

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

## 1. PROGRAM OVERVIEW

**\* Program Title & Code****Program Title**Education  
(Max chars: 100)**Program Code**4938  
(Max chars: 100)**\* Is this a CTE program?** Yes  No**\* 1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.**

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

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

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

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

Goal 1: First generation colleges students and underrepresented students will likely be more successful in completing teacher credential programs and finding employment in the education field with the support and guidance provided. Both ED10 and ED400 instructors, and ED10 fieldwork mentors, provide professional guidance. ED400 teaches pathways to both teacher credentialing and job search. ED10 fieldwork provides work experience and the opportunity for professional references.

Goal2: The Elementary Teacher Education AAT allows students to complete general education, preparation for state mandated testing for multiple subject teacher credential candidates, university transfer requirements, and beginning preparation for jobs in education. The community has high need for both credentialed teachers and paraprofessionals/instructional aides.

## PRIOR VIP GOALS STATUS/PROGRESS

**\* 1c. Please list the program's VIP Goals from the last PSR cycle and report on the progress (complete, ongoing, etc.).**

### VIP GOAL 1

Deactivate existing Paraprofessional Certificate and explore alternative certification with local school districts. This goal was completed. Local school districts will require a competency test and/or 48 units of completed college course work for paraprofessional/instructional aide qualification.

### VIP GOAL 2

Encourage male enrollment in Education Program. This goal is ongoing. Information has been collected for use on the Education webpage for Chaffey College including photos that were taken of both male and female students teaching demonstration lessons. Male and female testimonials have been collected about the program. Permission slips and release forms were obtained by all participating students for use on a website. The website still needs to be built. COVID-19 changed the priorities of the department to creating online instruction and virtual fieldwork and becoming DE Certified. It should be noted that both ethnic and gender diverse images were used in Canvas Modules designed for the Education Program.

### VIP GOAL 3

As program enrollment increases, offer more sections of ED400 and ED10. This goal has been completed. An additional section of ED10 was offered fall 2019 and spring 2020. Banyan Elementary School was added to the list of participating schools for fieldwork placements. The annual # of fieldwork placements doubled from 50 to 100 for the 2019-2020 school year as compared to the 2018-2019 school year. Unfortunately, fall 2020 fieldwork was not offered due to COVID-19 but approximately 125 students completed virtual fieldwork in 2021. Currently 25 students are completing virtual fieldwork and 19 are completing in-person fieldwork spring 2022.

## OTHER RESOURCES REQUESTS

**\* 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?**

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

Yes

No

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

*No answer specified*

## 2. EVIDENCE

The evidence section comprises of the following: (a) equity, (b) learning and completion, (c) CTE data if applicable, and (d) learning outcomes.

### EQUITY DATA

Please reference the "Equity" Institutional Research data file to evaluate the following areas.

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

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

<b>Response Legend:</b>				
<b>1</b> = Increase	<b>2</b> = Decrease	<b>3</b> = No Change (plus or minus 2%)	<b>4</b> = Insufficient Data Available	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Number of enrollments by males	✓			
Number of enrollments by females	✓			

Success rate by males		✓		
Success rate by females			✓	
Retention rate by males			✓	
Retention rate by females			✓	

**\* 2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

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

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

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

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

Success rate by age group, 50 or older				✓
Retention rate by age group, 19 or younger	✓			
Retention rate by age group, 20-24			✓	
Retention rate by age group, 25-29		✓		
Retention rate by age group, 30-39				✓
Retention rate by age group, 40-49				✓
Retention rate by age group, 50 or older				✓

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

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

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

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

<b>Response Legend:</b> 1 = Increase   2 = Decrease   3 = No Change			
	1	2	3
Number of sections with zero-cost textbooks			✓

**\* 2b. IDENTIFY EQUITY STRENGTHS**

- First, summarize "equity" data from Institutional Research that describes your program strengths.
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Considering the evidence, explicitly identify specific "equity" strengths.

