

Educational Program Viability Review (EPVR)
Elementary Teacher Education (ED)



Chaffey College

5885 Haven Avenue, Rancho Cucamonga, CA 91737-3002
School of Social and Behavioral Sciences

Table of Contents

Educational Program Viability Review (EPVR) Committee	2
Executive Summary	3
Educational Program Viability Review (EPVR) Committee Recommendation	5
Educational Program Viability Review Proposal	7
Education Program Viability Meeting Minutes, February 10, 2023	9
Education Program Viability Meeting Minutes, December 6, 2023	11
Appendices	17
• Education ~ Annual Unduplicated Student Headcount 2016-17 thru 2021-22 Academic Years (Primary Terms Only)	
• Education ~ Annual Program Enrollments 2016-17 thru 2021-22 Academic Years (Primary Terms Only)	
• Education ~ Annual Success and Retention Rates 2016-17 thru 2021-22 Academic Years (Primary Terms Only)	
• Education ~ Annual FTES Generation 2016-17 thru 2021-22 Academic Years (Primary Terms Only)	
• Education Degrees and Certificates Awarded by Program Code 2016-17 thru 2021-22 Academic Year	
• Education ~ Average Units Earned by Elementary Education for Transfer CSUGE (AA-T) Degree Earners (A120A) 2016-17 thru 2021-22 Academic Years	
• Education ~ Average Units Earned by Elementary Education for Transfer IGETC (AA-T) Degree Earners (A120B) 2016-17 thru 2021-22 Academic Years	
• IR Research Brief “Elementary Teacher Education Associate Degree for Transfer (ADT) Program Degree Earners and Majors Who Transferred to 4-Year Institutions Following Last Enrollment at Chaffey College”	
• Enrollment Trends Report (ED-10/400) for Fa-19/Sp-20, Fa-20/Sp-21, Fa-21/Sp-22, Fa-22/Sp-23	
• Education Annual FTES and Revenue Generation 2018-19 thru 2021-22	
• Annual Total Costs for Education for Fiscal Years 2017, 2018, 2019, 2020, 2021, 2022	
• ED10 Fieldwork Flow Chart for ED10 Elementary Fieldwork Faculty	
• Elementary Teacher Education for Transfer – AA-T	
• Elementary Teacher Education AAT Degree Presentation	

Educational Program Viability Review (EPVR) Committee

PROGRAM: Education

EPVR Committee to be assembled within 30 faculty contract service days of the original recommendation.

Date EPVR Proposal Submitted: 5/6/2022

Committee to be assembled by: 9/12/2022

EPVR COMMITTEE MEMBERS:

The proposal shall be submitted to the Chief Instructional Officer and the Faculty Senate President who will jointly assemble the EPVR committee.

Curriculum Committee Chair (or designee): Angela Burk-Herrick

Curriculum Committee Faculty: Christina McPeck

Faculty Senate President (or designee): Neil Watkins

Faculty Senate Senator:

(ideally from the area or as designated by the Academic Senate President or Curriculum Chair, respectively)

Pak Tang

Chief Instructional Officer (CIO): Laura Hope

Dean of the school most closely aligned with the program proposal: Misty Burruel

CTE Liaison and/or Articulation Officer:
(whichever is most relevant to the proposed program) Julie Law

Transfer/Career Center Administrator: Ruth Ann Valencia

COMMITTEE CO-CHAIRS:

The dean (or dean designee with the CIO approval) and one faculty member shall be selected by the committee members as the co-chairs of the EPVR Committee.

Dean (or designee): Misty Burruel

Faculty Member: Pak Tang

Executive Summary

February 10, 2023

Committee Membership:

Curriculum Committee Chair:	Angela Burk-Herrick
Curriculum Committee Faculty:	Christina McPeck
Faculty Senate President:	Neil Watkins
Faculty Senate Senator:	Pak Tang
Chief Instructional Officer (CIO):	Laura Hope
Dean of School:	Misty Burruel
CTE Liaison and/or Articulation Officer:	Julie Law
Transfer/Career Center Administrator:	Ruth Ann Valencia

Executive Summary

The EPVR process was initiated in May 2022 by the Dean of Social and Behavioral Sciences, Dr. Cory Schwartz and discussed with the single department faculty member. The Educational Program Viability Review Proposal was prompted as a result of changes in labor market demand, the need to remain current with occupational trends, and insufficient articulation agreements.

During the December 6, 2022 meeting, Pak Tang (SBS faculty and Faculty Senate Senator) was nominated to serve as co-chair of the committee with Dr. Cory Schwartz (Dean of Social & Behavioral Sciences). The committee discussed the Program Viability Review submission and the data provided by Institutional Research, which included annual unduplicated student headcount, annual program enrollments, success and retention rates, FTES generation, degrees/certificates awarded, and average units earned. Education instructor, Monica Alexander presented an overview of the Elementary Teacher Education AAT degree and its advantages, prerequisite curriculum, required fieldwork, career pathways, counseling and faculty mentoring, Education's connectivity to the Child Development department, as well as the issues and concerns related to human resources, anticipated program growth, and articulation issues.

The EPVR committee convened on February 10, 2023 and was replaced with Interim Dean, Misty Burruel as a result of the retirement of Dr. Cory Schwartz. The committee reviewed past program data from 2016-2022, transfer data dating back to 1985, as well as annual FTES and revenue generation. At the conclusion of the second meeting, the EPVR Committee unanimously voted to recommend Program Revitalization and continue with the following qualifications designed to improve the program's viability: implement program and curriculum modifications to address articulation issues, increase ED-10 course cap from 25 to 35 in order to increase revenue over expenditure, improve the Education pipeline and clarify pathways, and merge Elementary Teacher Education (ED) and Early Childhood Education/Child Development (CDE) program planning efforts to ensure coherency and maximize resources.

On February 10, 2023, the EPVR Committee discussed the following questions and program specific data related to the Elementary Teacher Education program.

- Does this degree lead to transfer?
- Does the current degree design facilitate transfer?
- What is the cost benefit analysis?
- What type of support is needed to scale up and to get this program thriving?

The following data and resources were discussed during the meeting:

- Appendix A: Education ~ Annual Unduplicated Student Headcount 2016-17 thru 2021-22 Academic Years (Primary Terms Only)
- Appendix B: Education ~ Annual Program Enrollments 2016-17 thru 2021-22 Academic Years (Primary Terms Only)
- Appendix C: Education ~ Annual Success and Retention Rates 2016-17 thru 2021-22 Academic Years (Primary Terms Only)
- Appendix D: Education ~ Annual FTES Generation 2016-17 thru 2021-22 Academic Years (Primary Terms Only)
- Appendix E: Education Degrees and Certificates Awarded by Program Code 2016-17 thru 2021-22 Academic Year
- Appendix F: Education ~ Average Units Earned by Elementary Education for Transfer CSUGE (AA-T) Degree Earners (A120A) 2016-17 thru 2021-22 Academic Years
- Appendix G: Education ~ Average Units Earned by Elementary Education for Transfer IGETC (AA-T) Degree Earners (A120B) 2016-17 thru 2021-22 Academic Years
- Appendix H: IR Research Brief "Elementary Teacher Education Associate Degree for Transfer (ADT) Program Degree Earners and Majors Who Transferred to 4-Year Institutions Following Last Enrollment at Chaffey College"
- Appendix I: Enrollment Trends Report (ED-10/400) for Fa-19/Sp-20, Fa-20/Sp-21, Fa-21/Sp-22, Fa-22/Sp-23
- Appendix J: Education Annual FTES and Revenue Generation 2018-19 thru 2021-22
- Appendix K: Annual Total Costs for Education for Fiscal Years 2017, 2018, 2019, 2020, 2021, 2022
- Appendix L: ED10 Fieldwork Flow Chart for ED10 Elementary Fieldwork Faculty
- Appendix M: Elementary Teacher Education for Transfer – AA-T

The committee discussed the number of completers, enrollment trends, course articulation, annual FTES and revenue generation, as well as the type of support needed outside of the classroom. Given the level of demand in the Inland Empire, the committee questioned the scale of the current program and its ability to meet that demand. The committee discussed the necessary program redesign to increase the efficiency for students to complete the program. Given the connectivity between programs, there is an opportunity for the Elementary Teacher Education (ED) program to partner with the Early Childhood Education/Child Development (CDE) programs in their planning and resource requisitions through Program Review where appropriate.

Concerns about the Elementary Teacher Education Program that need to be remediated.

- ED-400 does not articulate to any university and is currently a prerequisite for ED-10. CDE-2, which does articulate and is a requirement of the Elementary Teacher Education AA-T, should replace ED-400 as the prerequisite for ED-10. ED-400 should be deactivated.
- CDE-2, as the new prerequisite for ED-10 will require advertisement and promotion as a pathway for the Elementary Teacher Education-AAT.
- ED-10's current enrollment cap of 25 is too low to facilitate the movement of students through and completing the Elementary Teacher Education-AAT.

Strengths of the Elementary Teacher Education Program.

- Program enrollment has increased by 48.2% since 2016 to 2021.
- Program Retention Rate above 90%, and Success Rates between 79-86%.
- Elementary Teacher Education-AAT degrees awarded have increased from 2016(0) to 2021(55).
- Elementary Teacher Education-AAT has articulated with local universities, Cal Poly Pomona, CSU Fullerton, CSU Long Beach, CSU Dominguez Hill, CSU Northridge, and beginning Fall 2022, CSU San Bernardino.
- ED-10 Elementary Fieldwork Course meets CA State mandated Early Fieldwork Requirement for CA Teacher Credential Programs. Students can earn income and gain experience while enrolled in ED-10.
- 3% growth rate in Elementary School Teacher, a “High Quality B.A. Degree” job with median salary of \$44,049, and strong demand in local San Bernardino County.

Educational Program Viability Review (EPVR) Committee Recommendation:

Program Revitalization

The EPVR Committee recommends *Program Revitalization*. The EPVR Committee recommends that the Elementary Teacher Education program continue with the following qualifications designed to improve the program’s viability:

1. Program and Curriculum Modifications.
 - a. Remove ED-400 as a prerequisite for ED-10 and deactivate ED-400.
 - b. Make CDE-2 a prerequisite for ED-10.
 - c. Modify CDE-2 content to include both Early Childhood Education and Elementary Teacher Education degree pathways in career exploration component. For example, adding components that are covered in ED 400 that pertains to pathways for students in Early Childhood Education and Elementary Teacher Education.
 - d. Fall 2023 semester will be a transitional period. Collaborate with Counseling to inform students of these changes prior to fall registration.
 - i. Counseling generates a report with students that have ED 400 on their plans for the next year and message students prior to registration.
 - ii. ED-400 will not be offered during the Fall 2023/Spring 2024 academic year and foreseeable future. Counseling should inform students that ED-400 will be

deactivated and that they enroll in CDE-2 as the new prerequisite for ED-10 from Fall 2023 onward.

- iii. Students currently enrolled in ED-400, and those recently completing ED-400, should be notified that ED-400 will satisfy the ED-10 prerequisite requirement. No student will be caught in this transition period and prevented from advancing through the program due to this period of change.
2. Increase Course Caps. Increase the current course ED-10 course cap from 25 to 35 in order to increase revenue over expenditure.
3. Improve Education Pipeline.
 - a. Partner with Career Center and create "What can I do with this major?" workshops/videos to have available for students.
 - b. Advertise and clarify program pathways to Elementary Teacher Education-AAT and its connectivity to Early Childhood Education.
 - c. Partner with Student Life to increase interest and visibility of Education Program with an Education Club or similar where students can support each other through community engagement opportunities.
4. Merge ED and CDE: Combine ED and CDE PSRs and requests for resources.
 - a. Plan and leverage shared resources and personnel to support managing clinical arrangements.
 - b. Identify strengths where assets and resources overlap between the two programs to maximize efficiency.
 - c. Apply for Strong Workforce funding to address personnel needs where appropriate.

Educational Program Viability Review Proposal

Proposed Program: Education	
Presented By: Dr. Cory Schwartz	Date: May 6, 2022

Refer to AP 4021 for guidelines in completion of this request form. Submit completed form to the Office of Instruction and Institutional Effectiveness.

1. What prompts the need for a viability review of this program?

a. Quantitative (check all that apply; supporting evidence must be attached)

- Enrollment decline over the past five years.
- Courses are offered to infrequently availability for students to complete the program within a reasonable time frame.
- Projected industry demand for the program has decreased.
- Low success and/or retention rates of students over past five years.
- Low term-to-term persistence (significantly below the college average or disciplinary norms) for those students in courses in the program over a sustained period of time.
- The program is not cost-effective relative to disciplinary norms and compared to similar programs at comparable institutions.
- A decline in program completion rates over the past five years.
- Low success rates of students on industry, state, and national licensing exams.
- Low student satisfaction as demonstrated through surveys with statistically significant results.
- Challenges with transfer rates or curricular articulation.
- Insufficient physical resources (including facilities, equipment and supplies).
- Changes in labor market demand and/or technology. (Analysis of demand for the program through the use of labor market information may result in curriculum modifications such as adding options for higher demand specialties).
- Lack of available qualified program personnel.
- Accrediting agency recommendations.
- Failure to meet licensure requirements, state mandates, certification standards or accreditation requirements.
- Other (Explain): Program needs to change to meet upcoming needs in the field, due to teacher shortage within our surrounding communities. Need more test preparation for students. Students spending too long at Chaffey prior to completion, as a result of insufficient articulation agreements. IR data indicates that students are well above

satisfactory number of units. Needs program orientation due to the ADT's interdisciplinary focus.

b. Qualitative (check all that apply and attach evidence)

- Program no longer relates to college mission.
- Program does not relate to Chaffey Goals.
- Program does not contribute to the breadth and balance of the college, school, departmental curriculum.
- The pedagogical methods, analyses, and techniques currently used by the discipline are not appropriate and/or need updating.
- Program quality and relevance is not being maintained (evidence may include PSR, student evaluations, transfer institutions, and/or the community feedback; must attach evidence).
- The program does not meet the standards of outside accrediting agencies, licensing boards, and/or governing bodies (must attach evidence).
- Other (Explain): Program needs to change to meet upcoming needs in the field.

c. Based on the qualitative and quantitative evidence indicated above, explain your reasons for proposing this Educational Program Viability Review.

Program needs to change to meet upcoming needs in the field.

2. How and when have you discussed your concerns with the relevant stakeholders?

One-person department. Discussion has been ongoing with faculty member about change for the program.

3. What was the outcome of this dialogue/discussion?

Open to meeting the upcoming needs and transitioning to better serve students and the field of study. Need for additional support both financially and personnel. Need for curriculum modification. Need to secure additional articulations. Program needs revitalization and institutional support for upcoming changes.

4. Attach evidence of this dialogue/discussion, if available.

February 10, 2023

Educational Program Viability Review Meeting Minutes: Elementary Teacher Education

Present: Angela Burk-Herrick, Pak Tang, Christina McPeck, Neil Watkins, Julie Law, Misty Burrue, Laura Hope, and Ruth Ann Valencia.

