☑ ◀ Show All Possible Responses ▶

⬕ **Response is required**

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1. PROGRAM OVERVIEW

⬕ **Program Title & Code**

Program Title

Language Success Center
(Max chars: 100)

Program Code

4931
(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's 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).

Please note that in the Fall of 2020, the Language Success Center's support for Languages, ESL, and ASL was transferred to the supervision of the Art, Communication, and Design Success Center, which also includes the Language Success Center's Reading/Writing (LSC-R/W) program. The LSC-R/W is also submitting a PSR this semester, and because both programs are now under the care of one Instructional Specialist, the PSRs will have combined goals and action plans.

Goal 1: The Language Success Center (LSC) has now combined with the LSC-R/W and resides under the umbrella ACD (Art, Communication, and Design) Success Center. This Success Center supports the goal of equity and success by providing workshops, conversation groups, DLAs, and tutoring that incorporate mindset, time management, language acquisition, and other topics for students who take Languages, ASL, and ESL online and in person. All of the Success Centers also coordinate with Disability Programs and Services (DPS) to provide equity and accessibility to our students. For example, in Spring 2020, we created a digital form to allow DPS Counselors to send accommodations to the Success Centers, which has made it easier for students to schedule appoints that provide appropriate accomodations.

Goal 2: IR data since Fall 2018 consistently shows that students who access the Language Success Center at least 3 or more hours have higher success and retention rates compared to students who do not access the Success Center. The impact is even more positive for African American, Hispanic, Pacific Islander, and male students.

Goal 6: The LSC Success Center supports the goal of agility by adapting our offerings based on student needs and working to incorporate the Academic and Career Communities into the Success Center activities.

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. Explore incorporating Ipad technology into LSC services

Rationale: The LSC has recently acquired 20 Ipads. Finding ways to incorporate Ipad technology into LSC services would appeal to today's students by providing them access to as many different modes of delivery to augment their language learning. This portable technology could also be incorporated in Workshops, Learning Groups, Directed Learning Activities and tutoring sessions to broaden the resources available to LSC staff and faculty while working with students in the center.

Status: Incomplete

Goal 2. Continue revising LSC DLAs and Workshops

Rationale: As Chaffey Modern Language departments continue to evolve and revise their curriculum to address student learning needs, so too must the LSC. In order to maintain Workshop and DLA effectiveness, LSC staff will continue working with Chaffey students and faculty to ensure Workshop and DLA content and delivery to ensure these activities are up to date and continue to engage and enable students to succeed in their language studies.

Status: Completed

Goal 3. Design and schedule informal language immersion activities

Rationale: Language learning students cannot achieve full language fluency unless they learn about the people and cultures who speak those languages, the ideal approach would be in an immersion setting. Students learning ASL, Arabic, Chinese, French and Spanish have few opportunities to immerse themselves in a setting of their target language. The LSC will coordinate with Modern Language faculty and student clubs such as the Chinese club, whenever possible, to offer language-specific cultural activities incorporating multimedia resources such as movies and music to reinforce classroom instruction, and afford students the opportunity to enjoy a brief immersion experience in their language.

Status: Incomplete

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.

○ Yes
◉ No

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

No answer specified

2. EVIDENCE

The evidence section comprises of the following three distinct subsections: equity, student support program data, and student support outcomes.

EQUITY

"Equity" represents the first element of the EVIDENCE component of the PSR evaluation. Equity is a process that contributes to equitable outcomes.

IMPORTANT: This section will ask you to provide specific data to support your answers. Data are distinct pieces that describe information or have a numerical value. Examples of data include survey results, figures, written correspondence, search engine tracks, observation, number of students attending an event, interviews, focus groups, etc.

⚙ 2a.1 Over the last three years, have the following increased, decreased, or remained the same?

Examine your program's structure (planning, creating frameworks, process facilitation, policies).

Response Legend: **1** = Increase **2** = Decrease **3** = No Change (plus or minus 2%) **4** = Insufficient Data Available				
	1	**2**	**3**	**4**
Online support services; remote access vs. face-to-face delivery (e.g., Cranium Cafe, Zoom)	✔			
Equity-minded training or coaching for student support professionals and staff (e.g., micro-aggressions, universal design, culturally sensitive instruction)	✔			
Opportunities for students to engage in services (e.g., workshops, applied learning, hands-on activities)	✔			
Opportunities to follow-up with students (e.g., outreach efforts, formalized protocols for monitoring progress, benchmark completion)			✔	
Equity practices or protocols; creating a diverse and inclusive workforce				✔

🞘 2a.2 IDENTIFY EQUITY STRENGTHS

a. First, summarize "equity" data that describes your program strengths.
b. Considering the evidence, explicitly identify specific "equity" strengths.