Program enrollment has increased by 48.2%. The program has a greater number of female students but both male and female groups have increased in enrollment in both Caucasian and Hispanic populations with students 19 and younger and between the ages of 19-29. Enrollment of economically disadvantaged students has increased by 28%. Both retention and success of females has remained high and steady, retention is above 90% all five years and success rates stays above 80%. Male retention rate also remains high and steady at 89% or higher. It should be noted that in 20-21 male retention jumped from 90.9% to 100%.

**\* 2c. IDENTIFY DISPARITIES IN EQUITY**

- First, summarize "equity" data from Institutional Research that describes areas of improvement.
  - Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
  - Third, considering the evidence, identify disparities in equity.
- If there is a disparity in equity, DO NOT discuss responsive strategies in this section. You will be able to

address responsive strategies in the STRATEGIC PLANNING section (item 4d).

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

Success rates in male students decreased 13.6%. Our Hispanic population had a small decrease of 6% in success rates with the biggest dip in 2019-2020. Students age 25-29 had a decrease of 12.1% in success rates with the largest dip in 2020-21. Enrollment of students with disabilities dropped by 29.3% and success rates dropped by 29.3%.

## LEARNING AND COMPLETION DATA

Please reference the "Learning and Completion" Institutional Research data file to evaluate the following areas.

### 2d.1 Identify important LEARNING and COMPLETION developments and trends.

Review data over the last six years.

<b>Response Legend:</b> 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = Insufficient Data Available					
	1	2	3	4	5
Overall Enrollment	✓				
Overall Retention			✓		
Overall Course Success		✓			
FTES	✓				
All ADT degrees awarded	✓				
All AA degrees awarded				✓	
All AS degrees awarded				✓	
All degrees awarded	✓				
	1	2	3	4	5
All Certificate Completion		✓			
Average units earned, ADT degree	✓				
Average units earned, AA degree				✓	
Average units earned, AS degree				✓	
Average units earned, all degrees		✓			
Average units earned by certificate(s)					✓

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

### OCCUPATIONAL GROWTH

### 2d.2 Identify important CTE PROGRAM developments and trends.

For the most up-to-date data about projected occupational growth, please visit the Center for Excellence Labor Market Demand data. The CoE Labor Market Demand data is available at: COE - Supply and Demand | Centers of Excellence (coecc.net)

<b>Response Legend:</b> 1 = Middle Skill 2 = Above Middle Skill		
	1	2
CTE: Projected Occupational Growth		

### 2e. IDENTIFY LEARNING AND COMPLETION STRENGTHS--ASSESSMENT OF PROGRAM HEALTH

a. First, summarize "learning and completion" data from Institutional Research that describes your program strengths. Be sure to address any items marked "increase" and/or "no change," if "no change"

is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increased number of certificates/degrees). If applicable, summarize data related to program strengths for "projected occupational growth."

b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.

c. Third, considering the evidence, explicitly identify specific "learning and completion" strengths.

Enrollment in the Education Program has increased 48.2%. Retention in program is high and steady ranging between 92-98%. Number of degrees earned has increased.

## **\* 2f. LEARNING AND COMPLETION AREAS OF IMPROVEMENT**

a. First, summarize "learning and completion" data from Institutional Research that describes areas of improvement. Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). If applicable, summarize data related to areas of improvement for "projected occupational growth."

b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.

c. Third, considering the evidence, explicitly identify specific areas in which the program can improve over the next three years.

You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 4d).

\*If the data shows favorable results for learning and completion, answer the following question instead: How will the program maintain excellence in learning and completion?

Success rate in the program experienced the highest drop in 2020-21 at 79.8%. The number of degrees earned since 2020. Certificates earned have completely dropped off to zero. The number of units earned for the CSUGE AAT degree has increased. With the high at 99.7 % in 2019-20.