Summary:

The EPVR Committee's discussion was led by the questions and data sources provided in the minutes. The committee discussed the number of completers, enrollment trends, course articulation, annual FTES and revenue generation, as well as the type of support needed outside of the classroom. Given the level of demand in the Inland Empire, the committee questioned the scale of the current program and its ability to meet that demand. The committee discussed the necessary program redesign to increase the efficiency for students to complete the program. Given the connectivity between programs, there is an opportunity for the Elementary Teacher Education (ED) program to partner with the Early Childhood Education/Child Development (CDE) programs in their planning and resource requisitions through Program Review where appropriate.

The committee discussed concerns about the Elementary Teacher Education Program that need to be remediated, which included ED-400 articulation issues and its placement as a prerequisite to a C-ID approved course (ED-10), as well as low course caps that prevent students from completing their AAT in a timely manner. The committee also discussed the program's strengths which included an increase in enrollment, retention rates above 90%, and success rates between 79-86%.

The EPVR Committee unanimously voted to recommend Program Revitalization and continue with the following qualifications designed to improve the program's viability: implement program and curriculum modifications to address articulation issues, increase ED-10 course cap from 25 to 35 in order to increase revenue over expenditure, improve the Education pipeline and clarify pathways, and merge Education and CDE program planning efforts to ensure coherency and maximize resources.

The committee's Executive Summary and Committee Recommendation provides further details associated with the final recommendation.

Questions	Subsidiary Questions	Data Sources
1. Does this degree lead to transfer?	<ul style="list-style-type: none"> • How many completers? • Enrollment? ED-10 and ED-400? 	02. IR Data - ED - 2022-12-12.pdf 03. Early Teacher Education Transfer Data - 2023-02-09.pdf
2. Does the current degree design facilitate transfer? Explain.	<ul style="list-style-type: none"> • ED-400 is not transferable and is a prerequisite for ED-10. • Is there a course that articulates with ED-400? 	04. Catalog 2022-2023 - Elementary Teacher Education for Transfer.pdf
3. What is the cost benefit analysis?	<ul style="list-style-type: none"> • Annual FTES generation? • FTEF? 	05. Education - Program Viability Budgets 2017-2022.xlsx 06. Education - Program Viability - Revenue Generation - 2023-02-04 2.pdf
4. What type of support is needed to scale up and to get this program thriving?	<ul style="list-style-type: none"> • What are the annual costs to support "x" number of students? • What type of support is needed? • How many hours? 	07. ED10 Fieldwork Extra Duties and Budget Request.pdf

Education Program Viability Meeting Minutes

Meeting called to order 10:39 AM, December 6, 2023.

Monica Alexander gives PowerPoint presentation to the committee.

Monica Alexander (MA) – Education program has a clear pathway for students to a career in elementary teaching. The AAT-ETE (Elementary Teacher Education) Degree articulates to CSU, US, and private universities, and their baccalaureate degrees leads to Teaching Credentialing programs granting multiple subject teaching credential and education specialist teaching credential.

MA – Education program aligns well with Chaffey College’s Mission and Goals, particularly Community Opportunities and Needs.

MA – presented labor market research data. Elementary School Teacher is considered a “High Quality B.A Degree” with a job opportunity growth rate of 3%, and a median salary of \$44K. Chaffey students who end up with a teaching career in San Bernardino County can expect salary and full benefit package that is above the median.

MA – 55% of students earning a CSU K-12 credential began their education at a California community college. AAT Education enrollment back in 2015-16 was 164, and rose to 243 in 2020-21, a 48.2% increase over the 5 year period.

MA – Elementary Teacher Education coursework and ED10 Elementary Fieldwork qualifies students for work as instructional aides and paraprofessionals. Education students can be working and earning already before degree completion, as well as gaining work experience and networking.

MA – Job market is very healthy for careers in elementary teaching. According to EDJoin.org, there were 383 job vacancies in San Bernardino County on 11/18/2022. San Bernardino County Aides earned \$18-\$26/hr, which is above CA median.

Laura Hope (LH) – Asked why there are so many vacancies currently?

MA – Many factors have contributed to the higher demand that has not been met yet. Demand for Special Education instructors has increased. There has been an emphasis on inclusion and diversity, thus a greater concern for special education in the general population, leading to a greater demand for instructional aides. CA Governor Newsom’s emphasis on TK, Transitional Kindergarten, has also increased the need for more instructional aides.

Neil Watkins (NW) – Instructional aides, part-time employment, a good stepping stone to teaching credential. Great opportunity for part-time employment during their credential programs, so students can earn income while still in school.

MA – Demand for tutoring has also increased in the post-pandemic recovery. The bottom line is the data shows the job market is strong for students/graduates of Education program.

MA – Chaffey College has a goal of Equity and Success, which the Education program also supports directly. 77% of K-12 students in CA are students of color, however, less than 40% of teachers are from diverse backgrounds. The Education program’s majority of students are Hispanic and can help diversity the teaching workforce. ETE added Ethnic Studies to its program pathway.

Education Program Viability Meeting Minutes

MA – ETE program has great Retention Rate above 90%, and Success Rates range between 90%-96%. The number of ETE students earning their degrees has increase each year since 2015-16. And the ETE degree articulates with local university programs, e.g. Cal Poly Pomona, CSU Fullerton, CSU Long Beach, CSU Dominguez Hills, CSU Northridge, and articulation with CSU San Bernardino is coming soon. There are many advantages for our students doing the ADT (Associate Degree for Transfer). Students benefit from the mentoring and guidance that results in a GPA boost, guaranteed transfer admission, access to integrated teaching programs that result in students finishing a semester early.

MA – Each CSU offers slightly different pathways and different set of elective requirements. Thus, there is a fundamental need for Education faculty to stay informed and up to date. Faculty (e.g. Professor Monica Alexander) stay informed via ACCCTEP (Association of California Community College Teacher Education Programs) membership and engagement, maintaining and engaging a Fieldwork Co-Op Group, maintaining CSU partnerships, and maintaining counseling liaisons for Education.

MA – Why are Chaffey Education students successful? Chaffey College’s “education liaisons” in Counseling, e.g. Joan of Arc Godinez, Marcela Aguilera, Meklit Molla, are at the forefront of the profession, and they offer students relevant, current, and effective information. Chaffey students feel connected, not lost.

MA – Monica Alexander, may be alone, but she is deeply involved in faculty mentoring of students, both in and out of class. Her mentoring is not limited to just current students, but also the constant flow of prospective students inquiring about the program and career possibilities. MA explains the complicated multiple pathways to students, and maintains an up-to-date list of 4-year university contacts. She refers students to Counseling (particularly those counselors mentioned above), the Transfer Center and Career Center. Monica Alexander does not right form, cookie-cutter recommendations, but individually personal recommendations based on a spreadsheet she maintains with notes about her students so she can provide detailed and personalized information in her reference letters as well as referral phone calls.

MA – ETE’s AAT mostly reflects the GE pattern because it meets CA state subject matter competencies, and it also matches the CSET (California Educator Credentialing Examinations) topics. Robust Liberal Studies programs can provide waivers to the CSET Test. Furthermore, students earning “B” grades in four particular GE classes (that also satisfy the ETE-AAT) will be eligible for the waiver of the CBEST (California Basic Educational Skills Test).

Cory Schwartz (CS) – The reason why we are doing this Program Viability Review is there is currently only ONE faculty member for this program, Monica Alexander. As you have already heard, MA has a workload significantly beyond just prepping for her classes. There is strong student demand for the Education program. There is also strong market demand for students completing their Education program and earning their teaching credentials. Need resources for more faculty and support staff for the Education program.

MA – ED10, Elementary Fieldwork Course, meets CA state Mandated Early Fieldwork Requirement for CA teacher credentialing programs. Instructional Aides can use their work hours for ED10 Fieldwork requirement. The benefits of ED10 Fieldwork include meeting requirements for classified employment in schools, networking and experience for reference/recommendation letters, adds to students’ professional portfolios, students maintain reflective journals that will help them improve their classroom

Education Program Viability Meeting Minutes

practices, develops real career skills e.g. role playing child guidance, conflict resolution, as well as exposure to culturally relevant and sensitive lesson delivery. Fieldwork involves observing teachers, but students are also doing real work themselves, promoting their own professional growth.

MA – The professional portfolios students maintain show off their understanding of the CA standards for teaching. The portfolios are presented through the use of Canva which help make students more tech savvy. The portfolios are peer reviewed, so students are practicing, assessing, and critiquing.

MA – The relevance of Fieldwork to this Program Viability Review is to highlight the enormous amount of work the (single) faculty in Education, Monica Alexander, has to do to maintain such an integral part of the Education Program, ED10. MA has to initiate and maintain annually MOUs with Etiwanda and Alta Loma School Districts. She has to facilitate the legal fingerprinting and TB testing. She has to recruit mentor teachers and arrange for over 100 placements each year. She has to maintain ongoing communications and correspondence with schools and district personnel and mentors, e.g. all the mentor thank-yous. She has to collect and print out evaluations from Mentors, provide feedback on students' journals, write verification letters for completed fieldwork, and write recommendation letters and job references.

MA – ED400 Introduction to Education and Teaching is a prerequisite for ED10 and the work done with and for students in ED400 is what makes ED10 so successful. ED400 presents to students the Pathway to Teaching, job searching, development of skills for writing resumes, cover letters, and interviewing. ED400 also presents to students culturally relevant pedagogy, political influence on education, and professional and ethical behavior in education.

MA – To clarify, Education Department works closely with the Child Development Department, but the two are SEPARATE departments/programs. Education is currently a program with only ONE Full-Time faculty to complete all program tasks, and that is not sustainable with anticipated growth in the program and CA state mandated requirements and changes. The program needs instructional support. ED400 course needs to be articulated for transfer or a new prerequisite course needs to be created. The latest (October 2022) approved Budget and Legislative Request for California Community Colleges included a \$10 million ongoing, multi-year investment called "Supporting CA's Diverse Teacher Workforce." The money is to help create the Teacher Preparation Programs to strengthen teacher preparation programs in the California Community College system. The goals are to strengthen and align the programs at the community colleges to diversify the teacher workforce and meet the anticipated demands for a larger workforce in education in California.

MA – The ADT for ETE and C-ID for ED10 are up for 5-Year Review. Faculty have submitted suggestions to add a second ED course for the ADT in hopes of articulating ED400, or write a new course that will transfer.

PowerPoint presentation concluded.

CS – We need to do a Program Viability Review to try to revitalize the Education Program and ask for Instructional Support. We anticipate a significant increase in demand for the program in a very short time period. There is a teacher shortage out there. A revitalized Education can serve both our students, and serve the market.

NW – Are there any adjuncts in Education?

Education Program Viability Meeting Minutes

CS – No. We have looked, but not extensively. A lot of the work that is carried out for the Education program, the placements, dealing with teachers, writing of reports, has to be done during work hours for a school. Whenever Child Development adjuncts have been hired, their Education credentials have also been reviewed for consideration. We could have an adjunct pool, but the focus has been specifically on revitalizing Education and making it cutting edge.

Angela Burk-Herrick (ABH) – If Education were to hire adjuncts it would seem more appropriate for the ED400 course, that doesn't have any of the ED10 work such as placement. Not that hiring adjuncts for ED400 would be the ideal solution, but if adjuncts were to be hired that would seem to be the course to hire for.

MA – We could bring in adjuncts for ED400 and expand ED10, but for her to manage the program for more than just the two current school districts, she needs much more help, some kind of instructional support. Otherwise, it's just too much for one person.

CS – The MOUs require Chaffey Board approval but also approval of the boards of whatever other school districts we want to have an MOU with. Those districts prefer to deal with the MOUs over the summer when Chaffey faculty are off contract, so it is a constant go-around to try to meet their needs and out needs. The data component for the Education program is already heavy as it is but as Chaffey tries to further expand and develop the program it is going to be overwhelming, particularly on the staff side, for example, to maintain a repository of all the data and resources. Someone teaching ED400 will also need to write letters, so we need to have a repository for all this material for when students return several years later asking for a letter of recommendation, their profile and work can quickly retrieved.

ABH – It seems the status quo, what MA is doing, isn't fair even if just to stay at current level. So there's obviously a change needed for that. But we want to grow the program, so surely it needs more resources.

CS – Meeting all seven of Chaffey goals and serving the community and being part of the non-credit and special-populations, we are already experiencing growth, before we even branch out and add anything. Thus this is an appeal for assistance, the reason why we have chosen to go through Program Viability Review. There are reforms at the State level that the program needs to meet and adapt to. Chaffey College has always tried to be a leader in education, Aspen Top 10, and the Education Program can be a large part of that aspiration. But the program cannot do that as it is. MA wants to be a part of this, so we need to find a way to assist MA and assist the program so we can accomplish all the goals presented today.

MA – When she(MA) was first hired, Education was an institutionalized program. It was called Gateways to Teaching with a \$20,000 budget to have an assistant and she was supposed to have less than 5 classes, a dedicated counselor. But Gateways to Teaching got lost in the shuffle with a grant that came through that muddied the waters and significant changes to Chaffey administration, new president, and suddenly, she was sitting there in a one-person department none of the staff and financial support anymore. There is a way to do this, it was done before, so we're trying to ask can we get a more support for this program. My position is not a typical faculty position.

CS – MA makes thank you-gifts to give to the teachers who have our students in their classrooms, and that's additional time and money and she does it because she believes it's the right thing to do, and

Education Program Viability Meeting Minutes

she's modeling what she wants the students to do, and that's part of the networking. But that's not something that has money set aside for. What MA has done is phenomenal and she changes whatever she can with what's cutting edge and she's done a heavy lift to create the curriculum so we can be online. Education is a solid program, but just in need of help.

ABH – The question is how can we provide the support needed to scale up and to get this program popping again. We're at the point where we don't need data to show that there's a need, but more about because of that growth, as we put together the ask, what kind of hours are we talking about. For a cohort of students, to do all the tasks MA has presented, what parts need to be kept, e.g. writing letters will be a task born by the faculty. It's more parsing out how many hours in the semester needed to do the work for the program, the demand in the region, and if we scale up and double the size of the program, we do we need. To show that data would be a powerful ask. For example, if we can offer more sections of ED10, can we fill a full-time faculty load right away or will it take two years from now to scale up.

CS – The courses have a cap of 25 because of the fieldwork associated with them and because of the reports that are necessary to compile. This is a combination of faculty, money, resources, and support staff. Because Education is interdisciplinary it can appeal to students who haven't considered this area. With more personnel, counseling, this is where we see the growth internally with students taking other courses and realizing there is this degree and they develop an interest and then move over to pursue Education. The program works with Math and Science because there are specific courses that Education needs but may not be the courses that M&S want to offer to the general student population.

MA – Regarding the gathering of information that ABH proposed it sounds like it would be helpful if she(MA) can quantify the actual hours of support she would need and what tasks would be carried out, and what budget/monies would be needed. Is that what ABH is suggesting?

ABH – Yes. From a cost-benefit perspective. It's a huge benefit, but if consider how many students we are serving and how much more money the program needs to do everything you do, consider how many FTES and how many completers, when we look at those things, they can project if we have this many students and we have this many staff, then this is the break-even point or this is where we hit a profit. It would really help to have those number of hours. Also useful, what are other community colleges doing, e.g. Mt. SAC or RCC, this is what they do, this is what they have, and this is the size of cohort they can accommodate with their level of staffing. That would be useful to show other models of how its done. There may be resources here at Chaffey already that could be tapped.