The Instructional Specialist writing this PSR can speak to the strengths of the program as of Fall 2020.

Online support services; remote access vs. face-to-face delivery (e.g., Cranium Cafe, Zoom)

Strengths: Prior to March 13, 2020, all LSC Success Center support was provided face-to-face. After the pandemic closed the physical campuses, all Success Centers transitioned to 100% online student support. The LSC Success Center transitioned to the ACD Success Center, and we have utilized Zoom, Canvas, LibChat, LibWizard, PlayPosit, and Cranium Cafe to create a virtual presence to continue to support our students. When the Success Centers are offline for the day, students continue to have access to online support services via partnerships with Pearson's Smarthinking and the California Community College's tutor consortium, STAR-CA.

Equity-minded training or coaching for student support professionals and staff (e.g., micro-aggressions, universal design, culturally sensitive instruction)

Strengths: Tutors and student assistants had an increase in equity focused training starting in 2019 up to the present semester. Semesterly training since 2019 has included a focus on equity, and representatives different student populations and as well as experts in topics such as mental health and DPS have presented during these training sessions.

Opportunities for students to engage in services (e.g., workshops, applied learning, hands-on activities)

Strengths: As of Spring 2021, several faculty from Spanish, Arabic, French, and Chinese have been developing new DLAs using PlayPosit will enhance interactivity via supplemental learning in an online and in-person setting. IR data shows positive gains in success and retention for students in disproportionately impacted populations who utilize the LSC-RW ACD Success Center at least 3 hours or more in a semester. This is especially significant for African-American, Hispanic, Pacific Islander, and male students.

Opportunities to follow-up with students

Strengths: The transition to a virtual Success Center has created a multitude of new opportunities for us to follow-up with students. We have created many new forms of communication, and students are now able to communicate with the Success Centers via a live chat, email, Zoom, or by completing a Contact Us form. These new communication pathways have increased our ability to follow-up with students who indicate they need additional support from our student support staff. One example is the creation of the Success Center Accommodation form that DPS Counselors complete for student accommodations in the Success Centers.

Equity practices or protocols; creating a diverse and inclusive workforce

Strengths: The sign-in survey that students submit includes the option to indicate pronouns and preferred names. In response to hate crimes experienced at the 2021 Hip Hop Summit, the Success Center responded by creating an inclusivity statement on its Canvas shell. In addition, the Success Center Accommodation form has shortened time for Success Center staff and faculty to receive information regarding students' accommodations.

🞘 2a.3 IDENTIFY DISPARITIES IN EQUITY

a. First, summarize "equity" data that describes areas of improvement.
b. Second, 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 5a).

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

Online support services; remote access vs. face-to-face delivery (e.g., Cranium Cafe, Zoom)

Disparities: The Success Centers do not currently offer completely asynchronous support activities. Although activities like DLAs are mostly asynchronous, because students complete the independent portion offline, they still must review them with a tutor during a live 15-min session during the Success Centers' business hours. In addition, according to Positive Attendance reports, all of the Success Centers have seen a reduction in students visiting the Centers. We believe the reduction is related to changes in English and math courses offered due to AB 705, lower enrollment rates, a loss of accurate data reporting in the online environment, and the Success Centers' lack of presence in the virtual setting. The Success Centers are evaluating our online presence and processes for tracking student logins in the virtual Success Centers. Student access to the technology and internet connection necessary to participate in the virtual Success Center activities, including limitations of Chromebooks and students experiencing connection issues during their tutoring session or workshop. The last disparity that we are starting to face as we transition back to on-campus support is how to continue supporting support online and in-person. Data from our student sign-in survey indicates that roughly 70% of students want online support.

Equity-minded training or coaching for student support professionals and staff (e.g., micro-aggressions, universal design, culturally sensitive instruction)

Disparities: We do not have data prior to Fall 2019 to indicate the change in equity-minded training opportunities for student support professionals.