## **3. EVIDENCE--LEARNING OUTCOMES**

Learning Outcomes represents the third element of the EVIDENCE component of the PSR evaluation. If you have questions about the learning outcomes requirements in section 3, please contact Shannon Jessen at shannon.jessen@chaffey.edu or Laura Picklesimer at laura.picklesimer@chaffey.edu.

**\* 3a. MANDATORY COMPONENTS: Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.**

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

- COURSE LOs (CLOs) have been revised/updated as needed and entered in the course SLO Taskstream workspace.
- COURSE LOs (CLOs) have been mapped to Program or Institutional Learning Outcomes in each course's Taskstream workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.
- Each Degree and Certificate has a Curriculum Map that aligns Courses to PROGRAM LOs in Taskstream's Program Learning Outcomes (PLO) Workspace.

### Three Year Cycle

**3b.1 List any courses from your department that were not offered during the previous three-year cycle (from fall 2018 through fall 2021). Enter NONE if all courses were offered.**

There is NO SCORING for element 3b.1

**\* 3b.2 Did you evaluate learning outcomes for all courses other than those listed in 3b.1 within the previous three-year period? Note: evaluating courses for ACES-ILO (formerly New World of Work, or NWOW) counts for this component.**

Yes

No

## Assessment Results and Reflection

**3c.1 Is there ACES-ILOs assessment data (formerly known as NWOW employability skills) for courses in your department?**

There is NO SCORING for element 3c.1.

Yes

No

**\* 3c.2 Are all COURSE LO assessment results (other than ACES-ILO/NWOW data) from fall 2018 through fall 2021 entered into Taskstream?**

Yes

No

**\* 3c.3 Mark all applicable approaches to illustrate how your department currently uses course learning outcome (CLO) results. Mark all that apply.**

Review & share results as a department

Revise CLOs

Change instructional strategies

Attend professional development

Change methods of assessment

Modify criteria for measuring success

Other:

**\* 3c.4 PROGRAM STRENGTHS**

Describe how your department is using CLO assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

The department has chosen to create 3 SLOs for the ED400 class and 3 SLOs for the ED10 class which is beyond the expectations of the college. Students met or exceeded the criteria for all 6 CLOs during this cycle. Even though the AAT in Elementary Teacher Education only includes 2 courses in education, these 2 courses are preparing students to successfully complete a professional teaching portfolio, prepare for job application, and demonstrate competence in both professional communication and lesson design.

**\* 3c.5 PROGRAM AREAS OF IMPROVEMENT**

Describe how your department is using CLO assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

All CLO data showed a high success rate so we will continue to focus on these endeavors. However, as the college moves to increased distance education, some assessments needed modification. The portfolio for example is now an electronic portfolio. The activity for a student with special needs is posted on a discussion board in Canvas and receives peer reviews.

**\* 3c.6 Identify next steps that will help address gaps in achievement of the Program Learning Outcomes.**

- Revise program learning outcomes
- Embed ACES-ILOs outcomes and assessments into the curriculum
- Attend professional development/training in embedding ACES-ILO (formerly New World of Work/NWOW) outcomes and assessments into the curriculum
- Develop a department Canvas shell to share discipline-specific ACES-ILO resources
- Schedule a department meeting with members of the OAC and/or the ACES-ILO team for Q&A and coaching
- Implement changes to course assignments and/or curriculum
- Other (please specify):

## Institutional Learning Outcomes ACES-ILO Assessment Plan

In previous PSR cycles, courses were mapped (aligned) to Program Learning Outcomes (PLO, introduced/practiced/mastered), which were also mapped (aligned) with Institutional Learning Outcomes (ILO). Academic, Career/Community, & Employability Skills (ACES, formerly New World of Work/NWOW) were subsequently introduced to connect college coursework to skills valued by employers and advanced programs of study. The ACES skills have been aligned with ILOs, creating opportunities to directly assess ILOs and measure student progress longitudinally.