CS – Some of the information would be confidential, such as actual work experience. We would not be able to provide, for example recommendations. But it is a good suggestion to provide the number of hours involved and projected costs for more staff and the number of students served and compare against how other colleges' programs operate.

CS – In the One-Drive for Education Program Viability Review, there will be the AP for the process, the PowerPoint presentation by MA, the two-page overview, data that ABH requested about FTES, costs, from the Office of Instruction will also be in the One-Drive.

ABH – This is about what do we need to meet current needs, and what do we need to grow, and let's get a commitment from the institution for what they are willing to do. For the next meeting, we probably

Education Program Viability Meeting Minutes

need everyone there so we can vote for Outcome 1 or 2, Continuation or Revitalization. There will probably be some recommendations. But the bulk will be to make the case to the Office of Instruction. With all the prep work done and presented in MA's PowerPoint presentation, the case is almost already made, but needs a little more data on projected costs and benefits, efficacy. This seems like an easy case to be made, pretty straight forward. More about this committee making the recommendation for the funding for this program occur, and then hand off to another group of people who will decide how much to fund what needs to be funded.

NW – Whatever report this committee creates will go to the CIO, and the CIO makes the final recommendation to the Executive Team and the Governing Board.

MA – When does the committee need the extra information that ABH suggested we produce and provide?

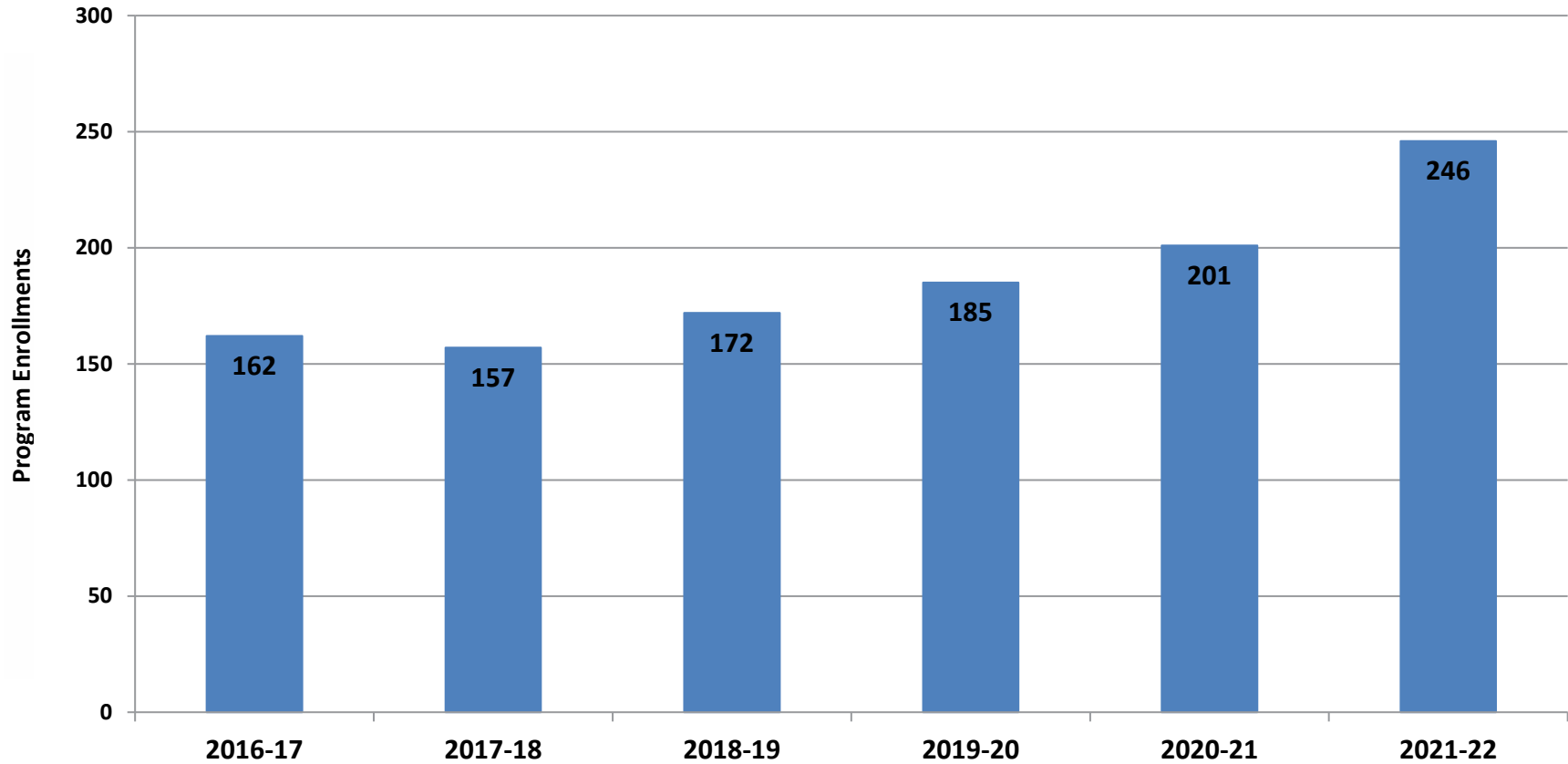
CS – How about all data ready for committee by February 1st for review. One week for review. Approximately February 6th or 7th, for the final committee meeting with a draft of write-up for review and probably we can revise quickly as necessary on the spot in that final meeting and produce a final product. We'll have a vote at the end of that meeting, and afterward we will submit write-up to the Office of Instruction.

ABH – Recommend that write-up use headers and bullet points. Less on narrative, and more on straight forward presentation of relevant data and information.

Meeting adjourned at 12:01 PM.



**Education ~ Annual Unduplicated Student Headcount
2016-17 thru 2021-22 Academic Years (Primary Terms Only)**

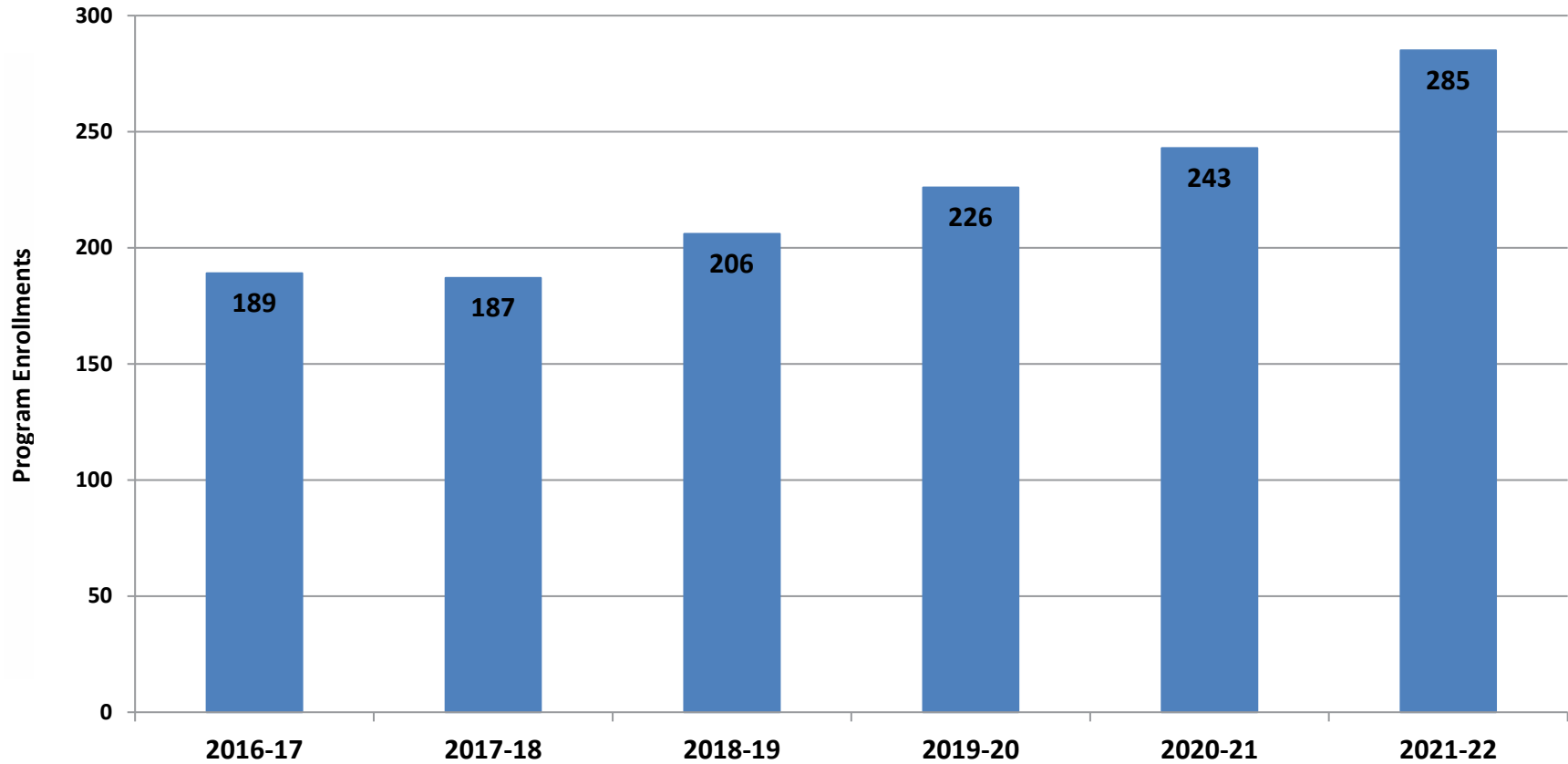


Annual Unduplicated Student Headcount (Primary Terms Only), 2016-17 thru 2021-22 Academic Years

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1 Yr Change	2 Yr Change	5 Yr Change
Headcount	162	157	172	185	201	246	22.4	33.0	51.9



**Education ~ Annual Program Enrollments
2016-17 thru 2021-22 Academic Years (Primary Terms Only)**

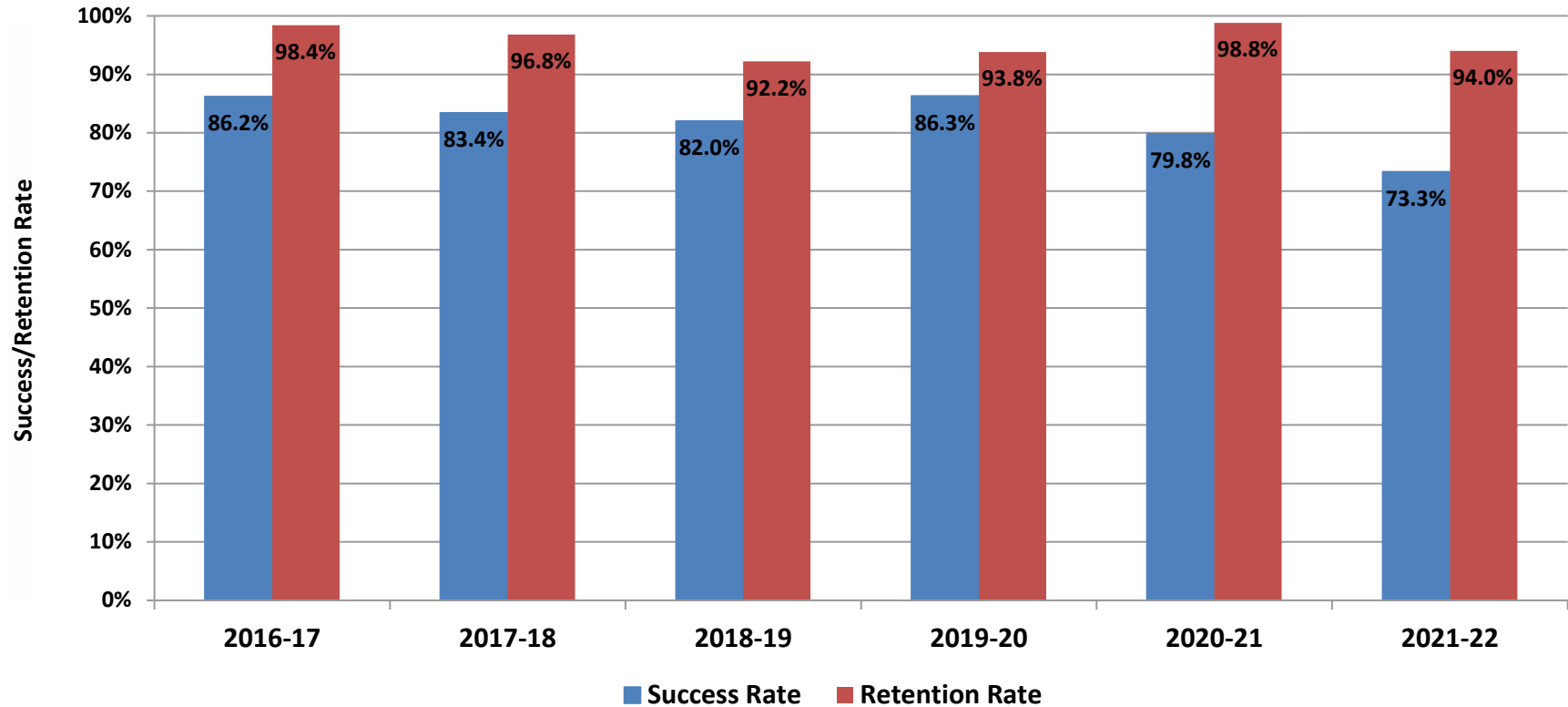


Total Number of Program Enrollments (Primary Terms Only), 2016-17 thru 2021-22 Academic Years

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1 Yr Change	2 Yr Change	5 Yr Change
Total Enrollments	189	187	206	226	243	285	17.3	26.1	50.8



Education ~ Annual Success and Retention Rates 2016-17 thru 2021-22 Academic Years (Primary Terms Only)



