

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

1. PROGRAM OVERVIEW

*** Program Title & Code****Program Title**Multidisciplinary Success Center: Rancho
(Max chars: 100)**Program Code**49301
(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).

Goal 1: Students from the following categories tracked by Chaffey College Institutional Research (Ethnicity, Gender, First Generation, Non First Generation, Economically Disadvantaged, Non Economically Disadvantaged, EOPS Students, Non EOPS Students, DPS Students, Non DPS Students) who access Multidisciplinary/Business, Technology and Hospitality Success Center (Multi/BTH Success Center) services achieved higher Success Rates compared to their class peers who do not access Multi/BTH Success Center services. Higher Success rates foster student success.

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Goal 2: Students from the following categories tracked by Chaffey College Institutional Research (Ethnicity, Gender, First Generation, Non First Generation, Economically Disadvantaged, Non Economically Disadvantaged, EOPS Students, Non EOPS Students, DPS Students, Non DPS Students) who access Multi/BTH Success Center services achieved higher Retention Rates compared to their class peers who do not access Multi/BTH Success Center services. Higher Retention rates foster higher course completion rates, thus improving chances of graduation or certificate completion rates.

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Goal 3: Students from the following categories tracked by Chaffey College Institutional Research (Ethnicity, Gender, First Generation, Non First Generation, Economically Disadvantaged, Non Economically Disadvantaged, EOPS Students, Non EOPS Students, DPS Students, Non DPS Students) who access Multi/BTH Success Center services achieved higher Success Rates compared to their class peers who do not access Multi/BTH Success Center services. Higher Success and Retention rates help to maximize students' opportunities to achieve their educational and career goals.

Goal 4: Since the Covid lockdown in March 2020, the then Multidisciplinary Success Center transitioned all its activities online using technological resources such as the Canvas platform; the ConexED appointment system on Cranium Cafe; and Zoom for tutoring, Workshops, staff meetings, meeting with other departments, tutor and staff training, and evaluations. Upon reopening in March 2020 the Multi/BTH Success Center maintained the same operating days and hours from before the lockdown (Monday-Thursday 8-8, Friday 10-4, Saturday and Sunday 1-3) by implementing and employing such technological resources.

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. The Multidisciplinary Success Center aims to implement Pillars I and II of Guided Pathways by offering pathways-focused supplemental learning activities, tutoring, and other services to support students in their exposure to and exploration of various programs of study and careers. NOT MET/UNKNOWN

VIP Goal 2. The Multidisciplinary Success Center aims to implement Pillar III of Guided Pathways by creating a sense of community for students that will motivate them to connect to Success Center people and services, ensuring that they stay on their academic and career pathways. NOT MET/UNKNOWN

VIP Goal 3. The Multidisciplinary Success Center aims to implement Pillar IV of Guided Pathways by assessing students' metacognition in supplemental learning activities and tutoring. NOT MET/UNKNOWN

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

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

a. Since Fall 2018 students of all ethnicities tracked by Chaffey College Institutional Research who took advantage of Multi/BTH Success Center services benefitted in their studies and classroom success. Students who accessed Multi/BTH Success Center services achieved success at rates ranging from 6.2 to 36.7 percentage points higher than their classroom peers who did not access Multi/BTH Success Center services.

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b. Since Fall 2018 Success and Retention Rates for students of all ethnicities tracked by Chaffey College Institutional Research improved as a result of accessing Multi/BTH Success Center services. Students who accessed Multi/BTH Success Center services achieved Success Rates ranging from 6.2 to 36.7 percentage points higher than their classroom peers who did not access Multi/BTH Success Center services. In addition, students who accessed Multi/BTH Success Center services achieved Retention Rates ranging from 3.3 to 8.1 percentage points higher than their classroom peers who did not access Multi/BTH Success Center services.

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* 2a.3 IDENTIFY DISPARITIES IN EQUITY

- First, summarize "equity" data that describes areas of improvement.
- 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?

a. Even though Success and Retention rates of students of all ethnicities tracked by Chaffey College Institutional Research increased as a result of accessing Multi/BTH Success Center services, students of some ethnicities have not achieved the success and retention rates as students of other ethnicities.

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b. Though African American and Hispanic students who accessed Multi/BTH Success Center services have achieved higher success rates than their respective African American and Hispanic classroom peers who did not access Multi/BTH Success Center services, these same two groups have achieved lower overall success and retention rates than students of other ethnicities.

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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.

a. Accounting, Business, CIS, and GUI 507 students who have taken advantage of Multi/BTH Success Center services have benefitted in their studies and classroom success. Students of these courses of study who accessed Multi/BTH Success Center services achieved higher Success and Retention Rates than their classroom peers who did not access Multi/BTH Success Center services.

