. You will be able to address responsive strategies in the STRATEGIC PLANNING section (item 4d).

\*If the data shows favorable results for equity, answer the following question instead: How will the program maintain excellence in equity?

**A. Summary of "equity" data from Institutional Research that describes areas of improvement**

- Success rate African American
- Success rate by other race/ethnicity
- Retention rate by African American
- Retention rate by Asian
- Retention rate by other race/ethnicity
- Number of enrollments by age group, 19 or younger
- Number of enrollments by age group, 30-39
- Number of enrollments by age group, 50 or older

**B. Summary of internal or external data/evidence/research the department has**

NA

**C. Considering the evidence, identify disparities in equity**

- Success rates for African American students are generally lower than the success rates for all other groups. For the period covered by the data, they are generally higher than the success rates for African American students College-wide.
- Retention rates for African American students are generally lower than the success rates for all other groups. However, the gap is much closer than the gap in African American student success rates. For the period covered by the data, retention rates are generally higher than the success rates for African American students College-wide. In 2019-20 African American student retention rates were extremely close to the highest retention rates achieved by all other groups measured by the College. This is promising because much of that school year preceded the onset of the pandemic.
- In 2020-21, Hispanic student retention rates dropped. This is an area that we should watch to determine if it becomes a trend. This was also the first full academic year of the pandemic, which likely had an impact on retention.
- Although enrollments by males were increasing following the 2016-17 academic year, they began trending downward in 2019-20.
- Success rates for students with disabilities, first generation students, and economically disadvantaged students dropped starting with the year of the pandemic.

Please reference the "Learning and Completion" Institutional Research data file to evaluate the following areas.

**\* 2d.1 Identify important LEARNING and COMPLETION developments and trends.**

Review data over the last six years.

<b>Response Legend:</b> 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = Insufficient Data Available					
	1	2	3	4	5
Overall Enrollment		✓			
Overall Retention			✓		
Overall Course Success			✓		
FTES		✓			
All ADT degrees awarded	✓				
All AA degrees awarded					✓
All AS degrees awarded	✓				
All degrees awarded	✓				
	1	2	3	4	5
All Certificate Completion	✓				
Average units earned, ADT degree		✓			
Average units earned, AA degree					✓
Average units earned, AS degree		✓			
Average units earned, all degrees		✓			
Average units earned by certificate(s)		✓			

**CTE PROGRAMS: Labor Market Information (LMI): Regional Job Outlook (If Applicable)**  
OCCUPATIONAL GROWTH

**2d.2 Identify important CTE PROGRAM developments and trends.**

For the most up-to-date data about projected occupational growth, please visit the Center for Excellence Labor Market Demand data. The CoE Labor Marker Demand data is available at: COE - Supply and Demand | Centers of Excellence (coeccc.net)

<b>Response Legend:</b> 1 = Middle Skill 2 = Above Middle Skill		
	1	2
CTE: Projected Occupational Growth		✓

**\* 2e. IDENTIFY LEARNING AND COMPLETION STRENGTHS--ASSESSMENT OF PROGRAM HEALTH**

a. First, summarize "learning and completion" data from Institutional Research that describes your program strengths. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increased number of certificates/degrees). If applicable, summarize data related to program strengths for "projected occupational growth."

b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.

c. Third, considering the evidence, explicitly identify specific "learning and completion" strengths.

**A. Summary "learning and completion" data that describes your program strengths**

- AS-T degrees have increased over the period covered by the data.
- A.S. degrees have increased over the period covered by the data.



- Certificates have increased over the period covered by the data.
- Average units for all degrees and most certificates decreased over the period covered by the data.