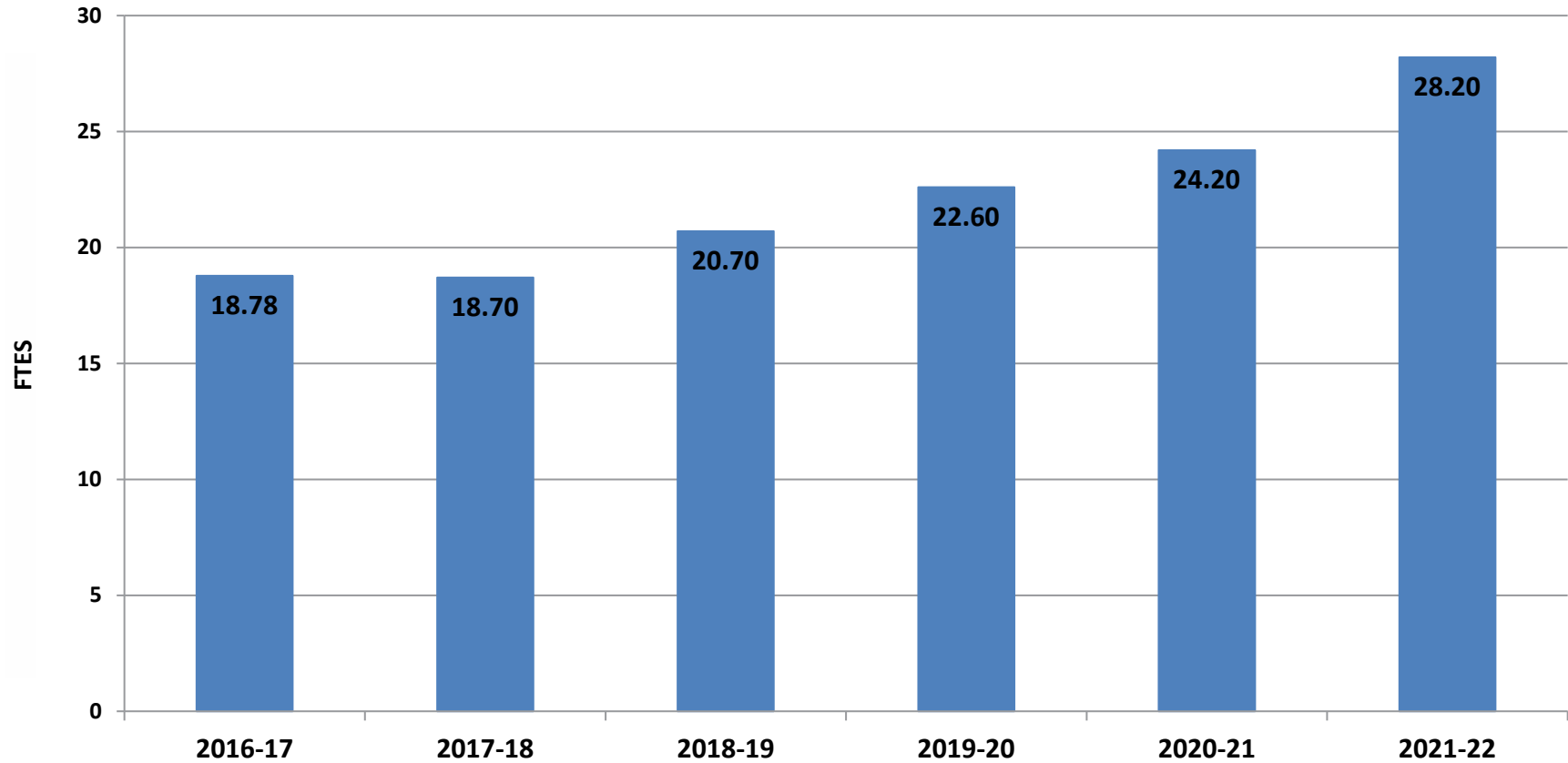
Success and Retention Rates (Primary Terms Only), 2016-17 thru 2021-22 Academic Years

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1 Yr Change	2 Yr Change	5 Yr Change
Success Rate	86.2	83.4	82.0	86.3	79.8	73.3	-6.5	-13.0	-12.9
Retention Rate	98.4	96.8	92.2	93.8	98.8	94.0	-4.8	0.2	-4.4



Education ~ Annual FTES Generation

2016-17 thru 2021-22 Academic Years (Primary Terms Only)



Total FTES (Primary Terms Only), 2016-17 thru 2021-22 Academic Years

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1 Yr Change	2 Yr Change	5 Yr Change
Total FTES	18.78	18.70	20.70	22.60	24.20	28.20	16.5	24.8	50.2



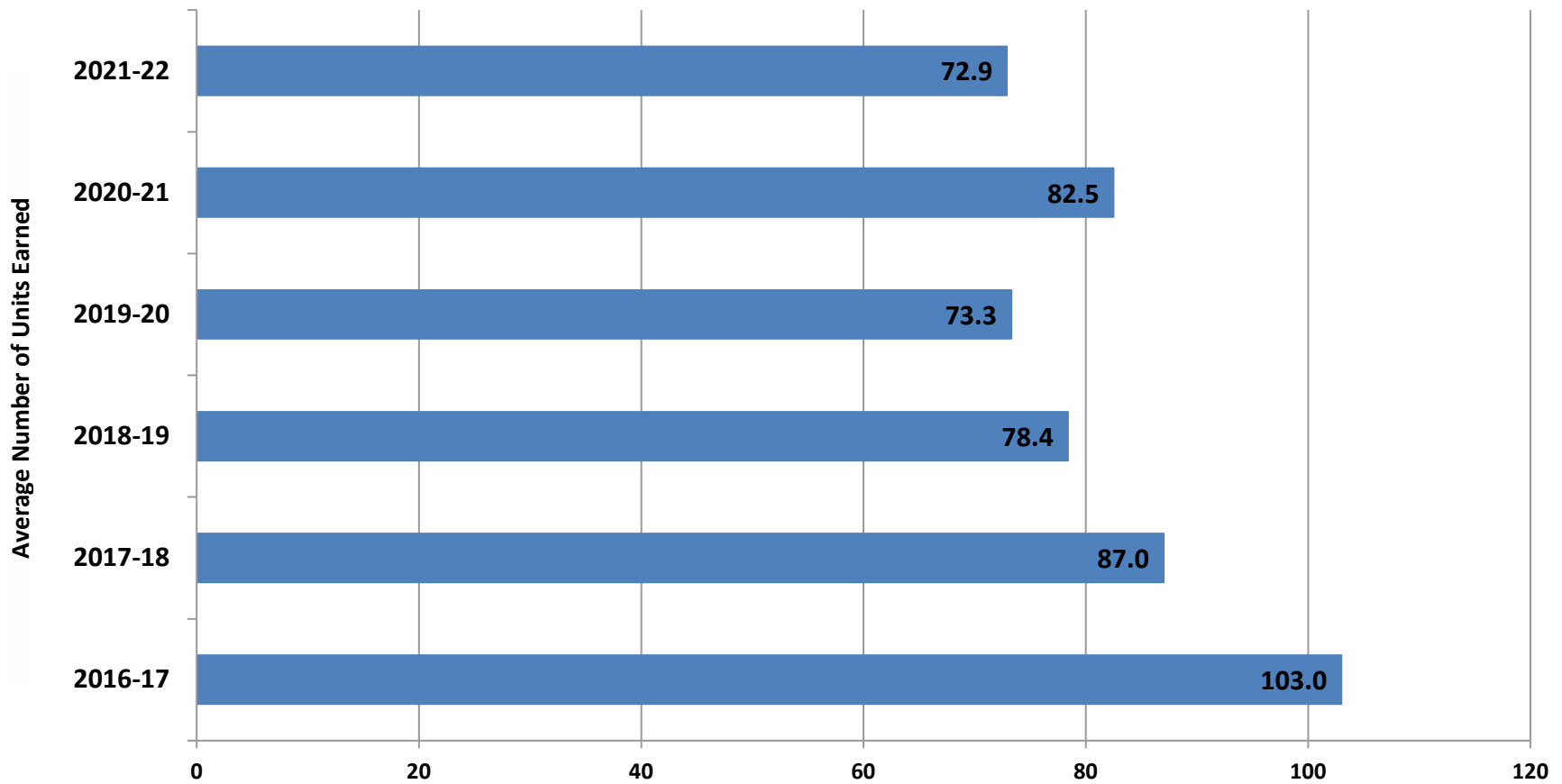
Education

**Degrees and Certificates Awarded by Program Code
2016-17 thru 2021-22 Academic Years**

Prog Code	Award Title	Award Type	Status	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
A120A	Elementary Teacher Education for Transfer CSUGE (AA-T)	ADT	Active	16	27	38	48	55	52
A120B	Elementary Teacher Education for Transfer IGETC (AA-T)	ADT	Active	1	0	1	3	4	5
L013	Education Paraprofessional Level I	Cert	Inactive	29	35	26	4	2	2
L014	Education Paraprofessional Level II	Cert	Inactive	4	6	3	0	0	0
S013	Education Paraprofessional	AS	Inactive	9	4	2	2	0	1
ALL AWARDS				59	72	70	57	61	60



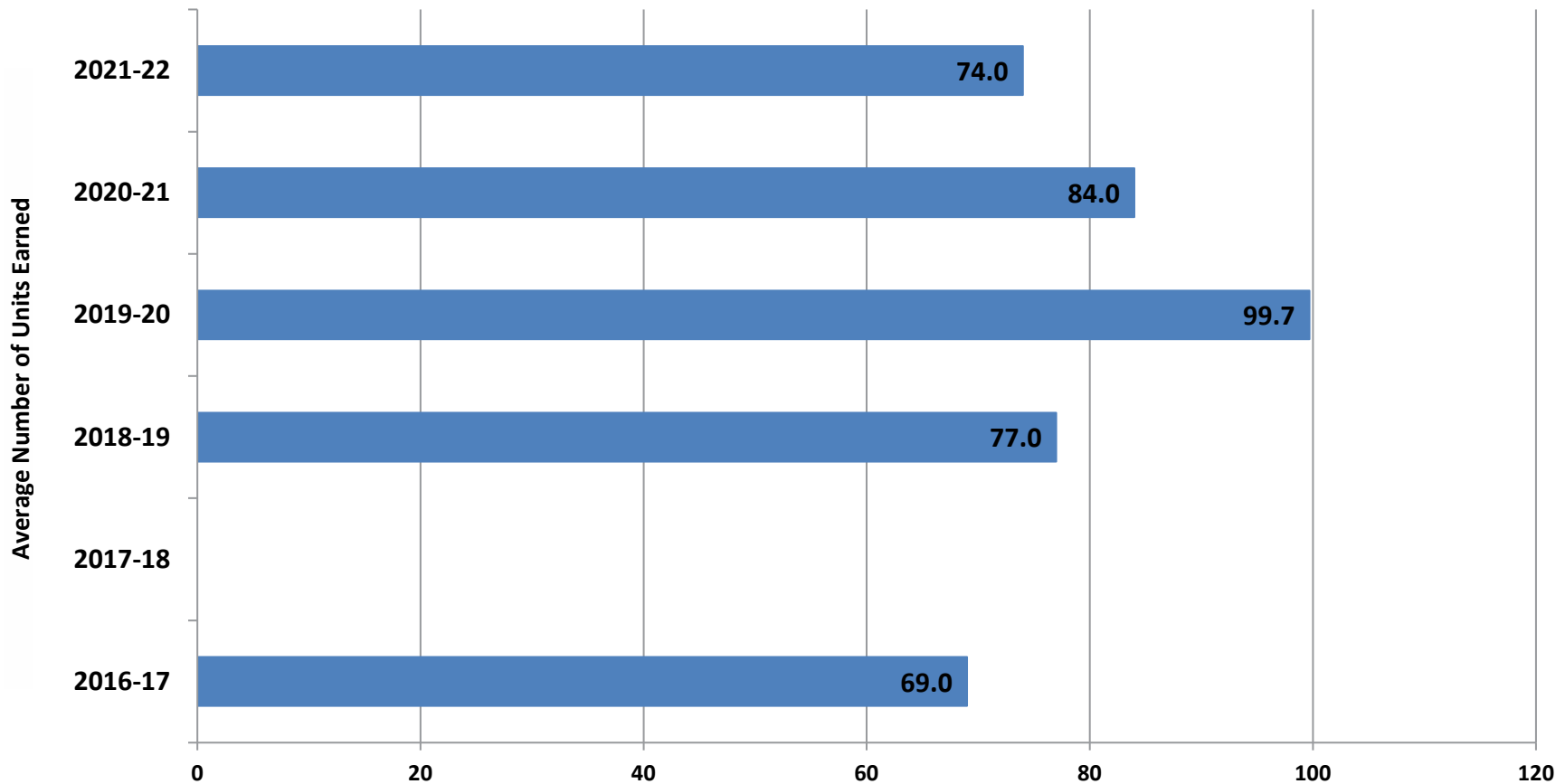
**Education ~ Average Units Earned by
Elementary Education for Transfer CSUGE (AA-T) Degree Earners (A120A)
2016-17 thru 2021-22 Academic Years**



Chaffey College



Education ~ Average Units Earned by Elementary Education for Transfer IGETC (AA-T) Degree Earners (A120B) 2016-17 thru 2021-22 Academic Years





**Elementary Teacher Education Associate Degree for Transfer (ADT) Program
Degree Earners and Majors Who Transferred to 4-Year Institutions
Following Last Enrollment at Chaffey College**

Overview: At the request of the Dean of Social and Behavioral Science (SBS), the Office of Institutional Research (OIR) identified the number of students who earned an Elementary Teacher Education associate degree for transfer (ADT) (program code A120). The OIR also identified students whose most recent program of study was Elementary Teacher Education who did not earn an ADT degree. All of these students were matched against the National Student Clearinghouse (NSC) database to determine how many Elementary Teacher Education degree earners and majors subsequently transferred to a four-year institution following their last term of enrollment at Chaffey College.

Methodology: The OIR maintains a database of all awards conferred at Chaffey College (degrees and certificates) dating back to the summer 1985 semester. The database is current thru the spring 2022 semester. In total, the file contains 87,549 records. Restricting analyses to students who earned an Elementary Teacher Education associate degree for transfer (ADT) award (program code A120), 254 unduplicated students were identified who earned an Elementary Teacher Education ADT award. For the purposes of the current study, unduplicated records were selected based upon latest award term and semester the student attended Chaffey College.

In addition to identifying students who earned a degree, the OIR also identified students who identified Elementary Teacher Education as their most recent program of study but did not earn a degree. Similar to awards data, this database extends back to the summer 1985 semester. Excluding students who were still actively enrolled at Chaffey College in either the fall 2022 and/or spring 2023 semesters, 1,300 unduplicated students were identified who: a) identified Elementary Teacher Education as their major; and b) generated a grade on record in at least one course (including unsuccessful course enrollments). *As a caveat, it should be noted that some students have identified these programs as their major but may have changed major without informing the college. Conversely, some students may be Elementary Teacher Education majors but have not filed or updated their major code to reflect this intention.*

To determine how many Elementary Teacher Education degree earners and majors subsequently transferred to a four-year institution, the OIR merged unduplicated student records against the most recent database obtained thru the NSC. Per NSC guidelines, the OIR submits a file twice a year to the NSC, in early November to capture fall semester transfer activity and again in early April to capture spring semester transfer activity. The OIR submits a file of all students who generated a grade on record in at least one course at Chaffey College since the summer 1985 semester. The last day of the last term attended by students is reported. The NSC then merges against a nationwide dataset to identify enrollments at other postsecondary educational institutions following date of last active enrollment at Chaffey College. Over 97% of all postsecondary educational institutions nationwide (3,600+ postsecondary institutions) partner with and regularly submit files to the NSC.

After matching records, the NSC returns a file that identifies:

- Whether an enrollment record was generated by the student at another institution following last enrollment at Chaffey College;
- The type of institution attended following Chaffey (public or private; two-year or four-year; in-state or out-of-state institution); and
- In instances where an award at another institution was subsequently earned, the type of award earned (e.g., Bachelor's, Master's or PhD), title of award earned, and date that the award was conferred

For the purposes of this study, the OIR excluded subsequent transfers to two-year institutions (i.e., lateral transfers), restricting analyses to only students who transferred to a four-year institution.