Equity practices or protocols; creating a diverse and inclusive workforce

Disparities: There are no formal Success Center hiring protocols yet for creating a diverse, inclusive workforce, except for each individual Instructional Specialist's best efforts.

STUDENT SUPPORT PROGRAM DATA

"Student Support Program" data represents the second element of the EVIDENCE component of the PSR evaluation. "Student Support Program" data represents all other types of evidence unrelated to equity. Examples of data may relate to resource tracking, student records or achievement, counseling, enrichment events, college readiness, academic mentoring and tutoring, student workshops, or program orientations.

Please keep evidence related to "equity" in 2a.2 and 2a.3. Please keep "Student Support Program" data in subpoint 3.

IMPORTANT: This section will ask you to provide specific data to support your answers. Data are distinct pieces that describe information or have a numerical value. Data may be collected through surveys and questionnaires, figures, written correspondence, search engine tracks, observation, number of students attending an event, interviews, focus groups, etc.

✳ 2b.1 IDENTIFY STUDENT SUPPORT STRENGTHS--ASSESSMENT OF PROGRAM HEALTH

Refer to data/evidence you have from the last three years.

a. First, summarize "Student Support Program" data.
b. Second, considering the evidence, explicitly identify specific areas that your program is doing well to support students.

Student Success and Retention

IR data from Fall 2018 to Spring 2021 shows about a 30% difference in higher success and retention rates between students who access the LSC-R/W and ACD Success Center at least 3 hours or more compared to those students who do not access the Success Center at all. For students enrolled in Languages, ASL, and ESL whom the LSC and ACD Success Center primarily serves, this difference is a little less than 30%. This data is consistent with historical data on the impact that Success Centers have on student success and retention.

Student Support LibChat

As soon as the college shut down in response to the pandemic, the Success Centers, Library, and Success Coaches were directed to create a communication tool to keep students connected to the college and informed of next steps. Working together, these three programs developed a chat utilizing the Library's existing LibChat platform and trained almost 200 Apprentices, student assistants, and part-time faculty on how to respond to student questions. The LibChat system exploded the first three months after the pandemic hit, and in total, responded to over 12,000 student requests for assistance from March to May 2020. This monumental lift would not have been possible without the collaboration between these programs and the hours of work from Apprentices, student assistants, and part-time faculty.

Guided Pathways Reform

The Success Centers was the first instructional support program to begin re-framing their activities around the college's six Academic and Career Communities. Instructional Specialists and Assistants have been appointed as liasions for the different ACCs while maintaining an identity around their previous physical locations. The Success Centers will continue to work with ACC-specific student and instructional support programs to create success teams supporting students who have identified pathways in the different ACCs.

⚙ 2b.2 IDENTIFY STUDENT SUPPORT AREAS OF IMPROVEMENT

Refer to data you have from the last three years.

a. First, summarize "Student Support" data that describes areas of improvement.
b. Second, 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 5a).

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

Resource Tracking

Over the last three years, the Success Centers in general, including the LSC and ACD Success Center, have seen a decline in student contact hours, over 30% as a whole. This decline may be due to several factors including general decline in enrollment at the college as a result of the pandemic, inaccurate data collection and reporting of remote services and activities, difficulty finding and connecting with the online Success Center's support. In IR's Fall 2020 and Spring 2021 student surveys, over 35% of students indicated challenges with connecting with the online instructional support, including the Success Centers. To address this decline in student contact hours, the LSC and ACD Success Center plans to utilize new instructional software that will collect student contact hours more accurately, which can then be reported in Positive Attendance. It will also develop a more comprehensive marketing strategy and create more support videos for students individualized to their course needs. (Currently, there are generalized videos on how to access the online Success Centers.)

3. EVIDENCE--STUDENT SUPPORT 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 4, please contact Shannon Jessen at shannon.jessen@chaffey.edu or Laura Picklesimer at laura.picklesimer@chaffey.edu

⚙ 3a. 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.

☐ PROGRAM LOs/Student Support LOs have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace in Taskstream.

☐ Current PROGRAM LOs/Student Support LOs have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.

☐ Chronological Assessment Plan (CAP): A CAP has been uploaded into your Student Support Outcomes Workspace and covers 2018-2024

⚙ 3b.1 Did you evaluate all Student Support Learning Outcomes within the three-year period?

○ Yes

○ No

⌗ 3b.2 If you marked no above, please explain. If you marked yes, please enter n/a.