## **B. Summarize internal or external data/evidence/research the department has**

NA

## **C. Considering the evidence, explicitly identify specific "learning and completion" strengths**

- Our department generated a significant number of completers over the period covered by the data:
  - AS-T degrees = 1,678
  - AS degrees = 379
  - Certificates = 524
  - Total awards = 2,581
- Our department's degrees and certificates prepare students to transfer and for gainful employment that pays a living wage or better. 100% of the faculty have at least the minimum qualifications, or the equivalent, to teach Business at California Community Colleges. Some of the faculty have either earned a doctorate or are working toward a doctorate. Others have earned the J.D. degree.
- The faculty have a great deal of experience teaching and in a variety of business areas, including management, marketing, supply chain management, small business entrepreneur, human relations, quality management, facilities management, and retail management.
- The full-time and adjunct faculty have high standards, which is important in instilling a high level of professionalism and ethics in our students.
- Success rates have been trending upward.
- Students graduating from our Business programs have obtained employment in industry.
- Students have transferred to outstanding universities, including UCLA, UCI, UCR, Loyola Marymount, Cal Poly Pomona, CSUSB, CSUF, CSULB, and CSULA.

## **\* 2f. LEARNING AND COMPLETION AREAS OF IMPROVEMENT**

a. First, summarize "learning and completion" data from Institutional Research that describes areas of improvement. Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). If applicable, summarize data related to areas of improvement for "projected occupational growth."

b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.

c. Third, considering the evidence, explicitly identify specific areas in which the program can improve over the next three years.

You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 4d).

\*If the data shows favorable results for learning and completion, answer the following question instead: How will the program maintain excellence in learning and completion?

### **A. Summary of "learning and completion" data that describes areas of improvement**

#### **Decrease**

- Overall enrollment
- FTES
- Average units earned ADT
- Average units earned A.S.
- Average units earned all degrees
- Average units earned by certificate

#### **No Change**

- Overall retention
- Overall course success



## B. Summary of internal or external data/evidence/research the department has

- NA

## C. Considering the evidence, explicitly identify specific areas in which the program can improve over the next three years

### Decrease

- Overall enrollment - Overall enrollment increased during the period 2016-17 through 2018-19. Enrollment began to decline beginning in 2019-20 and continued into 2020-21. The department's overall enrollment decline for two years (-4.7%) and one year (-3.3%) are far lower than the declines experienced College-wide for the same period (-13% and -10.5%, respectively). For that reason, the department believes that overall enrollment can be improved as the effects of the pandemic recede and the College takes steps to regain students lost as a result of the pandemic.
- FTES - Overall enrollment increased during the period 2016-17 through 2019-20. Enrollment declined in 2020-21, the first full year of the pandemic. The department's overall FTES decline for two years (-4.6%) and one year (-10.5%) are far lower than the declines experienced College-wide for the same period (-26.5% and -23.2%, respectively). For that reason, the department believes that annual FTES enrollment can be improved as the effects of the pandemic recede and the College takes steps to regain students lost as a result of the pandemic.
- Average units earned ADT - The department believes that the reduction in average units earned is a positive sign and that this trend can improve as the college continues to implement the Guided Pathways approach.
- Average units earned A.S. - The department believes that the reduction in average units earned is a positive sign and that this trend can improve as the college continues to implement the Guided Pathways approach.
- Average units earned all degrees - The department believes that the reduction in average units earned is a positive sign and that this trend can improve as the college continues to implement the Guided Pathways approach.
- Average units earned by certificate - The department believes that the reduction in average units earned is a positive sign and that this trend can improve as the college continues to implement the Guided Pathways approach.

### No Change

- Overall retention - The department's retention numbers are either equal to or better than those of the College as a whole for the period covered by the data. The department's overall retention rate has not materially changed. The department views this as a very positive result, given the massive shift to online education caused by the pandemic.
- Overall course success - The department's success rates are either equal to or better than those of the College as a whole for the period covered by the data. The department's overall success rate has not materially changed. The department's success rates were trending upward each year until the 2020-21 academic year, the first full academic year of the pandemic. The department views this as a very positive result, given the massive shift to online education caused by the pandemic.

## 3. EVIDENCE--LEARNING OUTCOMES

Learning Outcomes represents the third element of the EVIDENCE component of the PSR evaluation. If you have questions about the learning outcomes requirements in section 3, please contact Shannon Jessen at [shannon.jessen@chaffey.edu](mailto:shannon.jessen@chaffey.edu) or Laura Picklesimer at [laura.picklesimer@chaffey.edu](mailto:laura.picklesimer@chaffey.edu).

