



AGENDA
MEETINGS OF THE GOVERNING BOARD
CHAFFEY COMMUNITY COLLEGE DISTRICT
Thursday, December 13, 2018
Board Room, Marie Kane
Center for Student Services/Administration

- I. **REGULAR SESSION**
 - A. CALL TO ORDER (2:05 p.m.)

- II. **CLOSED SESSION**
 - A. PUBLIC COMMENTS ON CLOSED SESSION AGENDA
 - B. RECESS TO CLOSED SESSION

- III. **STUDY SESSION**
 - A. CONVENE IN OPEN SESSION
 - B. AGENDA
 - 1. Student Services Report

- IV. **REGULAR SESSION**
 - A. RECONVENE IN REGULAR SESSION
 - 1. Pledge of Allegiance
 - B. PUBLIC COMMENTS
 - C. COMMUNITY LINKAGES
 - 1. Governing Board
 - 2. Legislative Update
 - 3. Foundation
 - D. REPORTS
 - 1. Closed Session Actions
 - 2. Monitoring
 - a. Annual Measure L Performance Audit
 - b. Claims Monitoring Report
 - c. Recruitment Analysis Monitoring Report
 - d. Student Services Board Monitoring Report – 2017/18
 - E. CONSENT AGENDA
 - 1. Governance Process
 - a. Approval of Minutes, November 14, 2018
 - 2. Academic Affairs
 - a. Curriculum
 - 3. Business/Fiscal Affairs
 - a. Approval to Designate Certain Products, Brands and Services, Public Contract Code Section 3400
 - b. Approval to Purchase Materials through Other Public Agency Contracts
 - c. Center of Excellence (COE) for Labor Market Research Desert Region/Inland Empire Grant Agreement 18-305-006

3. Business/Fiscal Affairs (continued)
 - d. Deputy Sector Navigator, Advanced Manufacturing Grant
 - e. Disposal of District Property: Electronic Equipment and Miscellaneous Materials
 - f. Lease Extension: Chaffey College Chino Center
 - g. Measure L Bond Citizens' Oversight Committee Membership
 - h. Rental Agreement: Ontario High School

F. ACTION AGENDA

1. Business/Fiscal Affairs
 - a. Contract, Purchase Order, and Warrant Lists

G. CEO/STAFF REPORTS

1. Superintendent/President
2. Faculty Senate
3. Classified Senate
4. California School Employees Association (CSEA)
5. Chaffey College Faculty Association (CCFA)
6. Child Development Center Faculty Association (CDCFA)

H. BOARD COMMENTS, REQUESTS, AND FUTURE AGENDA ITEMS

V. **ADJOURNMENT**

The next regular meeting of the Governing Board will be Thursday, January 24, 2019.

Complete agenda may be viewed at [www.chaffey.edu/governing board](http://www.chaffey.edu/governing%20board)

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

December 13, 2018
Board Meeting Date

TOPIC ANNUAL MEASURE L PERFORMANCE AUDIT

Communication No. IV.D.2.a

SUPPORTS BOARD POLICY

Board Policy 6400 Audits - The Superintendent/President shall assure that an annual outside audit of all funds, books, and accounts of the District is completed in accordance with the regulations of Title 5. The Superintendent/President shall recommend a certified public accountancy firm to the Governing Board with which to contract for the annual audit.

PROPOSAL

To present the 2017-2018 annual Measure L performance audit report for information as prepared by CliftonLarsonAllen, LLP.

BACKGROUND

Section 1(b)(3)(C) of Article XIII A of the California Constitution requires the District to conduct an annual independent performance audit to ensure that the proceeds of the bonds deposited into the bond building fund have been expended only for the authorized bond projects. The audit for the 2017-2018 has been reviewed by the Citizen's Oversight Committee.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

The 2017-2018 annual Measure L performance audit prepared by CliftonLarsonAllen, LLP is presented for information only.