Develop a three-year plan that identifies one or more ACES-ILO skills and provides opportunities for students to demonstrate their level of competency in at least THREE (of the 40 possible) ACES-ILO (formerly New World of Work/NWOW) outcomes in Canvas. For statistically valid results, a good goal is to obtain assessment data for at least 50% of all sections for each course over the three year PSR cycle. Please specify one or more specific objectives and action items for each of the next three years.

**\* 3d.1 Identify the ACES-ILO skill(s) for which your department will assess outcomes over the next three years.**

If it is helpful, refer to the ACES-at-a-Glance document, located at <https://tinyurl.com/za9b3kps>, or refer to the Top 3 ACES by Academic & Career Community, located at <https://www.chaffey.edu/outcomes/digital-badges.php>.

- Adaptability
- Analysis / Solutions Mindset
- Collaboration
- Communication
- Digital Fluency
- Empathy
- Entrepreneurial Mindset
- Resilience
- Self Awareness
- Social / Diversity Awareness

**\* 3d.2 What specific objectives or actions will be taken each year to ensure at least three of the 40 possible ACES-ILO outcomes are assessed in all courses (at least 50% of sections) for the next three years? NOTE: During the three year cycle, a minimum of three different outcomes MUST be assessed.**

### ACES-ILO YEAR 1 ACTIONS

An ACES-ILO rubric in Social Diversity Awareness will be added to the ED400 Curriculum Support Activity where students design a learning activity to accommodate a student with disabilities. This rubric will specifically address inclusion. Students will be assessed every semester beginning spring 2022.

An ACES-ILO rubric in Communication will be added the ED400 Job Application assignments where students find a open classified position in education and then prepare a letter of interest and resume. This rubric will specifically address



professional communication. Students will be assessed every semester beginning spring 2022.

#### \* ACES-ILO YEAR 2 ACTIONS

An ACES-ILO rubric in Communication will be added the ED10 Lesson Plan Presentation where students prepare, plan and execute a lesson plan for diverse learners. This rubric will specifically address content communication. Students will be assessed every semester beginning fall 2022 once all sections of ED10 are scheduled in-person. This in-person lesson demonstration will allow students to demonstrate their verbal communication skills and the ability to engage and interact with students the way they will when teaching K-6 students in-person.

#### \* ACES-ILO YEAR 3 ACTIONS

Results from first 2 years will be analyzed and changes will be made if needed.

## 4. STRATEGIC PLANNING

Perhaps the most important piece in the PSR process is strategic planning. Here you will create your Visionary Improvement Plan (VIP) Goals. VIP Goals is an opportunity for all faculty (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify area improvement goals for the next three years. You will then develop an action plan, which outlines how your area plans to achieve your VIP Goals.

#### \* 4a. Do you have any plans to modify a degree or certificate in your program?

Yes

No

#### \* 4b. Are you planning to initiate a new program?

Yes

No

#### \* 4c. Please identify specific factors that have contributed to or have influenced program areas of improvement?

Refer to the following elements to help you answer this question:

2c. Identify disparities in equity

2f. Learning and completion areas of improvement

3c.3. Learning Outcomes Areas of Improvement

Students are taking an increased number of units to complete the AAT in Elementary Teacher Education. Specifically, the number of units earned for the CSUGE AAT degree has increased. In 2019-20 the average number of units earned was at an all time high at 99.7 and still in 2020-21 it is 84. And although enrollment has increased by 48.2%, successful completion has seen a 3.7% decrease.

## DEVELOP AN ACTION PLAN

#### \* 4d. What is your program's action plan to make improvements?

An effective action plan is descriptive and has well-defined steps. Within the three-year plan, an action plan may include yearly milestones or incremental deadlines that help the program to achieve their VIP goal(s).

