

Chaffey  College
MacKenzie Scott
Student Support Fund Application

Title of Project: **Textbook Transformation Project: Cohorts 5+ Through 7**

Application #: **202526-25**

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Student:

Department: **English**

SECTION 1: OVERVIEW

S1: SCOPE OF PROJECT

The Textbook Transformation Project (TTP) is a faculty-led and faculty-inspired institutional commitment to expand Zero-Cost Textbook options, courses, GE pathways, and degrees that advocate for the success, retention, completion, and generational achievement of students of color and all students. In alignment with one of Vision 2030's key Demonstration Projects and the Vision 2030 Online Teaching and Learning Plan, TTP has two ultimate goals: (1) to develop ZTC degree pathways that help all students fulfill their academic goals without material costs, and, (2) to support faculty in aligning many campus-wide equity initiatives that support all students, including the development and use of Open Educational Resources (OER), fully accessible content, diverse course materials that better represent Chaffey's student population, equity-based assessments (ACEs/ILOs), Universal Design for Learning, and multimodal compatibility-ensuring inclusive, student-centered learning for all.

Since TTP's launch, Chaffey College has reached a record high of 59.3% of all course sections utilizing ZTC as of Fall 2025. TTP's efforts have already resulted in a fully developed General Education ZTC pathway-with multiple options in each GE area-and the groundwork for 11 ZTC degree and certificate pathways.

Mackenzie Scott funding would support the development of 15 additional ZTC pathways, including many of Chaffey's most awarded programs, significantly advancing equitable access and saving Chaffey students over \$8.3 million in textbook costs annually. Additionally, IR data (attached) indicates that the identified courses account for 111,429 individual course enrollments-meaning an estimated 75.6% of total enrollments would be impacted by this project each year. Over the three-year project period, this would result in approximately 2,754 ZTC degree-earning students-and potentially significantly more as ZTC degree pathways make degree attainment more accessible to all students.

S1: TIMELINE Ongoing

This ongoing initiative spans three academic years. Prior TTP cohorts required over a year of strategic planning, department/faculty focus groups, proposal development, and the building of TTP Hubs (Canvas hubs of primary and supplemental ZTC resources cu

S1: IS THIS AN EXPANSION OF AN EXISTING PROGRAM? Yes

The Textbook Transformation Project is an existing program that is currently being funded by state ASCCC OERI grant funds that have a hard end date of December, 2026. The state has emphasized that no further ZTC funding is anticipated to be distributed.

All current grant funds have been accounted for (all courses, projects, and degrees to be completed with allocated funding have been determined) and thus, available funds have a finite reach and hard stopping point. In other words, without MacKenzie Scott grant funds extending the current timeline, all ZTC and OER funded projects across the campus will come to an abrupt halt after Cohort 5, during the next academic year. Although Zero-Cost Textbook resources are listed as a current student resource, the continued institutional development of supporting faculty and departments in the development of ZTC resources, courses, and ZTC degree pathways will be terminated due to the impending and abrupt cessation of funding. These funds are in essence a "life raft" to keep the Textbook Transformation Project afloat and continuing to move the needle on ZTC course materials adoption across the college.

SECTION 2: PROJECT PLAN**S2: PROJECT OBJECTIVES**

This MacKenzie Scott funding would expand the reach of Cohort 5 of the Textbook Transformation Project by supporting additional high-enrollment courses and launching TTP Cohorts 6 and 7. Based on Institutional Research data (described in more detail in Section 4), this proposed expansion would impact at least 111,500 individual course enrollments annually across all ACCs and 20 departments/disciplines.

In alignment with the set objectives and Board Parameters for this funding, both statewide and Chaffey local data has repeatedly identified textbook costs as one of the most significant barriers to student success. In several national studies, ZTC/OER materials have been shown to consistently improve course-level student success and retention rates-especially in community colleges, which equates to much stronger completion and transfer rates for all student groups.

Therefore, funding this proposal would significantly advance ZTC efforts across the institution-more than doubling the list of TTP-developed ZTC degree and certificate pathways and benefiting countless students. Its equity-driven impact is significant and far-reaching.