Prepared by:	Patrick Cabildo, Internal Auditor
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

CHAFFEY COMMUNITY COLLEGE DISTRICT
PROPOSITION 39 GENERAL OBLIGATION BONDS
MEASURE L
PERFORMANCE AUDIT

Fiscal Year Ending June 30, 2018

**CHAFFEY COMMUNITY COLLEGE DISTRICT
PROPOSITION 39 GENERAL OBLIGATION BONDS
MEASURE L
PERFORMANCE AUDIT**

June 30, 2018

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CliftonLarsonAllen LLP
CLAconnect.com

INDEPENDENT AUDITOR'S REPORT

The Board of Trustees
The Citizens' Oversight Committee
Chaffey Community College District
5885 Haven Avenue
Rancho Cucamonga, CA 91737-3002

We have conducted a performance audit of the Chaffey Community College District (the "District"), Measure L General Obligation Bond funds for the fiscal year ended June 30, 2018.

We conducted our performance audit in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Our audit was limited to the objectives listed on page three of this report which includes determining the Chaffey Community College District's compliance with the performance requirements for the Proposition 39 Measure L General Obligation Bonds under the applicable provisions of Section 1(b)(3)(C) of Article XIII A of the California Constitution. Management is responsible for the Chaffey Community College District's compliance with those requirements.

Solely to assist us in planning and performing our performance audit, we obtained an understanding of the internal controls of Chaffey Community College District to determine if internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution. Accordingly, we do not express any assurance on the internal controls.

The results of our tests indicated that, in all significant respects, Chaffey Community College District expended Measure L General Obligation Bond funds for the fiscal year ended June 30, 2018 only for the specific projects developed by the District's Board of Trustees, and approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution.

CliftonLarsonAllen LLP

CliftonLarsonAllen, LLP
Glendora, California
October 24, 2018

CHAFFEY COMMUNITY COLLEGE DISTRICT
PROPOSITION 39 GENERAL OBLIGATION BONDS
MEASURE L
PERFORMANCE AUDIT

June 30, 2018

BACKGROUND INFORMATION

In November 2000, the voters of the State of California approved Proposition 39 authorizing the issuance of general obligation bonds by California public school districts and community colleges, under certain circumstances and subject to certain conditions. In March 2002, a general obligation bond proposition (Measure L) of the Chaffey Community College District was approved by the voters of the District. Measure L authorized the District to issue up to \$230,000,000 of general obligation bonds to finance various capital projects, and related costs, as specified in the bond measure provisions.

Pursuant to the requirements of Proposition 39 and related State legislation, the Board of Trustees of the District established a Citizens' Oversight Committee and appointed its members. The principal purpose of the Citizens' Oversight Committee, as set out in State law, is to inform the public as to the expenditures made using the proceeds of the bonds issued pursuant to the Measure L bond authorization. The Citizens' Oversight Committee is required to issue at least one report annually as to its activities and findings.

Section 1(b)(3)(C) of Article XIII A of the California Constitution requires the District to conduct an annual independent performance audit to ensure that the proceeds of the bonds deposited into the Bond Building Fund have been expended only for the authorized bond projects.

CHAFFEY COMMUNITY COLLEGE DISTRICT
PROPOSITION 39 GENERAL OBLIGATION BONDS
MEASURE L
PERFORMANCE AUDIT

June 30, 2018

OBJECTIVES

The objectives of our Performance Audit for the fiscal year ended June 30, 2018 were to:

- Determine the expenditures charged to the Chaffey Community College District Measure L Bond Building Fund;
- Determine whether expenditures charged to the Measure L Bond Building Fund have been made in accordance with the bond project list approved by the voters through the approval of Measure L in March 2002;

SCOPE OF THE AUDIT

The scope of our performance audit covered the fiscal period from July 1, 2017 to June 30, 2018. The propriety of expenditures for capital projects and maintenance projects funded through other state or local funding sources, other than the proceeds of the bonds, were not included within the scope of our audit. Expenditures incurred subsequent to June 30, 2018 were not reviewed or included within the scope of our audit or in this report.