It has been identified that the AAT degree in Elementary Teacher Education does not articulate directly with CSUSB and yet many of our students wish to transfer to that campus. And although CPP and CSUF have programs that articulate with the AAT degree, students must be advised to select the correct degree upon transfer and must be prepared to take some lower division courses for upper division credit once they arrive at the university. As a result there are different pathways for students to follow depending on the university they plan to transfer. I believe this complex situation has resulted in students not successfully completing the program, transferring with an alternative degree or no degree and/or transferring with a high number of units. The action plan is to work more closely with counseling to create tools and presentations to educate students

on creating an efficient education plan. Tools such as clear pathway handouts can also be distributed to other faculty to help advise students. The plan for the next 3 years is as follows:

Year One: Work with Dean of counseling to assign a designated counseling liaison to create resources to aid students and other faculty in advising students, providing class presentations and annual information sessions.

Year Two: Education faculty will advise liaison on materials and co-present during information sessions and class visits.

Year Three: Examine data to see if students are completing the program with less units and that success rates have improved. Consider further measures if improvement is not evident.

## CURRICULUM

### **4e. How does (or will) your department's degree and certificate programs incorporate opportunities for students to explore careers?**

Information will be forwarded to the Curriculum Office. There is NO SCORING for curriculum question, 4e.

The entire ED400 Introduction to Education and Teaching course allows students to explore careers in education, with elementary teaching as the focus. This course introduces students to diverse student populations and culturally relevant pedagogy. They are asked to explore diverse materials and create activities to enrich the perspectives of students. Students learn about Special Education and neurodiversity as well, and then are asked to create an accommodation plan for a student with special needs. Students become familiar with K-6 content standards, lesson design, preparation, planning and assessment. Students learn where to find resources to accomplish these tasks. Students also learn how to guide student behavior and manage a classroom. Students reflect on the importance of family involvement and the effect of politics in education. The course also includes a presentation on the pathway to teacher credentialing. Finally, students learn to find jobs in education and they practice applying for these positions.

ED10 Elementary Fieldwork places students for 45 hours of hands-on experience in a K-6 classroom. Students are mentored by a practicing K-6 teacher. Students also learn about the California Standards for the Teaching Profession and then create a professional portfolio featuring strategies and resources to meet the standards. Students will also collaborate with peers to design, prepare and execute a lesson plan.

## PROFESSIONAL DEVELOPMENT SUGGESTIONS

### **4f. What topics, skills or types of professional learning would help you or your program execute future plans?**

Information will be forwarded to the Faculty Success Center, Distance Education, Classified Success Network, and the Professional Development Committee to inform future professional development planning.

There is NO SCORING for item 4f.

*No answer specified*

## VIP GOALS

### **\* 4g.1 What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?**

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

**VIP Goal 1: Work with designated liaisons in counseling to create handouts to aid students and other faculty advisors on pathways for teacher credentialing by fall 2022. Co-host a presentation on pathways to teacher credentialing with all sections of ED400 fall 2022 and Spring 2023. Co Host an annual information session on pathways to teacher credentialing beginning fall 2022.**

**VIP Goal 2: 2 ACES-ILOS will be assessed in ED400 beginning spring 2022, and every semester thereafter, rating Social Diversity Awareness and Professional Communication in a presentation about student accomodation. An additional ACES-ILO assessment in Professional Communication will be added the ED10 Lesson Plan Presentation beginning fall 2022 and assessed every semester.**

**\* 4g.2 Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):**

VIP goals should relate to Chaffey Goals.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

**\* 4g.3 Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?**

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals

VIP Goal 2--Rationale and how it aligns with the Chaffey Goals

VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

VIP Goal 1-If students have more advisement on efficient transfer to the University they are more likely to complete the AAT in Elementary Teacher Education in a timely matter. They are also more likely to complete a teaching credential and fill positions that are in high need in our community.

VIP Goal 2- Students will be better prepared for careers in education if assignments in ED400 and ED10 align with ACES-ILO's. In particular the increased communication skills and social diversity awareness will results in stronger job references from fieldwork mentors and faculty.