S2: KEY DELIVERABLES

The Textbook Transformation Project team includes discipline expert faculty serving on TTP Coach FOSAs, a ZTC Facilitator, a TTP Technological Support liaison, and First Level Managers over the project, all of whom will collaborate to achieve project outcomes.

Following the structured process and timeline developed over four prior TTP cohorts, each phase of the full build-out of these 15 additional ZTC degree and certificate pathways contains multiple deliverables, including:

- Department-approved course proposals, which define the specific content needs for each course prior to development.
- Semester-specific TTP Hub build deliverables:
 - Benchmarks such as 75% and 90% Hub completion
 - Self-review based on ASCCC OER standards
 - Piloting and revising hub materials
 - Soft launch periods to collect colleague feedback
 - End-of-cohort department training
 - Materials that are fully accessible, user-friendly, and adhere to Universal Design for Learning principles

Broader deliverables include the construction and publishing of TTP Hubs to Canvas Commons, or the procuring and digitizing of course materials needed to transition each required course to ZTC within each identified ZTC degree pathway.

Representatives from all identified/included departments have confirmed commitment, and a detailed Hub build-versus-purchasing plan is in place.

Please refer to the attached strategic plan for full timelines and course-level deliverables within each respective ZTC degree pathway.

S2: STAFFING NEEDS

Due to the impending cessation of funding, this proposal requires the continued staffing of some currently grant-funded positions, including:

- TTP Coach FOSAs (stipend pay given to discipline faculty to build TTP Hubs)
- TTP Technological Support role FOSA (stipend pay)
- ZTC Facilitator FOSA (stipend pay)

Due to the scope of the work included, this proposal also requires:

- Two new Library short-term worker positions (stipend pay plus benefits); 20 hours per week for two, 18-week semesters. Their scope of work will include digitizing purchased materials to integrate them to the Alma Digital software system as part of available Library course reserve holdings.

S2: SPACE NEEDS

This project does not require dedicated space, furniture, or storage beyond existing shelf space in the Library for purchased course reserve materials. In coordination with the deans of the Library and of Institutional Effectiveness, both physical and digital storage solutions have already been identified. No further space planning is necessary.

All other materials will be stored and shared through existing digital platforms such as Canvas and Canvas Commons.

SECTION 3: BUDGET OVERVIEW

S3: TOTAL AMOUNT REQUESTED: \$534,197

S3: PERSONNEL REQUESTS

	Amount Requested	# of Positions	New or Reassigned
Faculty	\$301,000	33	Both
Classified	\$0	0	N/A
Student/STW	\$31,772	2	New

S3: SUPPLIES AND SERVICES REQUESTS

	Amount Requested	Details
Equipment	\$0	N/A
Food	\$0	N/A
Services	\$0	N/A
Software	\$0	N/A
Supplies	\$201,425	When specific titles/e-book license pricing has been identified, actual costs are noted, otherwise a standard estimate of \$75/book was used. Many of these purchases support courses shared across multiple programs, allowing a single purchase to contribute
Transportation	\$0	N/A
Travel	\$0	N/A
Other	\$0	N/A

S3: BUDGET NARRATIVES AND TOTAL COST OF OWNERSHIP (TCO)

For the purposes of this proposal, OER and other open-access materials are always the first priority when transitioning courses to ZTC; however, quality OER resources remain limited in certain disciplines and courses. In rare cases where no suitable OER is available, purchasing library course reserves for critical courses (with a minimum five-year use commitment) enables complete ZTC pathways and still meets ZTC-C standards, as no costs are passed on to students.

The timeline of creation and publishing/availability of Textbook Transformation Project hubs is detailed in the attached Cohort Timeline Draft.

- Once created, the hubs will be housed on the Chaffey Canvas Commons.
- TTP hubs will be operational as long as the institution maintains Canvas as its LMS. After publishing to the Canvas Commons, each discipline/department will be responsible for maintaining and updating their created hubs to ensure sustainability of resources.

The timeline for purchasing course textbook/library reserves will depend on textbook availability and the workload of the short-term library staff responsible for digitization, to prevent overloading them. Purchases would begin as early as Spring 2026, and would continue throughout Cohort 5 ('26/27 academic year). This plan is endorsed by the Library Dean.

- Once acquired, course textbook reserves will be held as part of the Library's ongoing course reserves collection.
- Acquisition of textbook course reserve sets will require departmental commitments to a five-year minimum period of use.