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b. Since Fall 2018 Success and Retention Rates for students of Accounting, Business, and CIS improved as a result of accessing Multi/BTH Success Center services. Students who accessed Multi/BTH Success Center services for assistance in these areas of study achieved Success Rates ranging from 8.9 to 33 percentage points higher than their classroom peers who did not access Multi/BTH Success Center services. In addition, students who accessed Multi/BTH Success Center services achieved Retention Rates ranging from 2.5 to 30.3 percentage points higher than their classroom peers who did not access Multi/BTH Success Center services. Students of Guidance 507 achieved outstanding Success and Retention Rates of 66.8 and 30.3 respective percentage points higher than their classroom peers who did not access Multi/BTH Success Center services.

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*** 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?

a. Computer Science students who have taken advantage of MSC/BTH Success Center services have benefitted in their studies and classroom success, but not to the degree achieved by students of other courses served by the Multi/BTH Success Center. No Multi/BTH Success Center data exists for students of Hospitality Management.

https://folio.taskstream.com/Folio/GetFile.asp?id=a6cdzbzk00ppzffnhwhff_zcflhp&nm=fdf00p0dfbdfdzl5cphucra&cs=uizuhp00kpzcfwh4cafefmzcza

b. Though Computer Science students who accessed Multi/BTH Success Center services achieved higher success rates than their respective classroom peers who did not access Multi/BTH Success Center services, these students have achieved lower overall success rates than students of other subjects served by the Multi/BTH Success Center. Students of Computer Science have achieved Success Rates of 5.1 percent, compared to a range of 8.9 to 33 percentage points. No data exists for students of Hospitality Management, as these students historically have not accessed Multi/BTH Success Center services.

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.**

Due to a leadership transition in the Rancho Multidisciplinary Center, combined with a restructuring of the Success Centers in 2020, the 2018-2020 SSO/SLOs seem to have been lost in the shuffle, as only SLO #4 was assessed.

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.

Only SLO #4 was assessed (Students will notice others' ways of thinking and appropriate them into their own schema). The Rancho Multidisciplinary Success Center's assessment found that "The results of the analysis suggest that the majority of students [accessing] tutoring are not noticing others' thinking and incorporating it into their own schema. Almost half of the sample recorded no new information learned. . . "

The Rancho Multidisciplinary Success Center responded to this assessment by revising the regular tutor-training sessions to spend more time covering metacognition in the tutoring process. Training included how tutors can help students understand the elements of metacognition, and employ the metacognitive process in their classwork.

*** 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.

The Success Center realignment is now in place, and a new dedicated Instructional Specialist is dedicated to the Multi/BTH Success Center (see 3b.2). The new SSOs will be used to inform the Multi/BTH Success Center of the efficacy of their instruction, and through constant assessing of each SSO during the next three-year period, the Multi/BTH Success Center will be able to make adjustments each semester to improve workshops and tutoring sessions according to assessment findings with the aim of increasing student Success and Retention rates for students accessing Multi/BTH Success Center services.

*** 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 Multi/BTH Success Center will implement new or revised SSOs to examine how effectively faculty and apprentice tutors are helping students to not only understand the material better, but also to also teach students how to have more agency in the learning process. The SSOs will guide instruction and the designing of materials to focus on teaching and tutoring strategies that will produce higher Success and Retention rates for students accessing Multi/BTH Success Center services.

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.

Goal 1: Improving African American and Hispanic student Success and Retention Rates.

Given the complexity of this VIP Goal, which involves the efforts and cooperation of faculty and departments beyond the control of the Multi/BTH Success Center, this goal requires a three-year timeline to gather data and assess. The Multi/BTH Success Center will consult with partner departments to devise a system of identifying any struggling students (especially African

American and Hispanic students) as early as possible in the semester. The Multi/BTH Success Center can then consult with the student's instructor, and devise an intervention plan to address the student's needs, and educate them how to reverse course and begin achieving success in their studies. This would include tutoring sessions, workshops, and one-on-one meetings between the student, and the Instructional Specialist. This goal will be monitored continuously in this three year period.

Goals 2 and 3: Establishing a collaborative relationship with the Computer Sciences and Hospitality Services department.

These VIP Goals rely on the efforts and cooperation of faculty from other departments beyond the control of the Multi/BTH Success Center. These goals require a three-year timeline to be persistent in convincing other departments of the importance of these vital goals for their students, cultivate a willingness for other departments to collaborate, and play a greater role in identifying and recommending quality apprentice tutor candidates to apply to the Multi/BTH Success Center. The Multi/BTH Success Center continues to attend BTH department meetings to remind the department how the Multi/BTH Success Center benefits both students and faculty. The Multi/BTH Success Center will also explore how to arrange an open house-type of activity to introduce the Computer Sciences and Hospitality Services departments to the Multi/BTH Success Center to learn about services and meet and speak with Computer Sciences and Hospitality Services tutors and faculty when applicable. These goals will be monitored continuously in this three year period.

INTER-PROGRAM COLLABORATION

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

The Multi/BTH Success Center services would improve with closer collaboration with the CIS, Computer Science and Hospitality Management departments. Closer collaboration with these departments would benefit students studying in these areas by increasing their Success and Retention Rates to the levels already achieved by Business and Accounting students who access Multi/BTH Success Center services.

