☑ Show All Possible Responses

⊗ **Response is required**

1. PROGRAM OVERVIEW

⊗ **Program Title & Code**

Program Title

▌ Accounting and Financial Services
(Max chars: 100)

Program Code

▌ 0502
(Max chars: 100)

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

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

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

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

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

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

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

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

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

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

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

Goal #2: Learning & Completion; Goal #6: Agility

The Accounting program supports the overall mission of the college and success of students by providing accounting education for students who plan to transfer to four year institutions and by providing a myriad of certificates which students can use to gain immediate entry to the workforce. The program includes educational methods which promote hope and use of campus resources to assist students in achieving their goals.

The comprehensive curriculum prepares students to understand accounting and financial information required by transfer institutions and employers. The curriculum includes financial and managerial accounting, individual and corporate taxation, accounting information systems, and any new topics as they emerge in the dynamic world of accounting and financial services. The courses are designed to assist students from introductory level to more advanced accounting level skills. Each course is designed to prepare students with the business reporting skills necessary to be successful both in the overall business environment and in accounting/financial services and are regularly reviewed to ensure that our students are equipped with the necessary skills to succeed in the workplace. Local employers and universities provide the department with annual feedback on our department's curriculum and the skills enforced in our classes.

Goal #1: Equity & Success; Goal #2: Learning & Completion; Goal #6: Agility

The department has implemented a number of strategies to improve the success and retention of students, such as professional development training for adjunct instructors, use of Supplemental Instruction and use of the Success Center. The strategies implemented have been equity focused, and the IR data reflects that these strategies have been effective in increasing the success and retention of students.

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.).

Funding sources are somewhat opaque; therefore, it is not possible to determine where the funding for the department's VIP goals originated. Nevertheless, the department received RAC/Perkins funds for the below VIP Goals.

VIP Goal #1 (Completed) – To improve the teaching and learning strategies of accounting instructors, develop professional development workshops. Received funding to prepare a professional development workshop for adjunct instructors. The workshop was created and conducted in Spring 2019.

VIP Goal #2 (In Process) - Revise accounting curriculum, certificates and degrees to address current needs of students, transfer institutions and workforce requirements. The department did not receive funding for this goal, and this goal is still in progress.

VIP Goal #3 (Completed) – Support professional development for full-time faculty in accounting pedagogy. Received funding to attend TACTYC in May 2018. Used the information acquired from the conference to develop the professional development workshops for adjunct instructors.

VIP Goal #4 (Completed & Ongoing [Renewal is required every 3 years]) – Complete the three-year required update for CTEC and attend the required CTEC conference. Received funding to complete the CTEC renewal, and attended the required CTEC meetings in 2019 and 2020. The tax course offered by the department is certified with the State of California. The certification enables students to become Certified Tax Preparers. As a CTE program, this certification provides students with immediate employment opportunities. The funding to renew the CTEC met the department's overall goals.

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.

Funding sources are somewhat opaque; therefore, it is not possible to determine where the funding for the department's VIP goals originated. Nevertheless, the department received RAC/Perkins funds for the below VIP Goals.

VIP Goal #1 – Received funding to prepare a professional development workshop for adjunct instructors. The workshop was created and conducted in Spring 2019.

VIP Goal #3 – Received funding to attend TACTYC in May 2018. Used the information acquired from the conference to develop the professional development workshops for adjunct instructors.

VIP Goal #4 – Received funding to complete the CTEC renewal, and attended the required CTEC meetings in 2019 and 2020. The tax course offered by the department is certified with the State of California. The certification enables students to become Certified Tax Preparers. As a CTE program, this certification provides students with immediate employment opportunities. The funding to renew the CTEC met the department's overall goals.

2. EVIDENCE--EQUITY

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

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

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

Review data over the last six years.

Response Legend: 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.

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

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

Review data over the last six years.

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

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

Review data over the last six years.

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

Success rate by economically disadvantage	✔				
Retention rate by students with disabilities	✔				
Retention rate by first generation	✔				
Retention rate by economically disadvantage	✔				

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

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

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

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

Overall, the department's equity data indicate improvements across all demographic categories. This claim is supported by the below percentage increases:

Enrollment numbers have increased for each demographic category. The six-year trends are: 19.9% increase for African American; 23.8% increase for Asian; 4.6% for Caucasian; 33.8% increase for Hispanic.

Success Rates for each demographic category are above 65%. For 2019-20, the success rate for African American students was 66.3%. However, the overall trend for African American students has improved 26.3% over a six-year period. The success rate for Hispanic students for the same period was 70.9%. Likewise, the six-year trend is an improvement of 14.5%.

Retention rates for each demographic category was above 85%. For 2019-20, the retention rate for African American students was 87%. The six-year trend depicts a 2.2% increase. The retention rates for all other demographic categories were above 88%.