The requested personnel varies based on the needs of each cohort (and is non-duplicative of current grant funding), as outlined in the attached Cohorts 5+ Through 7 Timeline Plan. This proposal includes 31 faculty TTP Coach FOSAs over 3 years (23 two-semester FOSAs--\$8,000 each, Summer & Fall; 8 one-semester FOSAs--\$4,000 each, Spring); stipend pay for TTP Facilitator and TTP Tech. Support FOSAs; and 2 new library short term worker positions.

SECTION 4: ALIGNMENT WITH BOARD PARAMETERS

S4: GREATEST IMPACT

While there is currently no mechanism to calculate unduplicated student headcounts for all of the courses included in this proposal, Institutional Research data (attached) indicates that the identified courses account for 111,429 individual course enrollments. Based on 2024-25 data, an estimated 75.6% of total enrollments would be impacted by this project each year. Assuming an average textbook cost of \$75 per course, funding this proposal and converting each of these courses to ZTC would generate approximately \$8,357,175 in annual student savings.

Additionally, using 2024-25 data on the number of degrees awarded in each proposed ZTC degree pathway, this project is expected to impact an average of 918 degree and certificate earners per year. This represents 25.9% of all degrees and certificates awarded annually, and 37.6% of all transfer degrees. Over the three-year project period, this amounts to approximately 2,754 degree-earning students-and potentially significantly more as ZTC degree pathways make degree attainment more accessible to all students.

Collectively, these outcomes demonstrate that the proposed ZTC pathways available through this proposal will deliver substantial and equitable impact, directly benefiting the

majority of enrolled students and significantly reducing the financial barriers to degree completion.

S4: EQUITY FOCUS

This project-and ZTC efforts across the state-are intentionally rooted in equity work and designed to reduce the disproportionate barriers to course access, success, and completion experienced by historically underrepresented student groups. Statewide and local data consistently show that Zero Textbook Cost (ZTC) materials have a statistically significant impact on first-generation, low-income, and disproportionately impacted students, who are more likely to delay or forgo course enrollment due to course materials costs. By creating 15 new ZTC degree and certificate pathways, this project directly addresses those financial barriers while ensuring that all students-regardless of income or background-can begin and complete their programs without incurring textbook-related expenses.

Measurable equity outcomes include:

- Increased success, retention, and completion rates in ZTC course sections compared with traditional textbook courses
- Higher persistence among students enrolled in ZTC pathways
- Improved degree attainment rates within ZTC degree and certificate programs

This project directly closes equity gaps by ensuring access to course materials and eliminating cost-related barriers that disproportionately affect historically underrepresented student groups.

S4: RESOURCE ENHANCEMENT

As explained above, the Textbook Transformation Project is an existing program that is currently being funded by state ASCCC OERI grant funds that have a hard end date of December, 2026. The state has emphasized that no further ZTC funding is anticipated to be distributed.

All current grant funds have been accounted for (all courses, projects, and degrees to be completed with allocated funding have been determined) and thus, available funds have a finite reach and hard stopping point. In other words, without MacKenzie Scott grant funds extending the current timeline, all ZTC and OER funded projects across the campus will come to an abrupt halt after Cohort 5, during the next academic year.

Although Zero-Cost Textbook resources are listed as a current student resource, the continued institutional development of supporting faculty and departments in the development of ZTC resources, courses, and ZTC degree pathways will be terminated due to the impending and abrupt cessation of funding. These funds are in essence a "life raft" to keep the Textbook Transformation Project afloat and continuing to move the needle on ZTC course materials adoption across the college.

This proposal greatly expands the reach of Cohort 5 and 5.5 of TTP, and enables 15 additional (not currently funded) highly-enrolled ZTC degree and certificate pathways.

S4: COMPLETION OUTCOMES

This project will directly accelerate student success outcomes, including certificate and degree completion, by removing textbook costs—a key financial barrier that often delays course enrollment, reduces unit load, or forces students to drop out of college completely. Research shows that when course materials are free and available on the first day of class, students are more likely to stay enrolled, complete required sequences on time, and persist to graduation.