Findings: The most recent file submitted to the NSC in November 2022 contained 386,367 unduplicated student records. Mapping the 254 Elementary Teacher Education degree earners and 1,300 non-degree earning majors to the file returned by the NSC:

Elementary Teacher Education Degree Earners

- 219 of the 254 students who earned an Elementary Teacher Education ADT degree (86.2%) transferred to a four-year institution following their last active enrollment date at Chaffey.
- Among students who transferred, 191 of the 219 students (87.2%) initially transferred to a public institution.
- Among students who transferred, 210 of the 219 students (95.9%) initially transferred to an in-state postsecondary educational institution.

Elementary Teacher Education Majors (non-degree earners)

- 264 of the 1,300 students who did not earn a degree but were Elementary Teacher Education majors (20.3%) transferred to a four-year institution following their last active enrollment date at Chaffey.
- Among students who transferred, 190 of the 264 students (72.0%) initially transferred to a public institution.
- Among students who transferred, 223 of the 264 students (84.5%) initially transferred to an in-state postsecondary educational institution.

Top Initial Transfer Destinations:

The tables below identify the top four-year transfer destinations for students who earned an Elementary Teacher Education ADT at Chaffey and Elementary Teacher Education majors who transferred without earning a degree.

Elementary Teacher Education Degree Earners	N	% of All Transfers
CSU San Bernardino	102	46.6
Cal Poly Pomona	61	27.9
University of La Verne	13	5.9
CSU Fullerton	9	4.1
California Baptist University	6	2.7
Western Governors University	3	1.4
8 4-Year Institutions with Two Transfer Students Each	16	7.3
All Other Four-Year Institutions	9	4.1

Elementary Teacher Education Majors (no award)	N	% of All Transfers
CSU San Bernardino	86	32.6
Cal Poly Pomona	39	14.8
CSU Fullerton	21	8.0
California Baptist University	16	6.1
Grand Canyon University	10	3.8
Azusa Pacific University	8	3.0
Arizona State University	7	2.6
UC Riverside	7	2.6
CSU Los Angeles	6	2.3
Los Angeles Pacific University	5	1.9
All Other Four-Year Institutions	59	22.3

Graduates From Four-Year Institutions

- Among the 219 students who earned an Elementary Teacher Education award at Chaffey and who transferred, 74 (33.8%) have subsequently earned a Baccalaureate's degree or higher at a four-year institution. *It should be noted that many former Chaffey students who earned Elementary Teacher Education ADTs may still be actively enrolled at four-year institutions (for example, 44 former Chaffey College Elementary Teacher Education ADT degree earners were enrolled between 8/1/2022 and 12/31/2022 at a four-year institution). Furthermore, the current study does not control for recent transfers who may not have been enrolled for a sufficient period of time at a four-year institution to earn a Baccalaureate degree or higher.*
- Among the 264 Elementary Teacher Education majors who transferred without earning a degree at Chaffey, 89 (33.7%) have subsequently earned a Baccalaureate's degree or higher at a four-year institution. *It should be noted that many former Chaffey students who were Elementary Teacher Education majors may still be actively enrolled at four-year institutions (for example, 35 former Chaffey College students who were Elementary Teacher Education majors were enrolled between 8/1/2022 and 12/31/2022 at a four-year institution). Furthermore, the current study does not control for recent transfers who may not have been enrolled for a sufficient period of time at a four-year institution to earn a Baccalaureate degree or higher.*

ED Spring 2023 Enrollment (1.12.23)

Section Name	Short Title	Start Date	End Date	Wks	Loc.	Bldg	Room	Bldg/Room	Meth.	Days	Start Time	End Time	Div.	Act.	Cap.	Wait list
ED-10-29212	Elementary Classroom Fieldwork	1/9/23	5/18/23	18	CCRC	CD	124A	CD-124A	02	MW	9:30 AM	10:45 AM	SBS	20	25	0
ED-10-29195	Elementary Classroom Fieldwork	1/9/23	5/18/23	18	CCRC	CD	124A	CD-124A	02	MW	8:00 AM	9:15 AM	SBS	23	25	0
ED-400-29191	Education and Teaching	1/9/23	5/18/23	18	CCRC	CD	124A	CD-124A	02	MW	12:30 PM	1:45 PM	SBS	28	35	0
ED-400-28291	Education and Teaching	1/30/23	5/11/23	14	INET	INET	CANVAS	INET-CANVAS	72				SBS	35	35	3
ED-400-28292	Education and Teaching	1/30/23	5/11/23	14	INET	INET	CANVAS	INET-CANVAS	72				SBS	35	35	4

ED Fall 2022 Enrollment (12.19.22)

Subject	Crs	Sec	Start DT	End DT	Bldg	Room	Days L	Start	End T	E	C	W
ED	10	26455	8/15/2022	12/16/2022	CD	124A	MW	09:30AM	10:45AM	17	25	0
ED	10	26456	8/15/2022	12/16/2022	CD	124A	T	07:00PM	09:50PM	14	25	0
ED	400	29157	8/15/2022	12/16/2022	CD	124A	MW	08:00AM	09:15AM	28	35	0
ED	400	26626	9/6/2022	12/9/2022	INET	CANVAS	TBA	TBA		32	35	0
ED	400	26627	9/6/2022	12/9/2022	INET	CANVAS	TBA	TBA		28	35	0

ED Spring 2022 Enrollment (5.18.22)

Subject	Crs	Sec	Last Name	Start DT	End DT	Bldg	Room	Days L	Start	End T	E	C	W
ED	10	21559	Alexander	1/10/2022	5/18/2022	CD	124A	MW	09:30AM	10:45AM	19	25	0
ED	10	21560	Alexander	1/10/2022	5/18/2022	INET	CANVAS	TBA	TBA		26	25	0
ED	400	21561	Alexander	1/10/2022	5/18/2022	INET	CANVAS	TBA	TBA		30	35	0
ED	400	21562	Alexander	1/10/2022	5/18/2022	INET	CANVAS	TBA	TBA		28	35	0
ED	400	21563	Alexander	1/10/2022	5/18/2022	INET	CANVAS	TBA	TBA		29	35	0

ED Fall 2021 Enrollment (11.2.21)

Subject	Crs	Sec	Last Name	Start DT	End DT	Bldg	Room	Days L	Start	End T	E	C	W
ED	10	20001	Alexander	8/16/2021	12/19/2021	INET	CANVAS	TBA	TBA		23	25	0
ED	10	20002	Alexander	8/16/2021	12/19/2021	INET	CANVAS	TBA	TBA		21	25	0
ED	400	20003	Alexander	8/16/2021	12/19/2021	INET	CANVAS	TBA	TBA		32	35	0
ED	400	20004	Alexander	8/16/2021	12/19/2021	INET	CANVAS	TBA	TBA		30	35	0
ED	400	20005	Alexander	8/16/2021	12/19/2021	INET	CANVAS	TBA	TBA		30	35	0

ED Spring 2021 Enrollment (5.18.21)

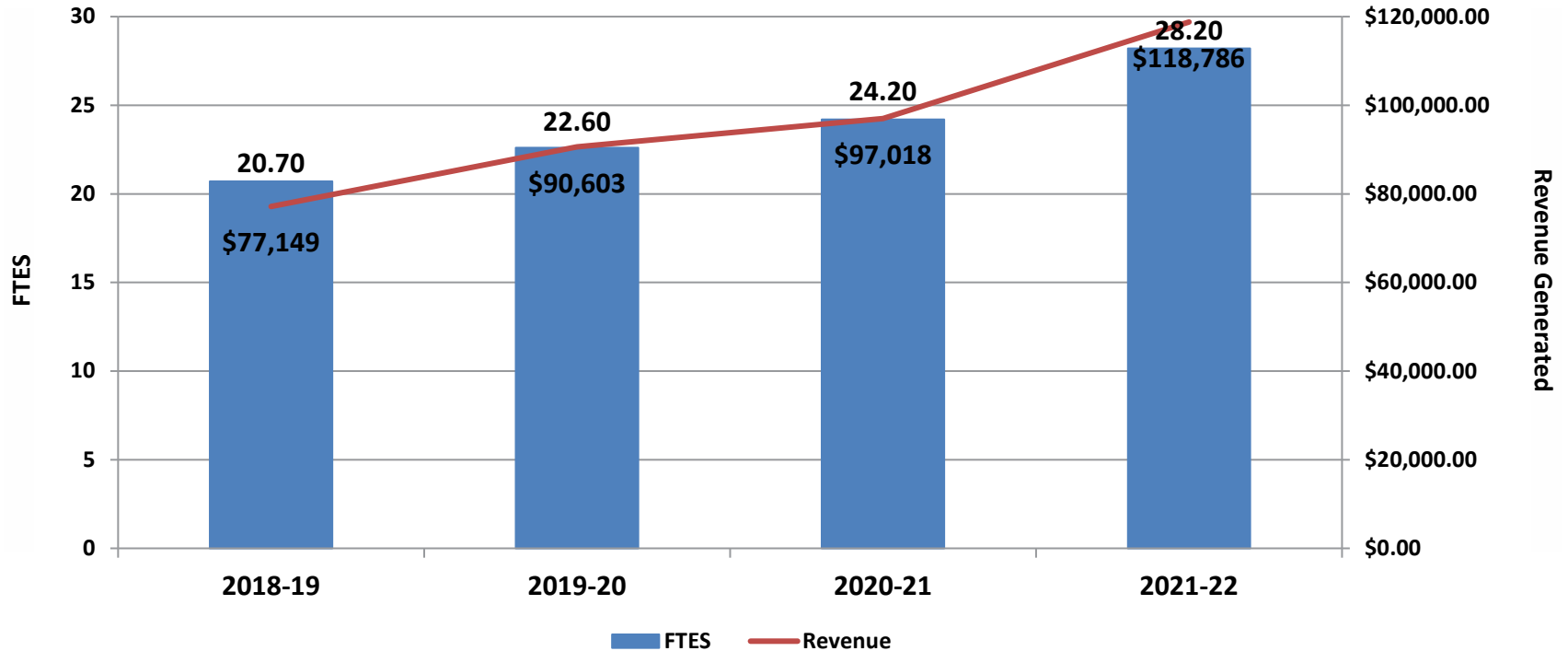
ED	10	15549	Alexander	1/11/2021	5/19/2021	INET	C	TBA	TBA		25	25	0
ED	10	15550	Alexander	1/11/2021	5/19/2021	INET	C	TBA	TBA		23	25	0
ED	10	15551	Alexander	1/11/2021	5/19/2021	INET	C	TBA	TBA		23	25	0
ED	400	15552	Alexander	1/11/2021	5/19/2021	INET	C	TBA	TBA		35	35	0
ED	400	15553	Alexander	1/11/2021	5/19/2021	INET	C	TBA	TBA		34	35	0

ED Fall 2020 Enrollment (9.29.20)

Subject	Crs	Sec	Last Name	Start DT	End DT	Bldg	Ro	Days L	Start	End T	E	C	W
CDE	2	14026	Alexander	8/17/2020	12/20/2020	INET	C	TBA	TBA		34	35	0
CDE	2	14531	Alexander	8/17/2020	12/20/2020	INET	C	TBA	TBA		32	35	0
ED	400	14047	Alexander	8/17/2020	12/20/2020	INET	C	TBA	TBA		33	35	4
ED	400	14048	Alexander	8/17/2020	12/20/2020	INET	C	TBA	TBA		35	35	2
ED	400	15075	Alexander	8/17/2020	12/20/2020	INET	C	TBA	TBA		32	35	2



**Education ~ Annual FTES and Revenue Generation
2018-19 thru 2021-22 Academic Years (Primary Terms Only)**



**Credit FTES, Credit FTES Funding Rate, and Total Revenue Generated
(Primary Terms Only), 2018-19 thru 2021-22 Academic Years**

	2018-19	2019-20	2020-21	2021-22
Credit FTES	20.70	22.60	24.20	28.20
Credit FTES Funding Rate	\$3,727.00	\$4,009.00	\$4,009.00	\$4,212.26
Total Revenue	\$77,148.90	\$90,603.40	\$97,017.80	\$118,785.73

Fiscal Year: 2017

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-0801-51110-100	Education : Academic Contract Inst	\$110,255.00	\$110,255.00	100	\$0.00
10-0000-0801-51210-100	Education : Academic Contract N/I	\$5,250.00	\$5,250.00	100	\$0.00
10-0000-0801-54200-100	Education : Books	\$250.00	\$52.30	20.92	\$197.70
10-0000-0801-54300-100	Education : Instr Supplies	\$400.00	\$189.62	47.41	\$210.38
10-0000-0801-54500-100	Education : NI Supplies	\$500.00	\$314.76	62.95	\$185.24
10-0000-0801-55110-100	Education : Personal Serv	\$900.00	\$900.00	100	\$0.00
10-0000-0801-55310-100	Education : Memberships	\$100.00	\$39.00	39	\$61.00
	Faculty Costs		\$115,505.00		
	Other Personnel Costs		\$0.00		
	Discretionary Costs		\$1,495.68		
	2017 Total Costs		\$117,000.68		

Fiscal Year: 2018

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-0801-51110-100	Education : Academic Contract Inst	\$114,755.00	\$114,755.00	100	\$0.00
10-0000-0801-51210-100	Education : Academic Contract N/I	\$5,553.00	\$5,553.00	100	\$0.00
10-0000-0801-54200-100	Education : Books	\$250.00	\$79.00	31.6	\$171.00
10-0000-0801-54300-100	Education : Instr Supplies	\$400.00	\$166.84	41.71	\$233.16
10-0000-0801-54500-100	Education : NI Supplies	\$500.00	\$0.00	0	\$500.00
10-0000-0801-55110-100	Education : Personal Serv	\$900.00	\$900.00	100	\$0.00
10-0000-0801-55220-100	Education : Mileage	\$21.00	\$20.17	96.05	\$0.83
10-0000-0801-55310-100	Education : Memberships	\$100.00	\$59.00	59	\$41.00
	Faculty Costs		\$120,308.00		
	Other Personnel Costs		\$0.00		
	Discretionary Costs		\$1,225.01		
	2018 Total Costs		\$121,533.01		

Fiscal Year: 2019

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-0801-51110-100	Education : Academic Contract Inst	\$114,700.00	\$114,700.00	100	\$0.00
10-0000-0801-51210-100	Education : Academic Contract N/I	\$9,850.00	\$9,849.47	99.99	\$0.53
10-0000-0801-54200-100	Education : Books	\$149.00	\$148.94	99.96	\$0.06
10-0000-0801-54300-100	Education : Instr Supplies	\$250.00	\$226.73	90.69	\$23.27
10-0000-0801-54500-100	Education : NI Supplies	\$435.00	\$419.02	96.33	\$15.98
10-0000-0801-55110-100	Education : Personal Serv	\$900.00	\$900.00	100	\$0.00
10-0000-0801-55220-100	Education : Mileage	\$49.00	\$48.40	98.78	\$0.60
10-0000-0801-55310-100	Education : Memberships	\$100.00	\$0.00	0	\$100.00
	Faculty Costs		\$124,549.47		
	Other Personnel Costs		\$0.00		
	Discretionary Costs		\$1,743.09		
	2019 Total Costs		\$126,292.56		