Overall the department shows an increase in enrollment trends based on gender. The six-year trend for male students depicts a 35.2% increase. The six-year trend for female students depicts a 27.9% increase.

For academic term 2019-20 the success rate for male students was 70.5% compared to 76.6% for female students. The six-year trend indicates that the success rates based on gender have increased. The success rate for male students increased by 5.5% compared to 16.9% for female students. However, the success rates for male students continues to be less than the success rates for female students.

The retention rate for male students was 88.5% compared to 90.4% for female students. The six-year trend for male students increased by 1.4% compared to 4.4% for female students.

The success rates for students who are 19 years or younger was 62.8%, with a six-year increase of 13.8%. All other categories had success rates above 70%.

The retention rates based on age categories were all above 88%.

The success rates for students with disabilities was 69% with a 38% six-year increase. First generation students and economically disadvantaged students have success rates above 72%.

The retention rates for students with disabilities, first generation students and economically disadvantaged students were all above 88%.

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.

	1	2	3	4	5
Overall Enrollment	✔				
Overall Retention	✔				
Overall Course Success	✔				
FTES	✔				
All ADT degrees awarded				✔	
All AA degrees awarded				✔	
All AS degrees awarded	✔				
All degrees awarded	✔				
	1	**2**	**3**	**4**	**5**
All Certificate Completion	✔				
Average units earned, ADT degree				✔	
Average units earned, AA degree				✔	
Average units earned, AS degree			✔		
Average units earned, all degrees			✔		
Average units earned by certificate(s)	✔				
Overall average # of semesters to award degree(s)	✔				
Overall average # of semesters to award certificate(s)	✔				

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

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

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

> As indicated in VIP Goal #1, the department received funding to create a professional development workshop for adjunct instructors. The workshop was created and conducted in Spring 2019. The workshop covered topics such as success and retention strategies (i.e. Ice Breakers to build a class community; teaching accounting to business students; effective & engaged teaching strategies). It also covered the collection of SLO data and the goals of the accounting pathways. The IR data under review for PRS, depicts an increase in both success and retention rates. Therefore, it appears that the workshop was effective in meeting the department's overall goals. Some examples include: Enrollment increases (six-year trend; the highest increases were 33.8 increase for Hispanic students; 23.8% for Asian students; 19.9% for African American students). Success Rates for each demographic category were above 65%. Retention rates for each demographic category were above 85%.

⬛ **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.

Based on a review of the equity data, the department needs to continue to monitor and improve the success rates for African American students. Although the success rates for African American students indicates a 26.3% improvement, it is lower than the other demographic categories. Likewise, the equity data indicates success rates for students 19 years or younger need to be monitored. As previously indicated, the success rates for students with disabilities have improved. However, the success rates for students within this category continue to be lowered compared to other demographic categories.

For the six year period the department has experienced an increase in enrollment, success rates, and retention rates. These improvements are based on the continued professional development and the implementation effective teaching and learning strategies.

Based on a review of the degrees and certificates awarded, the department needs to increase students' interest in the accounting program, thereby increasing the number of degrees and certificates awarded.

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

⊞ 4a. Is this a CTE program?

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

⦿ Yes   ○ No

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

4b. Identify important CTE PROGRAM developments and trends.

Response Legend: 1 = Middle Skill 2 = Above Middle Skill		
	1	**2**
CTE: Projected Occupational Growth	✔	

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

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

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

The employment data for entry level positions (Bookkeeping, Accounting & Auditing Clerks) appears to be strong, with approximately 1,736 new job openings per year. The median income for these positions is $40,371. Based on the employment data, the job outlook appears to be strong. Bookkeeping fits within the middle skill occupations. Overall, the opportunities for middle skill occupations appears to be strong with US projected job growth of over 17,000 and projected income of approximately $41,000.

Other entry level positions of interest include: Payroll Clerks (225 job openings per year; $46,430 annual salary); Tax Preparer (74 job openings per year; $36,140 annual salary); Bill & Account Collector (352 job openings per year; $37,023 annual salary per year);

Although the job perspectives for entry level positions appear positive, most entry level positions require some type of prior work experience and/or internship. Therefore, the department would like to work with the Strong Workforce Department to provide students with internships while completing their degrees and certificates.

Students seeking a bachelor's degree in Accounting pursue the AS-T in Business will be considered above middle skill when they complete their four year degrees.

External Oversight: Advisory Committee Information (If applicable)

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

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

◉ Yes   ○ No

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

○ Yes   ◉ No

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

▏ *No answer specified*

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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?

○ Yes   ◉ No

5b. External Agency Information

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

▏ *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
○ No
○ Comment: [_____]

⊞ 6c. Three-year cycle

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

● Yes
○ No
○ Other: [_____]

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

● Yes
○ No
○ Other: [_____]

ASSESSMENT REFLECTION

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

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

Pay special attention to learning outcomes that HAVE been met.