By converting required courses in the 15 proposed degree and certificate pathways to Zero Textbook Cost (ZTC) courses, this project enables students to take full unit loads without added expense, supporting continuous enrollment through program milestones to completion.

S4: TRANSFER OR EMPLOYMENT OUTCOMES

By removing textbook costs as a barrier to enrollment and completion, the proposed ZTC degree pathways directly support students' timely progress toward transfer and entry into living-wage careers. Research shows that students of color are significantly less likely to pursue or persist in high-cost majors—particularly in STEM—because of the financial burden of textbooks and course materials (Libassi, 2018). These barriers begin early in the college pipeline, particularly in community college where students make critical decisions about majoring in transfer disciplines. Such disparities limit access to the very majors most closely linked to long-term economic stability and upward mobility. Fourteen of the 15 ZTC pathways are Associate Degrees for Transfer (ADTs), so this project reduces out-of-pocket expenses for students and ensures equitable access to the full sequence of courses needed for timely degree completion and transfer. Lowering these costs is especially impactful for first-generation, low-income, and disproportionately impacted students, who are more likely to take reduced course loads, opt into "cheaper" majors or degrees, or drop out due to affordability concerns. This project helps ensure that all students—particularly those from historically underrepresented backgrounds—can remain on a clear, affordable pathway to transfer and living-wage careers in high-demand fields.

S4: EXPLAIN FEASIBILITY

This project is highly feasible as it is a direct expansion of the college's successful Textbook Transformation Project (TTP), an established initiative with four years of proven outcomes, data, and implementation experience. All personnel roles—including faculty TTP Coaches, TTP Facilitator, TTP Technological Support, and librarians—are already in place and have successfully served in these capacities across previous cohorts. The cohort model and workload have been refined and tested to ensure scalability and manageability.

Representatives from each proposed ZTC pathway and all supervising deans have expressed support of this plan. Every included course has been vetted by discipline experts to determine the most effective path to ZTC, and faculty have already been identified for TTP Hub course builds. Where discipline faculty have determined purchasing materials is the only viable option, possible textbooks have already been identified, and 5-year commitments for use have been agreed upon. Cohort and course

build timelines have been established (as shown in the attached documents) to ensure timely completion of all 15 proposed ZTC degree and certificate pathways.

Finally, the proposal is cost-effective. Whereas the state previously allocated \$180,000 per ZTC degree pathway, this proposal achieves 15 new degree and certificate pathways for less than the cost of three under previous state grant parameters—representing a strong return on investment.

SECTION 5: EVALUATION

S5: EVALUATION PLAN

Project success will be measured by:

1. Creation of materials (either through TTP Hub Builds and/or purchasing of library course reserves) and implementation of 15 Zero Textbook Cost (ZTC) degree and certificate pathways (as delineated in the attached documents), including:

- Business Administration AS-T (#1 Top College Degree; Top BTH)
- Communication Studies AA-T at CIM/CIW
- Community Health Worker Certificate (Top 10 College Certificate; #2 HW Certificate)
- Early Childhood Education AS-T (Top 10 College; Top 5 PCS)
- Economics AA-T (Top 15 College)
- Elementary Teacher Education AA-T (Top 10 College; Top 5 PCS)
- Journalism AA-T at CIM/CIW
- Law, Public Policy, & Society AA-T (Top 3 BTH)
- Mathematics AS-T (Top STEM)
- Photography AA-T
- Philosophy AA-T
- Physics AS-T (Top 3 STEM)
- Public Health AS-T (Top 10 College; Top HW)
- Sociology AA-T (Top 5 College; Top 5 PCS)
- Studio Arts for Transfer AA-T (Top 5 ACD)

2. Increase in ZTC course adoption percentage across departments and ACCs, resulting in a higher percentage of ZTC course sections college-wide.

3. Student impact and success metrics, including estimated textbook cost savings, and success, retention, and completion rates within ZTC pathways.

4. Sustainability indicators, such as new and ongoing department ZTC course commitments and ZTC statements included in CORs.