Fiscal Year: 2020

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-0801-51110-100	Education : Academic Contract Inst	\$119,200.00	\$119,200.00	100	\$0.00
10-0000-0801-51210-100	Education : Academic Contract N/I	\$10,800.00	\$10,800.00	100	\$0.00
10-0000-0801-51350-100	Education : Academic Instl Subs	\$171.00	\$171.00	100	\$0.00
10-0000-0801-54200-100	Education : Books	\$250.00	\$124.27	49.71	\$125.73
10-0000-0801-54300-100	Education : Instr Supplies	\$400.00	\$0.00	0	\$400.00
10-0000-0801-54500-100	Education : NI Supplies	\$500.00	\$0.00	0	\$500.00
10-0000-0801-55110-100	Education : Personal Serv	\$900.00	\$0.00	0	\$900.00
10-0000-0801-55310-100	Education : Memberships	\$100.00	\$0.00	0	\$100.00
	Faculty Costs		\$130,171.00		
	Other Personnel Costs		\$0.00		
	Discretionary Costs		\$124.27		
	2020 Total Costs		\$130,295.27		

Fiscal Year: 2021

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-0801-51110-100	Education : Academic Contract Inst	\$120,900.00	\$120,900.00	100	\$0.00
10-0000-0801-51210-100	Education : Academic Contract N/I	\$10,650.00	\$10,650.00	100	\$0.00
10-0000-0801-54200-100	Education : Books	\$250.00	\$100.00	40	\$150.00
10-0000-0801-54300-100	Education : Instr Supplies	\$400.00	\$0.00	0	\$400.00
10-0000-0801-54500-100	Education : NI Supplies	\$500.00	\$0.00	0	\$500.00
10-0000-0801-55110-100	Education : Personal Serv	\$900.00	\$0.00	0	\$900.00
10-0000-0801-55310-100	Education : Memberships	\$100.00	\$0.00	0	\$100.00
	Faculty Costs		\$131,650.00		
	Other Personnel Costs		\$0.00		
	Discretionary Costs		\$0.00		
	2021 Total Costs		\$131,650.00		

Fiscal Year: 2022

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-0801-51110-100	Education : Academic Contract Inst	\$125,818.00	\$125,817.50	100	\$0.50
10-0000-0801-51210-100	Education : Academic Contract N/I	\$12,200.00	\$12,200.00	100	\$0.00
10-0000-0801-54200-100	Education : Books	\$250.00	\$0.00	0	\$250.00
10-0000-0801-54300-100	Education : Instr Supplies	\$400.00	\$0.00	0	\$400.00
10-0000-0801-54500-100	Education : NI Supplies	\$500.00	\$0.00	0	\$500.00
10-0000-0801-55110-100	Education : Personal Serv	\$900.00	\$0.00	0	\$900.00
10-0000-0801-55310-100	Education : Memberships	\$100.00	\$0.00	0	\$100.00
	Faculty Costs		\$138,017.50		
	Other Personnel Costs		\$0.00		
	Discretionary Costs		\$0.00		
	2022 Total Costs		\$138,017.50		

ED10 Fieldwork Flow Chart for ED10 Elementary Fieldwork Faculty

It's hard to quantify all of these tasks in terms of time. It's also more time consuming in August, December, January and May. Maybe a shared employee could work? Could someone in the Dean's office potentially assist?

Spring:

- Assist in execution of annual MOU with 2 elementary school districts and gain approval from Chaffey College (CC) Board, Etiwanda School District (ESD) Board and Alta Loma School District (ALSD) Board

End July/Beginning August:

- Provide recruitment flyers to HR at ESD and ALSD

August:

- CC HR provides Legal Fingerprint results to faculty and Dean's Office
- Students provide TB Results to faculty. Faculty records and shares with Dean's Office
- ESD HR and ALSD HR provides spreadsheet of participating schools and teachers. (Approximately 15 schools and 50 teachers)
- Students provide fieldwork preference and are matched to teachers. Spreadsheet is updated and provided to ALSD HR, ESD HR, Principals and Teachers.
- Welcome email to Principals is sent.
- Welcome email to teachers is sent.
- Students get approval on Introductory Email for mentor and Introductory Email is sent
- Time sheet is created for each student.

September:

- Fieldwork begins for fall (typically 2-3 do not work out so student needs new placement)
- Supply order is made for consumable instructional materials

October:

- Check-in with Mentor Teachers
- Revise Recruitment Flyer for spring and send to ESD HR and ALSD HR

November:

- Check-in with Mentor Teachers and remind about end date
- Create Thank You Gifts

December:

- Send evaluation to Mentor Teachers and print results for students

- Collect nominations for Exemplary Field Student Award
- Create Exemplary Field Student Awards (4-6)
- Verify field hours and create Fieldwork Verification Letters
- Create Letters of Recommendation for “A” students

January:

- CC HR provides Legal Fingerprint results to faculty and Dean’s Office
- Students provide TB Results to faculty. Faculty records and shares with Dean’s Office
- ESD HR and ALSD HR provides spreadsheet of participating schools and teachers. (Approximately 15 schools and 50 teachers)
- Students provide fieldwork preference and are matched to teachers. Spreadsheet is updated and provided to ALSD HR, ESD HR, Principals and Teachers.
- Welcome email to Principals is sent.
- Welcome email to teachers is sent.
- Students get approval on Introductory Email for mentor and Introductory Email is sent
- Time sheet is created for each student.

February:

- Fieldwork begins for fall (typically 2-3 do not work out so student needs new placement)
- Supply order is made for consumable instructional materials

March:

- Check-in with Mentor Teachers
- Revise Recruitment Flyer for spring and send to ESD HR and ALSD HR

April:

- Check-in with Mentor Teachers and remind about end date
- Create Thank You Gifts

May:

- Send evaluation to Mentor Teachers and print results for students
- Collect nominations for Exemplary Field Student Award
- Create Exemplary Field Student Awards (4-6)
- Verify field hours and create Fieldwork Verification Letters
- Create Letters of Recommendation for “A” students

Elementary Teacher Education for Transfer - AA-T

Description

The Associate in Arts in Elementary Teacher Education for Transfer degree prepares students for seamless transfer to California State Universities to major in either a General Track Liberal Studies Program, or an Integrated Liberal Studies/Multiple Subject Teaching Credential Program.

This Associate Degree for Transfer is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major.

To obtain this Associate Degree for Transfer, students must complete:

- A minimum of 60 CSU-transferable semester units.
- A minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. Students should keep in mind that while a minimum of 2.0 is required for admission, some majors may require a higher GPA. Consult with a counselor for more information.
- A minimum of 18 semester units of major requirements completed with a grade of "C" or better or a "P" (Pass) if the course is taken on a "pass/no pass" basis.
- The California State University General Education-Breadth (CSU GE-Breadth) OR the Intersegmental General Education Transfer Curriculum for CSU (IGETC-CSU) pattern. The IGETC-CSU requires an Oral Communication course.

Program Learning Outcomes

Upon the successful completion of this program, students should be able to:

1. Demonstrate academic skills from a broad range of liberal arts subject matter.
2. Communicate effectively within a classroom environment as a learning facilitator.

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- A minimum of 60 CSU-transferable semester units.
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Program Learning Outcomes

Upon the successful completion of this program, students should be able to:

1. Demonstrate academic skills from a broad range of liberal arts subject matter.
2. Communicate effectively within a classroom environment as a learning facilitator.
3. Demonstrate teaching and learning strategies sensitive to the needs of diverse k-12 learners.

Program Requirements

Major requirements for the Associate in Arts for Transfer Degree (AA-T):

Required Core:		Units: 43.00
BIOL 1	General Biology	4.00
CDE 2	Child Growth and Development	3.00
COMSTD 2	Fundamentals of Effective Speaking	3.00
ED 10	Elementary Classroom Fieldwork	3.00
ENGL 1A	Composition	3.00
ENGL 1C	Introduction to Literature	3.00
ESC 1	Earth Science	3.00
ESC 1L	Earth Science Laboratory	1.00
GEOG 1	World Regional Geography	3.00
HIST 1	World History: Pre-Civilization to 1500	3.00
HIST 17	United States History through 1877	3.00
MATH 4	Mathematical Concepts for Elementary School Teachers	4.00
PHSCI 10	Survey of Chemistry and Physics	4.00
PS 1	American Politics	3.00
List A - Any one course:		Units: 3.00
COMSTD 72	Logic and Argumentation	3.00

ENGL 1B	Advanced Composition and Critical Thinking	3.00
PHIL 75	Symbolic Logic	3.00
PHIL 76	Critical Thinking	3.00

List B - Any one course:

Units: 3.00

DANCE 1	Survey of Dance	3.00
MUSIC 4	Music Appreciation	3.00
THEATRE 1	Introduction to Theatre	3.00

Total: 49.00

Other Information

Public Service, Culture, and Society
 Local Program (Major) Code: A120
 Program Control Number: 33241
 TOP Code: 4901.20
 CIP Code: 24.0101

Academic Map



Elementary
Teacher
Education
AAT Degree



Pathway to a Career in Elementary Teaching

AAT

- Chaffey College
- Elementary Teacher Education Degree

B.A.

- CSU/UC/Private Universities
- Liberal Studies

Teaching
Credential

- CSU/UC/Private Universities
- Multiple Subject Teaching Credential
- Education Specialist Teaching Credential

Elementary Teacher Education (ETE) Meets Chaffey College Mission and Goals



Chaffey College improves lives and our communities through education with a steadfast commitment to equity and innovation to empower our diverse students who learn and thrive through excellent career, transfer, and workforce education programs that advance economic and social mobility for all.



College Goal: Community Opportunities and Needs

Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community need.

A degree leading to a career as an Elementary School Teacher is considered a “High Quality B.A. Degree” with 20,114 jobs in 2021 in CA, growth rate of 3%, 1,420 Annual Job Openings and Median Salary of \$44,049. (Centers of Excellence for Labor Market Research)

Public School Elementary Teachers receive a full benefit package, retirement plan, life insurance and access to a credit union.

CORONA-NORCO UNIFIED SCHOOL DISTRICT
2022-23 CERTIFICATED BASIC WORK YEAR SALARY SCHEDULE

185 Work Days

Year	CLASS A	CLASS B	CLASS C	CLASS D				
1	72,368	391.18	72,371	391.19	74,610	403.30	78,683	425.31
2	72,860	393.84	74,786	404.25	78,212	422.77	82,475	445.81
3	73,423	396.88	77,400	418.38	81,825	442.30	86,265	466.30
4	75,706	409.22	80,847	437.01	85,451	461.90	90,050	486.76
5	78,802	425.96	84,283	455.58	89,060	481.41	93,845	507.27
6	82,039	443.45	87,715	474.14	93,347	504.58	98,294	531.32
7	85,269	460.91	91,154	492.72	96,962	524.12	102,075	551.76
8	88,502	478.39	94,589	511.29	100,575	543.65	105,872	572.28
9			98,026	529.87	104,181	563.14	109,662	592.77
10					109,940	594.27	113,457	613.28
11-15							119,568	646.31
16-18							121,959	659.24
19-20							124,399	672.43
21-22							126,886	685.87
23-24							129,424	699.59
25-26							132,013	713.58
27							135,296	731.33

San Bernardino County pay scale is above the median.

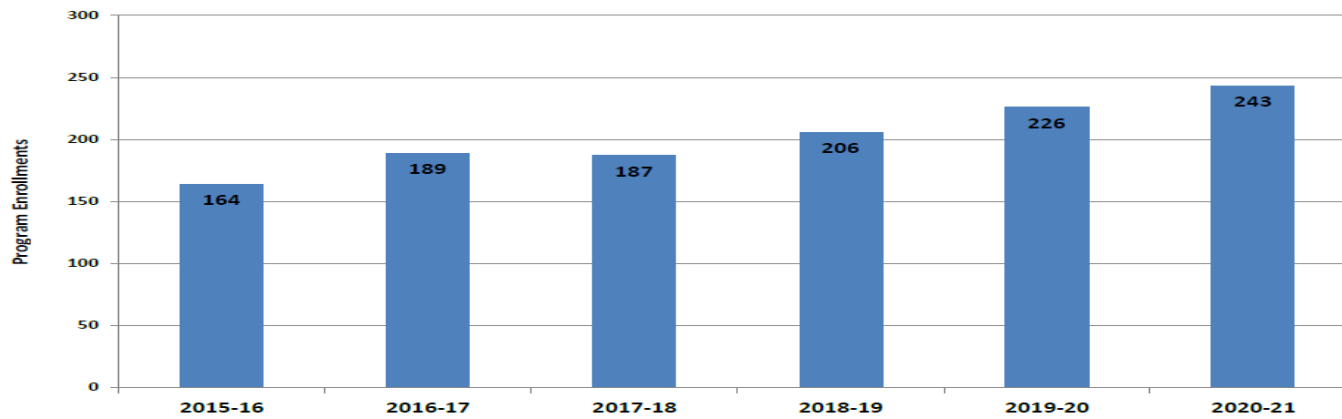
FONTANA UNIFIED SCHOOL DISTRICT
CERTIFICATED SALARY SCHEDULE

Effective 7/1/22 (4% increase)
186 days

STEP	Class A B.A. Degree No Credential	Class I B.A. Degree Credential ¹	Class II B.A. Degree +30 Semester ¹	Class III M.A. Degree or B.A. Degree +45 Semester ¹	Class IV M.A. Degree +60 Semester or B.A. Degree +70 Semester ¹	Class V Professional Growth
1	\$ 56,885	\$ 60,677	\$ 60,857	\$ 62,116	\$ 64,913	
2	\$ 59,398	\$ 60,857	\$ 62,072	\$ 64,865	\$ 67,786	
3	\$ 62,035	\$ 62,035	\$ 64,822	\$ 67,739	\$ 70,787	
4	\$ 64,779	\$ 64,779	\$ 67,692	\$ 70,740	\$ 73,923	
5	\$ 67,645	\$ 67,645	\$ 70,690	\$ 73,872	\$ 77,196	
6	\$ 70,639	\$ 70,639	\$ 73,818	\$ 77,141	\$ 80,615	
7		\$ 73,767	\$ 77,089	\$ 80,556	\$ 84,181	
8		\$ 77,035	\$ 80,496	\$ 84,118	\$ 87,908	
9			\$ 84,064	\$ 87,845	\$ 91,799	
10			\$ 87,785	\$ 91,736	\$ 95,861	
11				\$ 95,795	\$ 100,107	
12				\$ 100,037	\$ 104,538	
13					\$ 109,165	
14					\$ 113,998	
18*		\$ 78,197	\$ 88,947	\$ 101,199	\$ 115,160	\$ 2,368
22*		\$ 79,359	\$ 90,109	\$ 102,361	\$ 116,322	\$ 4,735
26*		\$ 80,521	\$ 91,271	\$ 103,523	\$ 117,484	\$ 7,103
30*		\$ 81,683	\$ 92,433	\$ 104,685	\$ 118,646	
34*		\$ 82,845	\$ 93,595	\$ 105,847	\$ 119,808	
38*				\$ 107,009	\$ 120,970	
42*					\$ 122,132	
46*					\$ 123,294	

55% of students earning a K-12 teaching credential in the CSU system begin their higher education journey at a California Community College.