> The Language Success Center experienced a disruption in leadership and staffing starting in Fall 2020. The Language Success Center's fulltime Instructional Assistant 4 who assisted in SSO assessment collection left his position at the end of Summer 2020, and the data could not be located. A new Instructional Specialist was assigned to the Language Success Center and began assessing SSOs based on the existing set of outcomes. The only data available to report from the new Instructional Specialist is from Fall 2020 to Fall 2021.

STUDENT SUPPORT ASSESSMENT RESULTS AND REFLECTION

3c.1 Is there ACES-ILOs (formerly known as NWOW employability skills) assessment data for your Student Support area?

There is NO SCORING for element 3c.1

○ Yes
◉ No

⌗ 3c.2 Are all PLO/Student Support LO assessment results from fall 2018 through fall 2021 entered into Taskstream?

○ Yes
◉ No

⌗ 3c.3 Mark all applicable approaches used to illustrate how your student support area currently uses learning outcome (LO) results to inform improvements to student services. Mark all that apply.

☑ Review & share results among stakeholders in your area
☑ Change support strategies
☑ Attend professional development
☑ Change methods of assessment
☐ Modify criteria for measuring success
☐ Other; please describe: [_____]

⌗ 3c.4 Program Strengths

Describe how your student support area is using learning outcomes assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from learning outcomes assessments to support your answer.

> One strength drawn from the Spring 2021 SSO assessment is the ability for peer tutors, who facilitate 30-minute conversation groups, to boost a student's confidence in language acquisition. It is possible that a near-peer-led group lowers a student's affective filter so that they feel more confident speaking in front of other students and tutors. The number of conversation groups should be increased based on this finding.

⌗ 3c.5 Program Areas for Improvement

Describe how your student support area is using learning outcomes assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from learning outcomes assessments to support your answer.

> SSO assessment in Fall 2020 revealed that 7% of students strongly disagreed that language workshops they attended were applicable to their course work. This provides an opportunity for faculty teaching language workshops to consider ways in which to increase the relevance and application of the workshop experience to the student's class.

⌗ 3c.6 Next Steps

Describe next steps that your area will take to help address gaps in achievement and/or assessment of Program/Student Support LOs in your student support area in the next three years.

The new Instructional Specialist will create SSOs for the Languages, ESL, and ASL that will align with the broader ACD Success Center's SSOs, creating continuity between the supports now under the ACD Success Center umbrella.

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 student support members (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.

DEVELOP ACTION PLAN

4a. What is your program's action plan to make improvements? An effective plan is descriptive and has well-defined steps.

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).

If there is a disparity in equity (item 2a.3), the strategies for implementation should be included in the plan. Elements 2b.2 and 3c.5 asked you to identify what are the areas of improvement. Item 4a is asking you to put a plan together for the intended actions the department or program should take to achieve objectives for the process of improvement.

The Success Centers have discussed aligning their PSRs so that the department as a whole has some continuity in its VIP goals and strategic action plans. This work began in 2018 when the Math Success Center and Multidisciplinary Success Center began aligning their SLOs; the Chino Success Center and LSC-R/W Success Center followed suit. Although each Success Center has its unique needs, there is overlap between subjects supported, supplemental instruction design and implementation, staffing structure, and data collection and reporting.

Year 1 (Fall 2022 - Spring 2023)

Based on over 7000 student responses from the Success Center's sign-in survey, 69% of student responses indicated a preference for accessing the Success Center solely online. They cited that it is easier than in-person support, fits their schedule better, and does not require child care or driving. 28% of the responses indicated a preference for the option to access the Success Center both online and in-person, citing that their schedule and need plus the location of their class (online v in-person) meant they could access the Success Center from any modality. Only 3% of student responses indicated a preference for in-person support only, citing that they liked in-person, lived close to campus, were taking in-person classes, or that it fit their learning preferences better. With this in mind, the LSC and ACD Success Center plans to continue to provide the majority our support in an online environment for Fall 2022, and reinvision the space in the BEB-101 to create hubs for students to connect to the online Success Center activities. We will spend the summer of 2022 planning out training for faculty and tutors to implement ICON (i.e., Hyflex) Supplemental Learning activities and tutoring in Fall 2022. In addition, the LSC and ACD Success Center will develop asynchronous Supplemental Learning activities during the Summer of 2022, so that training for tutors and faculty to review these activities can be implemented by Fall 2022. Creating support in multiple modalities will require more full-time classified staff to run the online Success Center and support hourly and part-time staffing needs. It will also require the acquisition of a more powerful tool that can record and track both online and in-person support activities and make appointments for both.