S5: MEASURABLE OUTCOMES

Measurable outcomes include:

- ZTC course adoption percentage in each department
- ZTC course adoption percentage in each ACC
- College-wide ZTC course adoption percentage
- Student success rates in ZTC course sections

- Student retention rates in ZTC course sections
- Student completion rates in ZTC course sections
- Student persistence rates across identified ZTC degree pathways
- Estimated course materials/textbook cost savings (per student and college-wide, based on developed ZTC degree pathways)
- Number of new and ongoing department ZTC course commitments
- Number of ZTC statements included on CORs

Addendum I:

Expansion of ZTC Transfer Degrees & Certificates Made Possible Through MacKenzie Scott Funding

NOTE: Highlighted degrees below would be made possible through MacKenzie Scott funds.

By FALL 25
Communication Studies 2.0 AA-T (<i>Top 5 College; Top ACD</i>)
English AA-T (<i>Top 5 ACD</i>)
Spanish AA-T
By SP 26
English as a Second Language - Noncredit Certificate of Competency
Geography for Transfer AA-T
By FALL 26
Administration of Justice AS-T (<i>Top 10 College; Top 5 PCS</i>)
Studio Arts for Transfer AA-T (<i>Top 5 ACD</i>)
Law, Public Policy, & Society AA-T (<i>Top 3 BTH</i>)
Photography AA-T
By SP 27
Journalism AA-T
History for Transfer AA-T (<i>Top 10 PCS</i>)
Kinesiology AA-T (<i>Top 5 HW</i>)
Physical Education AA (<i>Top 10 HW</i>)
By FALL 27
Computer Science for Transfer AS-T (<i>Top STEM Degree</i>)
By SP 28
Public Health AS-T (<i>Top 10 College; Top HW</i>)
Community Health Worker Certificate (<i>Top 10 College Certificate; #2 HW Certificate</i>)
By FALL 28
Philosophy AA-T
By SP 29
Business Administration AS-T (<i>#1 Top College Degree; Top BTH</i>)
Elementary Teacher Education AA-T (<i>Top 10 College; Top 5 PCS</i>)
Economics AA-T (<i>Top 15 College</i>)
Physics AS-T (<i>Top 3 STEM</i>)
Communication Studies AA-T at CIM/CIW
By FALL 29
Sociology AA-T (<i>Top 5 College; Top 5 PCS</i>)
Early Childhood Education AS-T (<i>Top 10 College; Top 5 PCS</i>)
Mathematics AS-T (<i>Top STEM</i>)
Journalism AA-T at CIM/CIW

Addendum II: Textbook Transformation Project (TTP) Cohorts 5+ Through 7 Timeline Plan

COHORT 5	COHORT 5.5	COHORT 6	COHORT 6.5	COHORT 7	COHORT 7.5
Focus Groups: SP 26	Focus Groups: FA 26	Focus Groups: SP 27	Focus Groups: F 27	Focus Groups: SP 28	Focus Groups: F 28
Coach FOSA: SU 26 - FA 26	Coach FOSA: SP 27	Coach FOSA: SU 27- FA 27	Coach FOSA: SP 28	Coach FOSA: SU 28 - FA 28	Coach FOSA: SP 29
JOURNALISM DEGREE	COMP. SCI DEGREE	BUSINESS ADMIN DEGREE	PHYSICS DEGREE	BUSINESS ADMIN DEGREE	SOCIOLOGY DEGREE
JOUR 30 (Hub Build) JOUR 30 (OER Writing--FALL)	COMPSCI 2 & 6	BUS-10	PHYS-46	BUS-88	SOC-16
	EARLY CHILDHOOD ED DEGREE	PHYSICS DEGREE	PHILOSOPHY DEGREE	PHYSICS DEGREE	EARLY CHILDHOOD ED DEGREE
PUBLIC HEALTH DEGREE	CDE-28	PHYS-45	HIST-6	PHYS-47	CDE-6
PH-11					
COMP. SCIENCE DEGREE	JOURNALISM DEGREE	PHILOSOPHY DEGREE	EARLY CHILDHOOD ED DEGREE	ECONOMICS DEGREE	CIM/CIW DEGREES (COMSTD/JOUR)
COMPSCI 2 & 6	JOUR 30 (OER Writing)	PHIL-75 HIST-5	CDE-3	ECON-4	JOUR 10, 11, 30 cont.
	ZTC GE COURSES		CIM/CIW DEGREES (COMSTD/JOUR)	SOCIOLOGY DEGREE	
KINESIOLOGY DEGREE	MATH 60 (OER Writing)	ECONOMICS DEGREE	COMSTD 8, 72, 12 cont.	SWHS-13	
KINLEC-18		ECON-2			
	PHILOSOPHY DEGREE			EARLY CHILDHOOD ED DEGREE	
HISTORY DEGREE	PHIL 72 (OER Writing)	COMP. SCI DEGREE		CDE-4	
HIST 2		COMPSCI-3			
				ELEMENTARY TEACHER ED DEGREE	
PHYSICAL ED. DEGREE		SOCIOLOGY DEGREE		MUSIC-4	
KINLEC-15		SOC-70			
				CIM/CIW DEGREES (COMSTD/JOUR)	
EARLY CHILDHOOD ED DEGREE		EARLY CHILDHOOD ED DEGREE		COMSTD 74, 14	
CDE-2		CDE-1		JOUR 10, 11, 30	
MATH DEGREE		ELEM TEACHER ED DEGREE			
MATH 65B		ED-10			
PHILOSOPHY DEGREE		MATH DEGREE			
PHIL 72		MATH-75			
ZTC GE COURSES		CIM/CIW DEGREES (COMSTD/JOUR)			
ASL-2		COMSTD 2, 4			
HS-30		COMSTD 8, 72, 12			
ETHNIC-4 (OER Writing)					
GEOG 6					
MATH 61					
COACH LINES: 13 + 2 OER	COACH LINES: 2 + 3 OER Writing	COACH LINES: 12	COACH LINES: 4	COACH LINES: 8	COACH LINES: 3