**# 3a. MANDATORY COMPONENTS: Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.**

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

- COURSE LOs (CLOs) have been revised/updated as needed and entered in the course SLO Taskstream workspace.
- COURSE LOs (CLOs) have been mapped to Program or Institutional Learning Outcomes in each course's Taskstream workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.
- Each Degree and Certificate has a Curriculum Map that aligns Courses to PROGRAM LOs in Taskstream's Program Learning Outcomes (PLO) Workspace.

## Three Year Cycle

**3b.1 List all courses from your department that were not offered during the previous three-year cycle (from fall 2018 through fall 2021). Enter NONE if all courses were offered.**

There is NO SCORING for element 3b.1

BUS 49

**\* 3b.2 Did you evaluate learning outcomes for all courses other than those listed in 3b.1 within the previous three-year period? Note: evaluating courses for ACES-ILO (formerly New World of Work, or NWOW) counts for this component.**

- Yes  
 No

## Assessment Results and Reflection

**3c.1 Is there ACES-ILOs assessment data (formerly known as NWOW employability skills) for courses in your department?**

There is NO SCORING for element 3c.1.

- Yes  
 No

**\* 3c.2 Are all COURSE LO assessment results (other than ACES-ILO/NWOW data) from fall 2018 through fall 2021 entered into Taskstream?**

- Yes  
 No

**\* 3c.3 Mark all applicable approaches to illustrate how your department currently uses course learning outcome (CLO) results. Mark all that apply.**

- Review & share results as a department  
 Revise CLOs  
 Change instructional strategies  
 Attend professional development  
 Change methods of assessment  
 Modify criteria for measuring success  
 Other:

**\* 3c.4 PROGRAM STRENGTHS**

Describe how your department is using CLO assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

In the past, the department has used CLO assessment results to revise the order in which courses were offered in the schedule and to inform the degree and certificate maps. However, over time, it has become extremely difficult to manage the collection of CLO data from the faculty, which are primarily adjunct faculty who are professional business persons. This has caused us to reconsider how we collect CLO data. See below.

**\* 3c.5 PROGRAM AREAS OF IMPROVEMENT**

Describe how your department is using CLO assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

The department has begun a process of reevaluating all of the CLOs. The plan is to align the CLOs with the ACES skills that pertain to each course. Additionally, we plan to ensure that the PLOs also align with ACES so that all courses and program LOs are aligned with the institutional outcomes (through ACES).

Faculty have already attended ACES training. The department has also met with a member of the ACES-ILO team to discuss application of the ACES to our course and program LOs.

Currently, the department is reviewing CLOs and aligning them with the appropriate ACES so that faculty can begin embedding ACES into their individual courses. This is a time consuming process, as there are three full-time faculty and more than 50 courses to evaluate.

**\* 3c.6 Identify next steps that will help address gaps in achievement of the Program Learning Outcomes.**

- Revise program learning outcomes
- Embed ACES-ILOs outcomes and assessments into the curriculum
- Attend professional development/training in embedding ACES-ILO) formerly New World of Work/NWOW) outcomes and assessments into the curriculum
- Develop a department Canvas shell to share discipline-specific ACES-ILO resources
- Schedule a department meeting with members of the OAC and/or the ACES-ILO team for Q&A and coaching
- Implement changes to course assignments and/or curriculum
- Other (please specify):

## Institutional Learning Outcomes ACES-ILO Assessment Plan

In previous PSR cycles, courses were mapped (aligned) to Program Learning Outcomes (PLO, introduced/practiced/mastered), which were also mapped (aligned) with Institutional Learning Outcomes (ILO). Academic, Career/Community, & Employability Skills (ACES, formerly New World of Work/NWOW) were subsequently introduced to connect college coursework to skills valued by employers and advanced programs of study. The ACES skills have been aligned with ILOs, creating opportunities to directly assess ILOs and measure student progress longitudinally.