Chaffey College
 Education ~ Annual Program Enrollments
 2015-16 thru 2020-21 Academic Years (Primary Terms Only)



Total Number of Program Enrollments (Primary Terms Only), 2015-16 thru 2020-21 Academic Years

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	1 Yr Change	2 Yr Change	5 Yr Change
Total Enrollments	164	189	187	206	226	243	7.5	18.0	48.2

Program enrollment has increased by 48.2% since 2016.

Elementary Teacher Education Coursework and ED10 Elementary Fieldwork qualifies students for work as an Instructional Aide/Paraprofessional

Positions typically require 48 semester units and structured experience with children, preferably in a classroom setting. Applicants need 2-3 letters of recommendation and references that can be notified. Some districts also require the passing of a paraprofessional exam. ***Potential for non-credit exam prep.**

Students can gain work experience, network, and earn money to help support themselves while being a student.



Elementary Teacher Assistant has 1,580 annual openings and average \$17.30 per hour. (Centers of Excellence For Labor Market Research)



Contact Us MyCOE

ABOUT US REGIONS OUR RESEARCH RESOURCES PUBLICATION SEARCH

Elementary Teacher Assistant

Date Posted
July 11, 2022

Region
Inland Empire/Desert

Type
Program Recommendations

Category
Education & Social Services

Description
This May 2022 analysis of the Inland Empire labor market for elementary teacher assistant workers evaluates current occupational demand, job postings, in-demand skills, and educational supply.

The screenshot shows a report page for 'Elementary Teacher Assistant' in the Inland Empire/Desert Region. It includes a summary diagram and key statistics:

- Summary:** The Community College Educational Aide (Teacher Assistant) Program (IOP 0802.00) provides training for Teaching Assistants, except Postsecondary (SOC 25-9045) Occupation.
- Key Statistics:**
 - Decrease Employment: 7%
 - 1,580 Annual Job Openings
 - \$17.30/hr median wage (below the \$24.36 hourly Self-sustainability Standard)

EDJoin.org showed 383 job vacancies in San Bernardino County for instructional Aides/Paraprofessionals on 11/18/22. Number of vacancies appear to be above the median for CA.

Search Criteria [Click to Expand/Collapse]

Your search returned 173 job postings for a total of 383 job vacancies. Please click a job title below for detailed information about a specific posting. You can sort your results in both directions (ascending/descending) by clicking on a column header.

Search Type(s): all Job Type(s): Classified - Teacher Assistant / Aide / Paraprof., State(s): California
 Region(s): San Bernardino

Q Jobs - San Bernardino
Refine Search Criteria

All Job Categories
[Advanced Search](#)
[Save Search](#)
[View Saved Searches](#)

Job Posting	Online App	Posted	Deadline	Location	Salary Info
2022/2023 Transitional Aide Classified Staff	✔	11/17/2022	11/30/2022 11:55 pm	Pathways to College K-8, Hesperia San Bernardino County, CA	\$19.05 / hour
English Learner Paraprofessional - (Casa Blanca) - 113082 Classified Staff	✘	11/17/2022	Until Filled	Vista Norte Public Charter, San Bernardino County, CA	\$23.32 per hour - Bachelor's Degree; \$17.49 per hour - At least two years of college (48 units), or Associate degree (or higher) from an accredited state college
Instructional Aide - Special	✔	11/17/2022	Until Filled	Alta Loma School	\$18.11 per hour (Range 23)

San Bernardino County Aides are typically making \$18-\$26 per hour which is above the median for CA

FONTANA UNIFIED SCHOOL DISTRICT
2022-2023 CLASSIFIED SALARY SCHEDULE (4%)

REVISED 10/4/2022

INSTRUCTIONAL SUPPORT								
Position	Range	Step I	Step II	Step III	Step IV	Step V	Step VI	Step VII
Teacher Aide (Moderate to Severe)	13	20.63	21.57	22.53	23.54	24.60	25.71	26.87
Transitional Aide	13	20.63	21.57	22.53	23.54	24.60	25.71	26.87
Bilingual Aide, Special Education	12	19.73	20.63	21.57	22.53	23.54	24.60	25.71
Instructional Support Aide	12	19.73	20.63	21.57	22.53	23.54	24.60	25.71
Adapted P.E. Aide	11	18.89	19.73	20.63	21.57	22.53	23.54	24.60
Bilingual Aide	11	18.89	19.73	20.63	21.57	22.53	23.54	24.60
Teacher Aide (Hearing Impaired)	11	18.89	19.73	20.63	21.57	22.53	23.54	24.60
Teacher Aide (Visually Impaired)	11	18.89	19.73	20.63	21.57	22.53	23.54	24.60
Preschool Aide	10	18.07	18.89	19.73	20.63	21.57	22.53	23.54
Teacher Aide (Special Education)	10	18.07	18.89	19.73	20.63	21.57	22.53	23.54
Tutor/Monitor	8	16.56	17.31	18.07	18.89	19.73	20.63	21.57



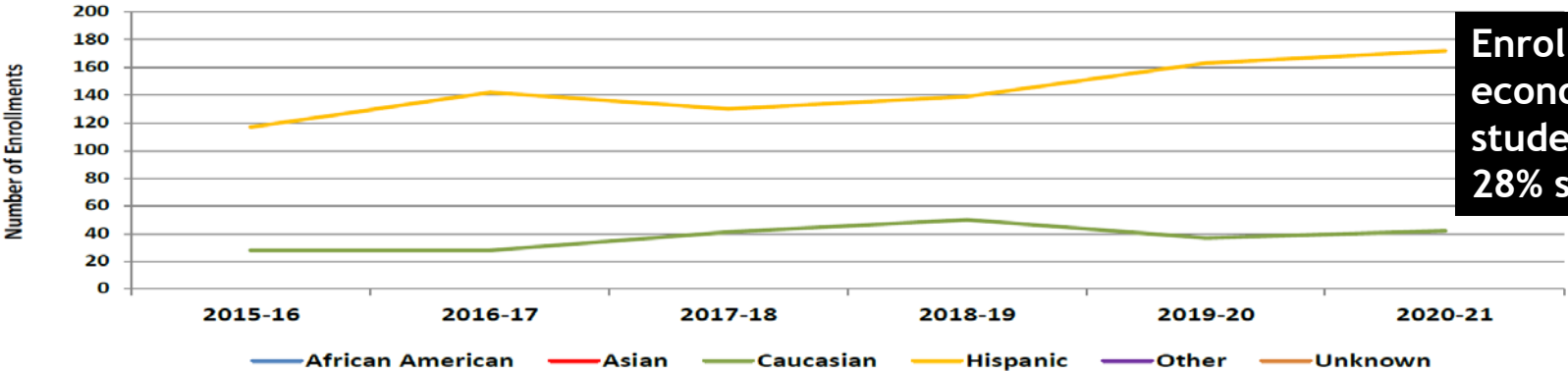
College Goal: Equity and Success
Chaffey College will be an equity-driven college that fosters success for all students.

77% of K-12 students in CA are students of color, yet less than 40% of teachers are from diverse backgrounds.

The majority of Education students at Chaffey are Hispanic and can help to diversify the workforce.

Chaffey College

Education ~ Number of Enrollments by Race/Ethnicity
2015-16 thru 2020-21 Academic Years (Primary Terms Only)



Enrollment of economically disadvantaged students has also increased by 28% since 2016.

High School Pathway for High School Students and Special Populations





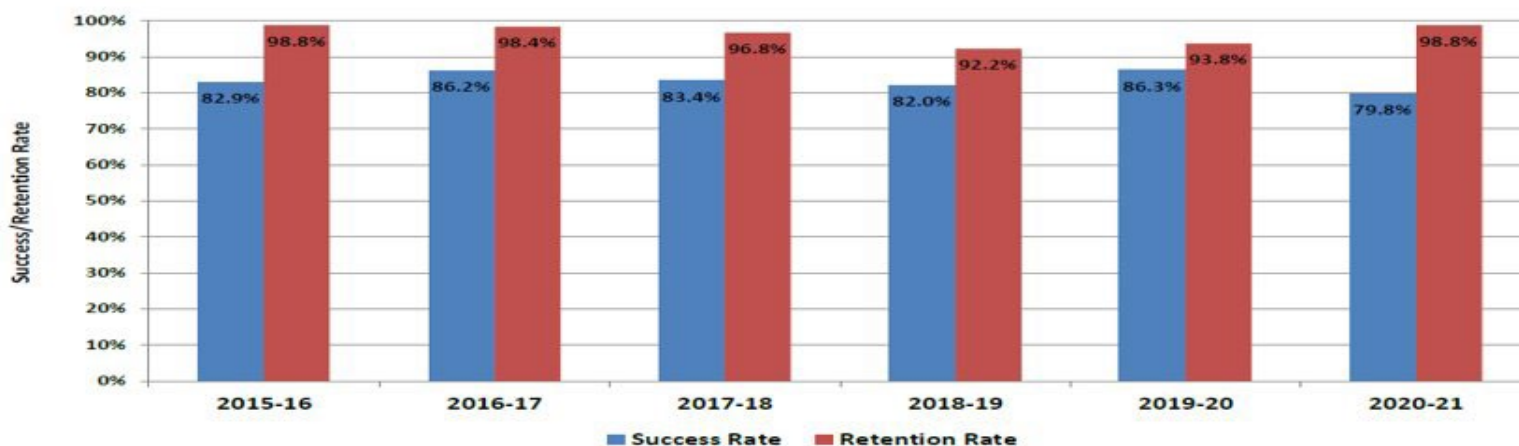
**College Goal: Learning and
Completion**
Chaffey College will ensure
learning and timely
completion of students'
educational goals.



Program Retention Rate Well Over 90%

Success Rates Range from 79-86%

Chaffey College
Education ~ Annual Success and Retention Rates
2015-16 thru 2020-21 Academic Years (Primary Terms Only)



Success and Retention Rates (Primary Terms Only), 2015-16 thru 2020-21 Academic Years

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	1 Yr Change	2 Yr Change	5 Yr Change
Success Rate	82.9	86.2	83.4	82.0	86.3	79.8	-7.5	-2.7	-3.7
Retention Rate	98.8	98.4	96.8	92.2	93.8	98.8	5.3	7.1	0.0

Steady Growth of Degrees Awarded Since 2016

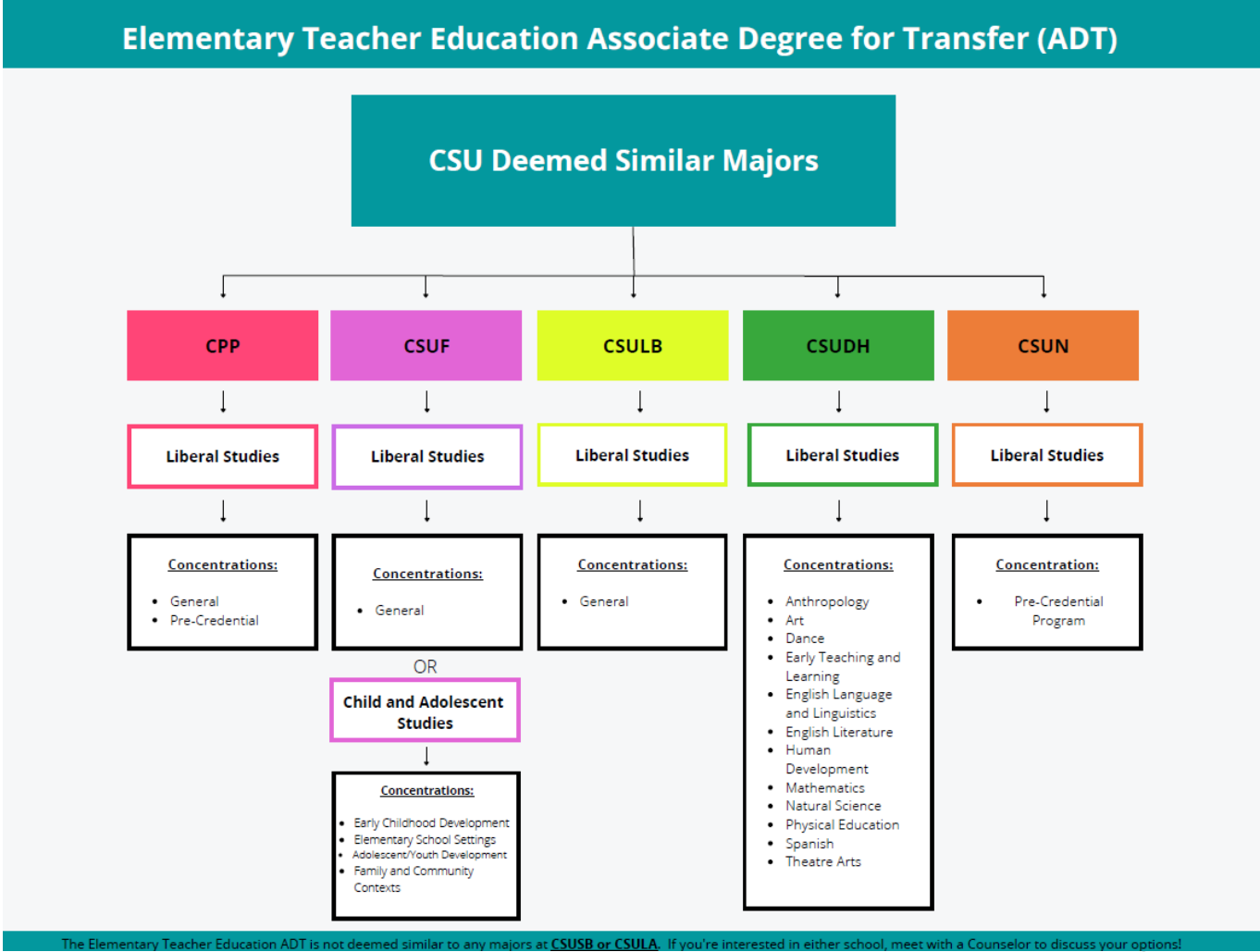


Education

Degrees and Certificates Awarded by Program Code 2015-16 thru 2020-21 Academic Years

Prog Code	Award Title	Award Status	Award Type	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
A120A	Elementary Teacher Education in Transfer (AA-T)	Active	ADT	0	16	27	38	48	55
A120B	Elementary Teacher Education CSUGE (AA-T)	Active	ADT	0	1	0	1	3	4
L013	Education Paraprofessional Level I	Inactive	Cert	26	29	35	26	4	2
L014	Education Paraprofessional Level II	Inactive	Cert	4	4	6	3	0	0
S013	Education Paraprofessional	Inactive	AS	10	9	4	2	2	0
ALL AWARDS (Degrees and Certificates)				40	59	72	70	57	61

Degree Articulates with Local University Programs



**CSUSB
Coming
Soon !!!**

The Elementary Teacher Education ADT is not deemed similar to any majors at CSUSB or CSULA. If you're interested in either school, meet with a Counselor to discuss your options!

Advantages to ADT Transfer



GPA BOOST



GUARANTEED ADMISSION



ACCESS TO INTEGRATED TEACHER
PROGRAMS (STUDENTS FINISH 1
SEMESTER EARLY.)