NOTE: Highlighted Courses/Degrees in Cohorts 5 & 5.5 would be made possible by Mackenzie Scott funds.

NOTE: Cohorts 6 - 7.5 would all be made possible by MacKenzie Scott funds.

Addendum III: Zero Textbook Cost (ZTC) Budget Summary by Degree/Certificate

Program		Degree/Certificate Impact	Proposed ZTC Course Impact	Activities	Total Budget
1	Business Administration AS-T	#1 Top College Degree; Top BTH	ACCTG-1A/1B, BUSL-28A, ECON-2, ECON- 4, BUS-10, BUS-88	Course Hub builds, Course reserve textbook purchases	\$85,000
2	Communication Studies AA-T	CIM/CIW	COMSTD 2, 4, 8, 12, 14, 72, 74	Combined course Hub builds	\$28,000
3	Community Health Worker Certificate	Top 10 College Certificate; #2 HW Certificate	PH-11, PH-20	Course reserve textbook purchases paid through Public Health degree.	\$0
4	Early Childhood Education AS-T	Top 10 College; Top 5 PCS	CDE-1, CDE-2, CDE-3, CDE-4, CDE-6, CDE-28	Course Hub builds, Course reserve textbook purchases	\$46,500
5	Economics AA-T	Top 15 College	ECON-2, ECON-4, ACCTG-1A/1B, BUS-88	Course Hub builds	\$16,000
6	Elementary Teacher Education AA-T	Top 10 College; Top 5 PCS	CDE-2, ED-10, MATH-4, PHSCI-10, PS-1, MUSIC-4	Course Hub builds, Course reserve textbook purchases	\$42,250
7	Journalism AA-T	CIM/CIW	JOUR-10, JOUR-11, JOUR-30	Combined course Hub builds	\$12,000
8	Law, Public Policy, & Society AA-T	Top 3 BTH	BUSL-10, PS-1, BUSL-28A, ECON-2/4	Course reserve textbook purchases, Course Hub builds (paid through other listed degrees).	\$2,250
9	Mathematics AS-T	Top STEM	MATH-75, MATH-81, MATH-85	Course Hub builds, Course reserve textbook purchases	\$21,500
10	Philosophy AA-T		PHIL-75, HIST-5, HIST-6, PHIL-71	Course Hub builds, Course reserve textbook purchases	\$26,250
11	Photography AA-T		ARTH-5	Course reserve textbook purchases paid through Studio Arts degree.	\$0
12	Physics AS-T	Top 3 STEM	MATH-75, PHYS-45, PHYS-46, PHYS-47	Course Hub builds, Course reserve textbook purchases (paid for through Math degree).	\$24,000
13	Public Health AS-T	Top 10 College; Top HW	PH-20, BIOL-20/22, PH-11	Course Hub builds, Course reserve textbook purchases	\$29,500
14	Sociology AA-T	Top 5 College; Top 5 PCS	SOC-70, SOC-14, SOC-16, SOC-80, SOC-18, SWHS-13	Course Hub builds, Course reserve textbook purchases, New course development	\$69,275
15	Studio Arts for Transfer AA-T	Top 5 ACD	ARTH-5, ARTH-3	Course reserve textbook purchases	\$18,900
				DEGREE/CERTIFICATE BUILD & PURCHASE TOTAL	\$421,425