Develop a three-year plan that identifies one or more ACES-ILO skills and provides opportunities for students to demonstrate their level of competency in at least THREE (of the 40 possible) ACES-ILO (formerly New World of Work/NWOW) outcomes in Canvas. For statistically valid results, a good goal is to obtain assessment data for at least 50% of all sections for each course over the three year PSR cycle. Please specify one or more specific objectives and action items for each of the next three years.

**\* 3d.1 Identify the ACES-ILO skill(s) for which your department will assess outcomes over the next three years.**

If it is helpful, refer to the ACES-at-a-Glance document, located at <https://tinyurl.com/za9b3kps>, or refer to the Top 3 ACES by Academic & Career Community, located at <https://www.chaffey.edu/outcomes/digital-badges.php>.

- Adaptability
- Analysis / Solutions Mindset
- Collaboration
- Communication
- Digital Fluency
- Empathy
- Entrepreneurial Mindset
- Resilience
- Self Awareness
- Social / Diversity Awareness

**\* 3d.2 What specific objectives or actions will be taken each year to ensure at least three of the 40 possible ACES-ILO outcomes are assessed in all courses (at least 50% of sections) for the next three years? NOTE: During the three year cycle, a minimum of three different outcomes MUST be assessed.**

### ACES-ILO YEAR 1 ACTIONS

Currently, the department is reviewing CLOs and aligning them with the appropriate ACES so that faculty can begin embedding ACES into their individual courses.

Starting next year, the department will execute a 3-year plan that identifies one or more ACES-ILO skills and provides opportunities for students to demonstrate their level of competency in at least THREE (of the 40 possible) ACES-ILO (formerly New World of Work/NWOW) outcomes in Canvas for each course offered. Faculty members assessing ACES will receive a notice that includes the ACES applicable to their course(s). The department will provide training opportunities in the use of rubrics and use of ACES embedded into course assignments in Canvas.

ACES to be assessed starting in Fall 2022. (Currently, full-time faculty are evaluating assessment of individual ACES in Canvas course rubrics as part of embedded assessments.) 1/3 of courses will be scheduled for assessment of at least three ACES outcomes.

#### **\* ACES-ILO YEAR 2 ACTIONS**

1/3 of courses will be scheduled for three ACES outcomes.

Faculty will evaluate results of prior year ACES outcomes and close the loop on any actions necessary to improve student learning and performance on ACES assessments.

Faculty will determine whether ACES selected in prior year were appropriate and make changes, if necessary.

#### **\* ACES-ILO YEAR 3 ACTIONS**

1/3 of courses will be scheduled for three ACES outcomes.

Faculty will evaluate results of prior year ACES outcomes and close the loop on any actions necessary to improve student learning and performance on ACES assessments.

Faculty will determine whether ACES selected in prior year were appropriate and make changes, if necessary.

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## **4. STRATEGIC PLANNING**

Perhaps the most important piece in the PSR process is strategic planning. Here you will create your Visionary Improvement Plan (VIP) Goals. VIP Goals is an opportunity for all faculty (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify area improvement goals for the next three years. You will then develop an action plan, which outlines how your area plans to achieve your VIP Goals.

#### **\* 4a. Do you have any plans to modify a degree or certificate in your program?**

Yes

No

#### **\* 4b. Are you planning to initiate a new program?**

Yes

No

#### **\* 4c. Please identify specific factors that have contributed to or have influenced program areas of improvement?**

Refer to the following elements to help you answer this question:

2c. Identify disparities in equity

2f. Learning and completion areas of improvement

3c.3. Learning Outcomes Areas of Improvement

In general, success rates for students in our programs in the years leading up to the pandemic have been better than those for similar demographics college-wide. This has been an improvement over prior years. We intend to continue working to close the achievement gap. When looking at the success rates broken down by demographics, African American, Asian, Hispanic, other, and unknown students experience success rates lower than our students' average success rates. Even though our program's success rates are generally higher than the College's average success rates over the period covered by the data and each of these demographic groups generally outperforms the same groups' results in the college-wide data, it is imperative that we work to close this gap.

Closing the achievement gap will strengthen the program through resulting increases in retention, success, and degree completion. It should also reduce the number of units taken by our students to earn their degrees or certificates.