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

The Multi/BTH Success Center collaborates closely with Business, Accounting and Guidance faculty. By collaborating with Business and Accounting faculty, the Multi/BTH Success Center learns of current trends with their students, upcoming challenging exams, projects, and assignments so Multi/BTH Success Center are better prepared when students come to the center.

Business and Accounting faculty refer struggling students to the Multi/BTH Success Center Instructional Specialist when the student appears to be lacking in college preparedness, by demonstrating unfamiliarity with the essentials of college learning strategies, study and reading skills, test preparation, etc. The Instructional Specialist then meets with the student individually as many times as it takes to remedy the situation. Multi/BTH Success Center apprentice tutors also communicate with Business and Accounting faculty to stay abreast of Business and Accounting department needs, or to discuss strategies to help students with particular operations or assignments.

The Multi/BTH Success Center also regularly seeks the input of these faculty members when the Multi/BTH Success Center needs to hire an apprentice tutor for either of the two subjects. The Business and Accounting faculty do an outstanding job of recommending former students to be considered for employment as an apprentice tutor, as they know exactly which type of people are needed to serve as apprentice tutors. Besides being competent in the subject matter, tutor apprentices need to be patient, supportive, and be able to assist students of varying learning styles, academic backgrounds, and levels of preparation and learning ability. Business and Accounting faculty recommend people with these qualities, most of whom are eventually hired.

The Business and Accounting faculty also benefit from this collaboration, as they have no reservations referring their students to the Multi/BTH Success Center, already knowing their students will be assisted by these high-quality, and highly trained apprentice tutors. It is truly a mutually beneficial collaboration.

The Multi/BTH Success Center also collaborates closely with faculty in the GUI 507/Opening Doors to Student Success program. The GUI 507 program requires students complete three specific workshops, yet the course scheduling can be problematic, as the program schedules full-term, 14-week, and Fast Track 1 and 2 sections. Through constant communication and collaboration with GUI 507 faculty, the Multi/BTH Success Center is able to effectively navigate this scheduling challenge to the satisfaction of GUI 507 faculty each semester.

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.

No answer specified

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. The Multi/BTH Success Center aims to improve African American and Hispanic student Success and Retention Rates to a level that is statistically significantly on par with students who access Multi/BTH Success Center services.

VIP Goal 2. The Multi/BTH Success Center aims to establish a collaborative relationship with the CIS and Computer Science department with the aim to assist CIS and Computer Science students to achieve Success and Retention Rates within two percentage points of all students who access Multi/BTH Success Center services.

VIP Goal 3. The Multi/BTH Success Center aims to establish a collaborative relationship with the Hospitality Services department with the aim to assist Hospitality Services students to achieve Success and Retention Rates within two percentage points of all students who access Multi/BTH Success Center services.

*** 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. The Multi/BTH Success Center aims to improve African American and Hispanic student Success and Retention Rates to a level that is statistically significantly on par with students who access Multi/BTH Success Center services. Chaffey Goals 1,2,3,4. Completing this VIP would raise African American and Hispanic student Success and Retention Rates to that of students of other ethnicities who have achieved rates more consistent with overall Multi/BTH Success Center Success and Retention Rates. This would thereby improve their chances of graduating or achieving their educational and career goals. The Multi/BTH Success Center currently uses technological tools such as Canvas and Zoom to deliver such services online.

VIP Goal 2. The Multi/BTH Success Center aims to establish a collaborative relationship with the CIS and Computer Science department with the aim to assist CIS and Computer Science students to achieve Success and Retention Rates within two percentage points of all students who access Multi/BTH Success Center services. Chaffey Goals 1,2,3,4. Completing this VIP would raise CIS and Computer Science student Success and Retention Rates to that of students of other subjects who have achieved rates more consistent with overall Multi/BTH Success Center Success and Retention Rates. This would thereby improve CIS and Computer Science students' chances of graduating or achieving their educational and career goals. The Multi/BTH Success Center currently uses technological tools such as Canvas and Zoom to deliver such services online.

VIP Goal 3. The Multi/BTH Success Center aims to establish a collaborative relationship with the Hospitality Services department with the aim to assist Hospitality Services students to achieve Success and Retention Rates within two percentage points of all students who access Multi/BTH Success Center services. Chaffey Goals 1,2,3,4. Completing this VIP would raise Hospitality Services student Success and Retention Rates to that of students of other subjects who have achieved rates

more consistent with overall Multi/BTH Success Center Success and Retention Rates. This would thereby improve Hospitality Services students' chances of graduating or achieving their educational and career goals. The Multi/BTH Success Center currently uses technological tools such as Canvas and Zoom to deliver such services online.

Supporting data for all three VIP Goals: https://folio.taskstream.com/Folio/GetFile.asp?id=a6cdzbzk00ppzffnhwhff_zcflhp&nm=fdf00pdfbfdz5cphucrca&cs=uizuhp00kpzcfwh4cafefmzcza