Addendum IV: IR Data on 15 Identified ZTC Degree/Certificate Enrollment Headcounts

2024-25: 35,960 Total Students (Enrollment Headcounts)

1. Business Administration AS-T: 12,961 students = 36% of total population

- a. ACCTG 1-A: 1,093
- b. ACCTG-1B: 557
- c. BUSL-28A: 1,015
- d. ECON-2: 908
- e. ECON-4: 878
- f. BUS-10: 1,567
- g. BUS-88: 299
- h. MATH 25: 804
- i. MATH 60: 382
- j. MATH 61: 1,010
- k. MATH 65A: 1,316
- l. STAT 10: 3,132

2. Sociology AA-T: 7,262 students = 20% of total population

- a. STAT 10: 3,132
- b. SOC-10: 2,220
- c. SOC-70: 143
- d. PSYCH 65: 262
- e. SOC 14: 103
- f. SOC 15: 241
- g. SOC 16: 459
- h. SOC 26: 17
- i. SOC 32: 52
- j. SOC 33: 87
- k. SOC 80: 55
- l. ANTHRO 3: 403
- m. SOC 18: 51
- n. SOC 25: 37
- o. SOC 30: 0

3. Elementary Teacher Ed. AA-T: 27,323 students = 76% of total population

- a. BIOL 1: 1,050
- b. CDE 2: 1,113
- c. COMSTD 2: 3,196
- d. ED 10: 86
- e. ED 10W: 86
- f. ENGL 1A: 7,702

Addendum IV: IR Data on 15 Identified ZTC Degree/Certificate Enrollment Headcounts

- g. ENGL 1C: 365
- h. ESC 1: 1,498
- i. ESC 1L: 666
- j. GEOG 1: 221
- k. HIST 1: 686
- l. HIST 17: 1,696
- m. MATH 4: 202
- n. PHSCI 10: 147
- o. PS 1: 2,955
- p. COMSTD 72: 334
- q. ENGL 1B: 3,510
- r. PHIL 75: 63
- s. MUSIC 4: 1,207
- t. THEATRE 1: 540

4. **Early Childhood Ed AS-T:** 2,934 students = 8% of total population

- a. CDE-1: 465
- b. CDE-2: 1,113
- c. CDE-3: 289
- d. CDE-4: 452
- e. CDE-5: 161
- f. CDE-6: 168
- g. CDE-27: 132
- h. CDE-28: 77
- i. CDE 28W: 77

5. **Public Health AS-T:** 7,607 students = 21% of total population

- a. BIOL 1: 1,050
- b. BIOL 22: 717
- c. BIOL 20: 1,748
- d. PH 10: 472
- e. PH 20: 378
- f. PH 30: 47
- g. PH 40: 63
- h. STAT 10: 3,132

6. **Studio Arts AA-T** = 3,957 students = 11% of total population

- a. ART 10: 479
- b. ART 12: 182
- c. ART 14: 1,004

Addendum IV: IR Data on 15 Identified ZTC Degree/Certificate Enrollment Headcounts

- d. ART 15: 244
- e. ART 16: 108
- f. ART 18: 275
- g. ART 20: 71
- h. ART 50: 79
- i. ART 30: 109
- j. ART 32: 45
- k. ART 34: 8
- l. ART 35: 37
- m. ARTH 5: 464
- n. ARTH 3: 248
- o. PHOTO 7: 485
- p. PHOTO 10: 119