Adoption of the ACES for measuring CLOs and PLOs will also help us to identify areas where we can improve instruction and help to close the achievement gap.

## DEVELOP AN ACTION PLAN

### **\* 4d. What is your program's action plan to make improvements?**

An effective action plan is descriptive and has well-defined steps. Within the three-year plan, an action plan may include yearly milestones or incremental deadlines that help the program to achieve their VIP goal(s).

1. This is our single most important priority: Improve outcomes in our programs for African American students. Steps taken in this direction may also help us to close the gaps for other students taking courses offered by our department.

#### **SPRING 2022:**

A. We plan on reaching out to Special Populations and Equity Programs to discuss creating a Business Success cohorts aligned with the equity programs on campus.

B. We plan on reaching out to Special Populations and Equity Programs to add representatives as members of our Advisory Committees.

C. We plan on discussing the recruitment of student leaders to serve in various positions such as TA's, SI Leaders, etc.

#### **2022-23**

A. Fall - Develop strategies with Special Populations and Equity Programs.

B. Fall/Spring - Begin implementing strategies developed with Special Populations and Equity Programs.

#### **2023-24**

A. Continue implementing strategies.

B. Measure results in PSR.

#### **2024-25**

A. Continue implementing strategies.

B. Measure results in PSR.

C. Modify if/when necessary.

## CURRICULUM

### **4e. How does (or will) your department's degree and certificate programs incorporate opportunities for students to explore careers?**

Information will be forwarded to the Curriculum Office. There is NO SCORING for curriculum question, 4e.

We already incorporate career exploration into our degrees and certificates.

All of the CTE Business programs require BUS 10 - Introduction to Business as a required course. The Curriculum Maps put this course at the beginning of their studies so that students can learn about all of the different functional areas of Business. In other, more specialized programs, we include a survey course that gives the student an overall view of the business area and potential careers within that area. These courses are also included at the early stages of the Curriculum Maps. Examples of this include Introduction to Logistics Management and Essentials of Facilities Management.

## PROFESSIONAL DEVELOPMENT SUGGESTIONS

### 4f. What topics, skills or types of professional learning would help you or your program execute future plans?

Information will be forwarded to the Faculty Success Center, Distance Education, Classified Success Network, and the Professional Development Committee to inform future professional development planning.

There is NO SCORING for item 4f.

Recorded video workshop(s) for adjunct faculty. Our adjunct faculty is primarily made up of working professionals who teach an extra course or two to give back to the community. We do not have a large group of full-time professional part-time faculty. These faculty do not have the time available to attend workshops during the day. Workshops would be directed toward techniques that improve student success and enhance equity.

Workshop on access to and interpretation of data provided by OIR for use in CLO/PLO assessment and closing the loop.

## VIP GOALS

### \* 4g.1 What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

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

1. Improve success rates of African American students taking business courses and pursuing business programs by at least 3% prior to the next full PSR assessment.

Offer courses in sessions shown to have the highest increase in student success rates for African American students and other students. (Fast Track classes and 14 week).

2. Implement ACES as described above in section 3 above.

### \* 4g.2 Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):

VIP goals should relate to Chaffey Goals.

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

### \* 4g.3 Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?

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

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

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

VIP GOAL 1 - To achieve equity it is important that all of our students are as successful as possible in both school and the workplace. Even though our success and retention rates for students of color have often been generally similar to or even slightly higher than the College's overall statistics, we must close the gap completely. This aligns directly with Chaffey Goal 1 on Equity and Success. This will also promote learning and completion, which is Chaffey Goal 2. These students live in our community. We cannot serve them adequately as long as there is a gap. Additionally, these students will become the students

who transfer to earn a bachelor's degree in Business and enter our workforce, or complete their degree or certificate at Chaffey and enter the workforce, meeting the community's needs for an educated workforce. This aligns with Chaffey's Goal 3 (Community Opportunities and Needs).

VIP GOAL 2 - Implementation of the ACES to measure learning outcomes will promote Chaffey Goal 2, learning and completion. Data from embedded assessments of the ACES will help the department improve courses and instruction. This will also help to close the gap and contribute toward Goal 1.