> Based on the analysis of assessment results, program strengths include institutional learning objectives of Critical Thinking and Information Competency (CTIC), Personal, Academic and Career Development (PACD) and Community/Global Awareness & Responsibilities (CGAR).
>
> Strengths of the program were assessed by reviewing Course Learning Outcomes that were 90% and above which well exceeded the goal of 75%. The majority of these course learning outcomes map to the Critical Thinking and Information Competency (CTIC). Examples of excellence in this area were found in ACCTG 1A 2018-19 assessment. Results were SLO 1 - 90%, SLO 3 - 90% and SLO 4 - 90%. In the ACCTG 70 2019-20 assessment, CTIC linked SLOs 1-5 were 92%. In the ACCTG 435 2018-19 assessment, CTIC linked SLOs 1-4 were 96%. In the ACCTG 460 2018-19 assessment, CTIC linked SLOs 1-4 were 100%. The ACCTG 460 SLOs also map to Personal, Academic and Career Development (PACD) and SLO 1-4 results were 100%.
>
> Results at or above 90% were also found with course learning outcomes mapped to Community/Global Awareness & Responsibilities (CGAR). These results were found in ACCTG 1B 2017-18 SLO 4 – 93%, ACCTG 70 2019-20 SLO 6 – 92% and ACCTG 435 2018-19 SLO 5 – 96%.

⊞ 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.

> Based on analysis of assessment results, areas for improvement included specific course's learning objectives in CTIC and CGAR.

Areas for improvement were assessed by reviewing Course Learning Objectives that did not meet the 75% goal. This included ACCTG 1A course learning objective SLO 2 linked to CGAR in 2016-17 – 67% and 2018-19 - 46%. Other assessments that did not meet the goal were found in ACCTG 430 2019-20. The course learning objectives were linked to CTIC: SLO 2 64% and SLO 3 68%.

7. STRATEGIC PLANNING

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

☑ Yes
☐ No

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

☐ Yes
☑ No

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

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

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

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

As indicated above, the department would like to increase the success rates for the following categories: African American students, students 19 years or younger, and students with disabilities. Implementing teaching and learning strategies for thses special population groups will also increase the overall success rates for all students. Likewise, the department would like to work with the Strong Workforce Department to provide students with internship opportunities. These opportunities will increase students' employment opportunities. Finally, the department would like to develop effective strategies to increase the number of degrees and certificates that are awarded.

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.

Some of the strategies that the department plans to implement include:

1. Review the research on teaching and learning related to diversity issues.
2. Use the research to update the professional development workshops for adjunct instructors.
3. Continue to attend professional development conferences to maintain industry skills.
4. Partner with Special Populations to create workshops, tutoring, and supplemental instruction directly targeted to African American students.
5. Partner with DPS to create workshops, tutoring, and supplemental instruction directly targeted to students with disabilities.
6. Partner with Strong Workforce to create internship opportunities for students.
7. Continue to revise the department's degrees and certificates to meet the employment and transfer needs of students.

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?

No answer specified
(Max chars: 5,000)

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

No answer specified
(Max chars: 5,000)

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

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

N/A

8. VIP GOALS

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

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

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

VIP Goal #1 - Develop and conduct workshops for adjunct faculty that provide teaching and learning strategies to improve success for special population students. Workshops will be held in 2022 and 2023.

VIP Goal #2 - Revise the accounting program degrees, certificates, and curriculum to address the current needs of students, transfer institutions, and industry requirements. Complete review/revision of accounting degree and certificate during 2021-22 academic year and complete review/revision of the remaining three additional certificates during 2022-23 academic year.

VIP Goal #3 - Complete the three-year required update for California Tax Education Council (CTEC) in June 2023 and attend the required CTEC conference in May 2023.

✪ 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 - The full-time instructors develop and present professional development workshops for the part-time instructors. The majority of the part-time accounting instructors have full-time jobs and are unable to attend the professional development workshops in the Faculty Success Center. Therefore, the department provides opportunities that align with the work schedules of the part-time instructors. The workshops include information about effective teaching and learning strategies for accounting. The department believes that the ongoing professional development workshops have an impact on the success and retention of students. The workshops will also focus on issues of equity within the learning environment. As a result, we would like to continue to offer these opportunities for part-time instructors.

VIP Goal #2 - The accounting degree and certificates have not been updated in over 15 years. To keep up with the current trends in the accounting industry, the department believes that the degree and certificates required updating. The updates are also in alignment with the requests made by the Accounting Advisory Board. This goal is also in alignment with the overall college goal of adapting to changes in students' academic and career needs.

VIP Goal #3 - The tax course offered by the department is certified by the State of California. The certification enables students to become Certified Tax Preparers. As a CTE program, this provides students with employment opportunities. The CTEC renewal is required every three years. The renewal process is extensive. It requires that the curriculum and assessments be in alignment with current Federal and State tax requirements. Maintaining the department's certification enables the department to adapt to changes in students' academic and career needs.