7. **Mathematics AS-T:** 2,100 students = 6% of total population

- a. MATH 65A: 1,316
- b. MATH 65B: 430
- c. MATH 75: 178
- d. MATH 81: 84
- e. MATH 85: 92

8. **Economics AA-T:** 11,990 students = 33% of total population

- a. ACCTG 1A: 1,093
- b. ACCTG 1B: 557
- c. BUS 88: 299
- d. CIS 1: 1,030
- e. ECON 1: 690
- f. ECON-2: 908
- g. ECON 4: 878
- h. MATH 60: 382
- i. MATH 65A: 1,316
- j. MATH 65B: 430
- k. MATH 75: 178
- l. MATH 81: 84
- m. STAT 10: 3,132
- n. SCSCI 10: 1,013

9. **Law, Public Policy, and Society AA-T:** 28,161 students = 78% of total population

- a. ANTHRO 3: 403
- b. BUSL-10: 52

Addendum IV: IR Data on 15 Identified ZTC Degree/Certificate Enrollment Headcounts

- c. BUSL 28A: 1,015
- d. COMSTD 72: 334
- e. COMSTD 74: 233
- f. CJ 1: 729
- g. CJ 4: 101
- h. ECON 2: 908
- i. ECON 4: 878
- j. ENGL 1A: 7,702
- k. ENGL 1B: 3,510
- l. GEOG 11: 63
- m. GUID 3: 1,905
- n. PHIL 72: 207
- o. PS 1: 2,955
- p. HIST 17: 1,696
- q. HIST 18: 1,851
- r. SOC 14: 103
- s. SOC 15: 241
- t. SOC 70: 143
- u. STAT 10: 3,132

10. Physics AS-T: 2,366 students = 7% of total population

- a. MATH 65A: 1,316
- b. MATH 65B: 430
- c. MATH 75: 178
- d. PHYS 45: 242
- e. PHYS 46: 143
- f. PHYS 47: 57

11. Photography AA-T: 3,309 students = 9% of total population

- a. ART 10: 479
- b. ART 14: 1,004
- c. ARTH 5: 464
- d. PHOTO 1: 596
- e. PHOTO 7: 485
- f. PHOTO 9: 89
- g. PHOTO 10: 119
- h. PHOTO 11: 0
- i. PHOTO 12: 25
- j. PHOTO 13: 12
- k. PHOTO 20: 19

Addendum IV: IR Data on 15 Identified ZTC Degree/Certificate Enrollment Headcounts

I. PHOTO 50: 17

12. **Philosophy AA-T:** 2,358 students = 7% of total population

- a. HIST 5: 93
- b. HIST 6: 207
- c. PHIL 75: 63
- d. PHIL 70: 1,131
- e. PHIL 72: 207
- f. PHIL 76: 342
- g. PHIL 77: 0
- h. PHIL 78: 15
- i. PHIL 80: 150
- j. PHIL 71: 51
- k. PHIL 73: 0
- l. PHIL 79: 0
- m. PHIL 81: 61
- n. PHIL 82: 38

13. **CIM/CIW Communication Studies AA-T** (only sections offered at CIM/CIW; 1,201 total CIM/CIW students during the 2024-25 academic year): 296 students = 25% of total CIM/CIW population & 0.8% of total Chaffey College population

- a. COMSTD 2: 67
- b. COMSTD 4: 34
- c. COMSTD 72: 31
- d. COMSTD 74: 23
- e. COMSTD 14: 78
- f. COMSTD 12: 0
- g. ENGL 1A: 63
- h. ENGL 1B: 0

14. **CIM/CIW Journalism AA-T** (only sections offered at CIM/CIW; 1,201 total CIM/CIW students during the 2024-25 academic year): 63 students = 5% of total CIM/CIW population & 0.1% of total Chaffey College population

- a. COMSTD 12: 0
- b. ENGL 1A: 63
- c. ENGL 1B: 0
- d. JOUR 10: 0
- e. JOUR 11: 0
- f. JOUR 30: 0

Addendum IV: IR Data on 15 Identified ZTC Degree/Certificate Enrollment Headcounts

15. Community Health Worker Certificate: 850 students = 2% of population

- a. PH-5: 0
- b. PH 10: 472
- c. PH 11: 0
- d. PH 20: 378
- e. PH-97A
- f. PH-97B
- g. PH-97C
- h. PH-97D