In Spring 2023, we will assess how the ratio and structure of online support compared to in-person support effectively served students and plan to make adjustments for Summer 2023 or Fall 2023. We will also assess the effectiveness of supplemental learning activities that are completely asynchronous in comparison to those that have a synchronous component and utilize the feedback to revise the activities.

Year 2 (Fall 2023 - Spring 2024)

The LSC and ACD Success Center will enlist the help of the Office of Diversity, Equity, and Inclusion to create training assessments that inform the Instructional Specialist of the impact that equity training has on tutors and student assistants. It will also work with the Office of Diversity, Equity, and Inclusion to develop hiring protocols that will create a more diverse, inclusive Success Center workforce. The goal would be to implement the assessments and protocols during the Spring 2024 semester. In Fall 2023, the Success Center network will also evaluate how its new ACC-affiliated structure will change the current structure of each Success Center, budget, and official nomenclature and consider implementing changes for Spring 2024.

Year 3 (Fall 2024 - Spring 2025)

In the Fall of 2024, the LSC and ACD Success Center will look back at the last three years of ACES-ILO assessment to understand how it has been shaping Success Center curriculum and training with a focus on employability skills. The Success Center will also look at its involvement (or lack thereof) in developing support for students who are part of the ACD ACC. This report will be used to plan the Success Center's Spring 2025 PSR.

INTER-PROGRAM COLLABORATION

⚙ 4b.1 Identify specific inter-program collaboration that would improve student services.

Inter-program collaborations that would improve student services in the LSC and ACD Success Center are collaborations with the Languages, ESL, ASL, EOPS, and DPS. Since ACD Success Center now supports the Languages, ESL, ASL, Art, and Communication Studies, the Center needs representatives to regularly attend the department meetings. The LSC and ACD Success Center also would benefit from additional faculty support in Art and Communication Studies courses. In addition, the Success Centers need to collaborate with ACES and DE to better understand how its current badging system for completion of supplemental learning activities fits within Chaffey's broader approach to badging.

⚙ 4b.2 How has your program specifically benefited from inter-program collaboration?

Collaborating with the faculty in Languages, ESL, and ASL has helped to provide tutor training, hire new tutors, and develop new PlayPosit DLAs.

In Spring 2020, the Success Centers collaborated with DPS to create the Success Center Accommodations form. The form allows DPS Counselors to share student accommodation needs and how the Success Centers can support the student.

The Instructional Specialist of the LSC and ACD Success Center has been invited to Spanish and Chinese department, Counseling, and Fontana Campus meetings to share updates on the Success Centers and listen to feedback from faculty and staff in these areas. The Instructional Specialist also meets regularly with faculty in the Arabic and French departments to discuss support needs for these smaller programs.

PROFESSIONAL DEVELOPMENT SUGGESTIONS

4c. 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 4c.

Sexual Harrassment and Cybersecurity training. Equity and multiculturalism training, especially for tutors and student assistants.

VIP GOALS

⚙ 4d.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.

VIP Goal 1: Develop Supplemental Learning activities that support students' learning online and in-person and that incorporate online, hybrid, and Hyflex instructional support modalities.

VIP Goal 2: Incorporate hiring and training protocols that will increase the diversity and inclusivity of the Success Center's work force.

VIP Goal 3: Develop Supplemental Learning activities and tutoring protocols that support the development of students' academic and career employability skills.

⚙ 4d.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.

⊞ 4d.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 Chaffey Goal(s)
VIP Goal 2--Rationale and how it aligns with Chaffey Goal(s)
VIP Goal 3--Rationale and how it aligns with Chaffey Goal(s)

VIP Goal 1 aligns with Chaffey Goal 1 by providing equity in access. VIP Goal 1 aligns with Chaffey Goal 2 by enhancing the learning experience to lead to increased success and retention rates.

VIP Goal 2 aligns with Chaffey Goal 1 by providing a workforce that represents our diverse student body and supports the success of all students.

VIP Goal 3 aligns with Goal 2 and Goal 3 by providing instructional support that aligns with students' academic and career goals and enhances their learning and completion of educational goals.