Each CSU offers different options and prefer different courses for electives. CTC changes requirements. How does faculty stay informed?



ACCCTEP (Association of California Community College Teacher Education Programs)



Fieldwork Co-Op Group



CSU Partnerships



Counseling Liaisons for Education



How does the
Elementary Teacher
Education Program
specifically encourage
equity, opportunity, and
successful completion ?

Access to Education Liaisons in Counseling

- ED400 Presentations Every Semester
- Annual College-Wide Virtual Presentation
- Comprehensive ED Plans

Chaffey College

Education Pathways


October 19, 2022
5:30pm

This workshop will be facilitated by Chaffey College Counselors and the Education Professor to discuss:

- Pathways for education
- Requirements for future K-12 teachers
- Majors recommended for the education field


REGISTER FOR ZOOM: chaffey-edu.zoom.us/j/92111111111

Questions? Please contact Joan Godinez at Joan.Godinez@chaffey.edu

 Offline


Joan of Arc Godinez
Counselor
Counseling and Student Support Programs
Office: FNLC 116
Hablo Español / Bilingual Spanish / DREAMers Ally / LGBTQIA+ Ally

OFFLINE MESSAGE SCHEDULE MEETING

 Offline

Marcela Aguilera
CTE Counselor for Public Service, Culture Counseling and Student Support Programs **Hablo Espa**
Marcela.Aguilera@chaffey.edu
Office: Career Technical Education
Hablo Español DREAMers Ally

OFF SCHEDULE MEETING

 Offline

Meklit Molla
Counselor
CTE Counselor for MIT: Career and Technical Education (CTE)
Meklit.Molla@chaffey.edu
Office: Online: Mon 10am-7pm & Tues 8am-4:30pm

SEND OFFLINE MESSAGE SCHEDULE MEETING

Faculty Mentoring

Students are mentored both in and out of class.

Common Meetings Include:

- Career Advice
- Mock Job Interviews
- Pathway Options for Credentialing
- Contact Info for Universities
- Referrals to Counseling, Transfer Center, Career Center
- Letter of Recommendations and Job Referrals



G.E. Pattern Provides Preparation For:



ELEMENTARY TEACHER EDUCATION FOR TRANSFER (AA-T)

Occupational Program 2018/2019

MAJOR AND COURSE REQUIREMENTS:

To obtain the Elementary Teacher Education AA-T degree, students must:

- Complete the major requirements listed below with grades of C or better.
- Complete a minimum of 60 semester CSU transferable units with a minimum grade point average (GPA) of 2.0.
- Complete either the California State University General Education Breadth pattern (CSU-GE), or the Intersegmental General Education Transfer Curriculum (IGETC) pattern.

LEGEND: G=Grade IP=In Progress N=Need **Bold: Prerequisites** Plain Text: No Prerequisites

Major Requirements for the Associate in Art for Transfer Degree:

	Grade	IP	Need	Units
BIOL 1	General Biology			4
CDE 2	Child Growth and Development			3
COMSTD 2	Fundamentals of Effective Speaking			3
ED 10	Elementary Classroom Fieldwork			3
ENGL 1A	Composition			3
ENGL 1C	Introduction to Literature			3
ESC 1	Earth Science			3
ESC 1L	Earth Science Laboratory			1
GEOG 1	World Regional Geography			3
HIST 1	World History: Pre-Civilization to 1500			3
HIST 17	United States History through 1877			3
MATH 4	Mathematical Concepts for Elementary School Teachers			4
PS 1	American Politics			3
PHSCI 10	Survey of Chemistry and Physics			4

List A: Any one course from the following:

	Grade	IP	Need	Units
COMSTD 72	Logic and Argumentation			3
ENGL 1B	Advanced Composition and Critical Thinking			3
PHIL 75	Symbolic Logic			3
PHIL 76	Critical Thinking			3

List B: Any one course from the following:

	Grade	IP	Need	Units
DANCE 1	Survey of Dance			3
MUSIC 4	Music Appreciation			3
THEATRE 1	Introduction of Theatre			3

Units for the major: 49

	IGETC	CSU
General Education	37	39
Total units that may be double counted	34	40
Elective (CSU transferable) units	8	12
	60	60

Student Name: _____

ID#: _____

Date: _____

Counselor: _____

COUNSELOR NOTES:

Prerequisite for ED10 is ED400

\$46 per unit for CA Residents

- State mandated subject matter competency testing (CSET Test) or transfer to approved Liberal Studies Programs with CSET Waivers
- State Mandated Basic Skills Requirement (CBEST Testing or B or Better in ENGL 1A, MATH4, and COMSTD2, and ENGL1B or PHIL75 or PHIL76)
- *Potential for Non-Credit CBEST Prep Workshop
- Math 4 aligns with AB1705 Math Initiative
- Will add Ethnic Studies Course



ED10 Elementary Fieldwork Course Meets State Mandated Early Fieldwork Requirement for California Teacher Credential Programs

The CTC is now accepting qualified work experience as fieldwork. Beginning Fall 2022, Instructional Aides can use work hours for ED10 Fieldwork requirement with a mentor teacher evaluation and completed field assignments.

Fieldwork Requirement Meets C-ID Criteria

In-Person

Diverse Public School Classrooms

Led by Credentialed Teacher

45 Hours

Structured Experience

Benefits of ED10 Elementary Fieldwork Course

45 Hours of Hands-On
Fieldwork

Work experience required
for classified employment in
schools

Opportunity to gain letter of
recommendations and
references for employment
in schools, admissions to
teacher credential
programs, scholarships and
EOPS

Creation of standard-based
Professional ePortfolio

Role Play of Child Guidance,
Confidentiality, Conflict
Resolution, and
Culturally Relevant Lesson
Delivery

Reflective field journaling
improves classroom practice

Opportunity for Award
of Exemplary FieldWork



Community Closet of Professional Clothing Started Fall 2022



Professional Portfolios Showcase:

- Understanding of California Standards for the Teaching Profession
- Resources Students Already Know How to Find
- Tech Savvy
- Peer Review Provides Feedback and Requires Students to Analyze and Give Feedback to Others

<https://stevieburnsteachingportfolio.my.canva.site/>

The screenshot shows a web browser window displaying a Canvas LMS discussion page. The address bar shows the URL: canvas.chaffey.edu/courses/28612/discussion_topics/661777. The page title is "Topic: ePortfolio Peer Review on". The discussion is titled "Stevie Burns': Teaching Portfolio".

The discussion thread includes the following comments:

- Stevie Burns** (Wednesday):
Stevie Burns': Teaching Portfolio
(1 like)
- Bailey Marcum (She/Her/Hers)** (Yesterday):
Hey Stevie!
I think a potential employer will love your portfolio because you included bright colors and animations, it is very eye catching! When you begin teaching, this portfolio will be very helpful because it show cases many wonderful ideas such as using hand signals as well as using monthly newsletters. One thing to consider is re-reading through each slide for spelling errors. On CSTP 4, the word "vocabulary" is missing the 'y'. Overall, I thought your portfolio is excellent and very beautiful! :)
- Brianna Camacho (She/Her/Hers)** (Yesterday):
Hey Stevie! I think a potential employer will love all the animations, all the different fonts, and all the bright colors you incorporated in your ePortfolio because it is fun and cute which shows that you are creative and will adapt or create engaging lesson plans and materials. When you begin teaching this portfolio will help you remember some of your great ideas or help you create some more great ideas because you have everything set up in it's appropriate place along with their explanations on why or how you will incorporate them into your classroom. One thing you may want to consider is fixing CSTP 4 for a spelling error because you spelled vocabulary wrong which is a super easy fix. Overall, you did a great job on your ePortfolio and you will most definitely impress your future employer with it. Good luck on your teaching journey!
- Deleina Marquez** (Yesterday):

At Fieldwork Students Reflect on Teaching and Try It Out for Themselves

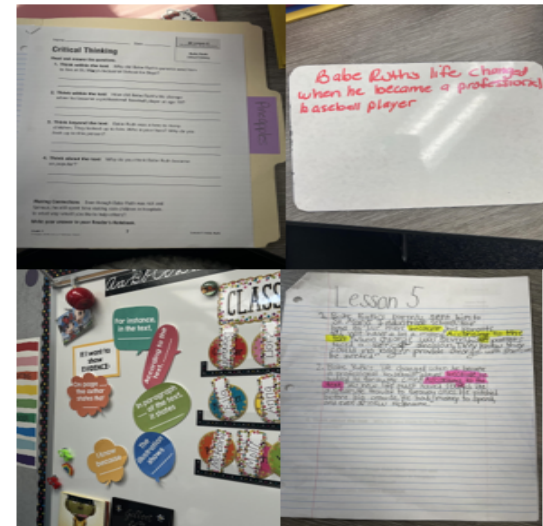
Jasper Elementary School
Monique Hooper
2nd/3rd grade combo class

Today in my 2nd/3rd grade combination classroom, I sat with my own group of readers and had them group with each other. When my mentor teacher first demonstrated to me how this reading assignment is usually taught, I was only an observer and watched how she sat and explained/conducted this reading assignment with the students. This time it was my turn to partake in this reading lesson by teaching and guiding my own reading group. The students were split into their usual reading groups that are divided by skill level and then separate into centers once they complete their reading. In this reading lesson, the students were asked to read Babe Ruth and after they were finished reading, I would help them answer one of their questions so that they could switch out with another group. When the students were done group reading their story, I went over the second question with them and then helped the students with their restate of the question in their answer by writing the restate on a white board and asking them to help me complete it. After, the students show their evidence by citing the text and even "citing bubbles" to help them begin their sentences. After their work was completed, the students rotated and I helped the next group with the next question after they finished their reading.

I noticed that this assignment did prove to be overall effective for the students in helping them with their reading comprehension. Although the students already complete digital reading assignments on their Chromebooks, this assignment is good for the students because it helps them interact with the text and with one another better. This reading assignment also helps them improve their word development skills because they read out loud. The entire class was able to participate in this assignment because the groups were divided by skill level which meant every group was able to comfortably read the text with little to no issue. Once a group was called to my table, the students were a little chatty and off task but as soon as we started going over the text we got back on track and they were able to answer most of my questions about their books and their worksheets when I asked them to. After successfully completing this assignment, the students were able to feel encouraged in raising their comprehension skills by wanting to slowly keep on challenging themselves with more challenging reading material.

If I were to conduct this type of lesson with a class of my own, I would only switch a few things around due to the fact that I really enjoyed how the students engaged with this assignment and found it overall successful. One thing I would do differently is give the students a signal that reminds them to move quietly when switching centers so that they don't go off task before arriving at their next center because they could lose focus of the assignment. The students being chatty disrupts themselves and others which can lead them to forgetting how they wanted to answer their questions, causing them to look through their entire book again and

add more time that could have been spent helping them or another group. I also feel that signaling the students with a phrase like "one two three, eyes on me" or "hands up, walk to your next stations quietly" could prevent any disconnect from the assignment seeing as we would waste no time jumping right onto the topic. However, one of the methods for this assignment that I enjoyed and would use in my classroom was the "citing bubbles" which helped students introduce their cited information from the text. I feel like this can really help them prepare for when they have to cite information for an essay.





What does fieldwork experience require of Chaffey Faculty?



- ▶ Initiate Annual MOU with Etiwanda School District and Alta Loma School District
- ▶ Orchestrate and track Legal Fingerprinting
- ▶ Orchestrate and track TB Testing
- ▶ Assist with recruitment of mentor teachers
- ▶ Arrange 100 placements per year
- ▶ On-going communication with elementary districts, school principals, teachers and S&BS Dean
- ▶ Collect and print evaluations from Mentors
- ▶ Mentor thank-yous
- ▶ Provide feedback on reflective journals
- ▶ Keep students informed of COVID Protocol for schools
- ▶ Verification Letter for completed fieldwork
- ▶ Letters of Recommendation for "A" students
- ▶ Job References

Chaffey College
5885 Haven Avenue, Rancho Cucamonga, CA 91737-3002 909/652-6278
Teacher Education

May 16, 2022

Dear Selection Committee:

It is my honor to write a letter of recommendation on behalf of Jessica Salazar. She is a student looking forward to a career in Education. She has earned my recommendation because I saw 1st hand that she was a strong student in both an online course and an in-person course that required fieldwork. I have been teaching for 25 years and am a Professor of Teacher Education at Chaffey College and it was a pleasure to have her as a student in my courses.

Jessica was a student in my online course ED400: *Introduction to Education and Teaching*. This course introduced both the rewards and challenges of careers in education. We studied history and politics in education, diversity in students, and the importance of differentiated teaching. We also looked at special education law and how to accommodate and modify lesson plans. She was also trained to use positive child guidance and practice ethical behavior and conflict resolution. In addition, she was trained in FERPA and became a California Mandated Reporter. One assignment that impressed me was her assignment to create a Curriculum Support Activity because it demonstrated her ability to create an educational activity that was accommodated for a student with special needs.

During spring 2022 I had the pleasure of working with Jessica in-person as a student in my ED10: *Elementary Fieldwork* course. She continued to be one of my strongest students. In this

hands-on course, she e Brittaney McIninch (a classroom Brittaney M showing great improv Standards, classroom communication. She a Reading and Writing. accommodation for a collaborative, interesti a series of reflecti Standards for the Teac

It is with much pride t you would like further

Sincerely,
Monica Flores Alexander



ED400
Introduction to
Education and
Teaching
(Prerequisite for
ED10)

Course Includes:

- Pathway to Teaching
- Job Search
- Development of Resume, Cover Letter, Interview Preparation
- Culturally Relevant Pedagogy
- Political Influence on Education
- Special Education
- Tutoring Techniques
- Positive Child Guidance
- Professional and Ethical Behavior
- Mandated Reporter Training

Offered Online and In-Person
14 and 18 Week Format

The Education Department Also Works Closely with the Child Development Department

- Adjunct Hiring
- Adjunct Mentoring
- Adjunct Evaluation
- Full-Time Faculty Evaluation
- Full-Time Faculty Hiring Committee
- Maintaining Supply Room
- Advisory Meetings
- Department Meetings

Issues and Concerns

It is not sustainable to have 1 full-time faculty completing all tasks involved for this program.

With anticipated program growth and state mandated requirements and changes the program needs instructional support.

ED400 course needs to be articulated for transfer. Or, a new prerequisite course needs to be created.

Up-and-Coming Support From the Chancellor's Office

Tuesday, October 27, 2022, the CCC Board of Governors approved the 23-24 Budget and Legislative Request for the California Community Colleges. The proposal included a \$10 million ongoing, multi-year investment titled: "Supporting California's Diverse Teacher Workforce"

This proposal seeks funding to support the creation of CCC Teacher Preparation Programs to strengthen college level teacher preparation programs within the CCC system. The goal of this proposal is to strengthen, scale, and align the community college role in diversifying the teacher workforce and meeting workforce demands in education throughout California.

The ADT for Elementary Teacher Education and C-ID for ED10 Are Up for 5 Year Review

Faculty has submitted suggestions for a 2nd Education course to be added to the ADT in hopes of articulating ED400 or writing a new course that will transfer. Articulation Officer, Julie Law, also submitted suggestions about required courses that do not meet local CSU requirements.