CHAFFEY COMMUNITY COLLEGE DISTRICT
PROPOSITION 39 GENERAL OBLIGATION BONDS
MEASURE L
PERFORMANCE AUDIT

June 30, 2018

PROCEDURES PERFORMED

- We identified the expenditures and projects charged to the general obligation bond proceeds by obtaining the general ledger and project listing.
- We haphazardly selected a sample of 35 expenditures totaling \$3,644,338 (66% of non-salary related expenditures) and \$32,472 of salaries and benefits (100% of salaries and benefits), considering all object codes and projects for the fiscal year ended June 30, 2018.
- We reviewed the actual invoices and supporting documentation to determine that expenditures charged to projects were:
 - Supported by invoices with evidence of proper approval and documentation of receipt of goods or services;
 - Supported by proper bid documentation, as applicable;
 - Properly expended on the authorized bond projects as listed on the voter-approved bond project list;
 - Used for salaries of administrators only to the extent they perform administrative oversight work on construction projects as allowable per Opinion 04-110 issued November 9, 2004 by the State of California Attorney General.

CHAFFEY COMMUNITY COLLEGE DISTRICT
PROPOSITION 39 GENERAL OBLIGATION BONDS
MEASURE L
PERFORMANCE AUDIT

June 30, 2018

CONCLUSION

The results of our test indicated that, in all significant respects, the Chaffey Community College District has properly accounted for the expenditures of the funds held in the Measure L Bond Building Fund and that such expenditures were made for authorized bond projects.

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

December 13, 2018

Board Meeting Date

TOPIC CLAIMS MONITORING REPORT

Communication No. IV.D.2.b

SUPPORTS BOARD POLICY

Board Policy 6540 Insurance – The Superintendent/President shall be responsible to secure insurance for the District as required by law, which shall include, but is not limited to, the liabilities described in Education Code Section 72506, as follows: • Liability for damages for death, injury to persons, or damage or loss of property; • Personal liability of the members of the Governing Board and the officers and employees of the District for damages for death, injury to a person, or damage or loss of property caused by the negligent act or omission of the member, officer or employee when acting within the scope of his/her office or employment. The Superintendent/President may authorize coverage for persons who perform volunteer services for the District. • Worker's compensation insurance.

EXECUTIVE SUMMARY

The property/liability coverage includes the administration of nine separate policies. The coverage includes self-insurance property, primary property policy, excess property policy, crime policy, auto/comprehensive collision policy, boiler machinery policy, computer policy, cyber and excess cyber liability policy, and a liability policy.

The Human Resources Department is responsible for processing property and liability claims and assisting California Schools Risk Management/JPA and Carl Warren & Co. in the investigations/litigations of claims filed against the district.

OUTCOMES / RESULTS FOR FISCAL YEAR 2017-18

- Reports of Hazardous Conditions – During the 2017–18 fiscal year, notifications of hazardous conditions continued to be addressed to ensure potential unsafe conditions were mitigated.
- Advisory Notices/Safety Bulletins – For immediate and ease of access, the process for distributing advisory notices are posted on the District's Environmental Health and Safety webpage. These notices are intended to develop awareness on safety and health issues and include information on topics such as, utility outage, water shutdown, chemical spraying, painting, heat exposure, construction barriers, road and parking lot closures, etc.
- Web-Based Safety Training – This online training is assigned, as appropriate, to provide employees with safe working practices and safety awareness. The goal is to continue to reduce the risk of industrial accidents as well as to keep the employees current with changes in regulations and safety practices. This training includes topics such as blood borne pathogens safety, OSHA standards training, operation of a forklift and/or aerial lift, industrial ergonomics, back injury prevention, HAZWOPER training, workplace diversity, eye safety, slips, trips & falls prevention, working in extreme temperatures, etc.
- Workers' Compensation Program – The District continues to utilize the reporting procedures for work-related injuries and illnesses through Company Nurse On Call. This program is offered through the District's self-insured plan (CSRM/JPA). Since the implementation in 2008, the program continues to be successful, as evidenced in the decrease of the experience modification factor (calculation factoring severity and frequency of claims). A total of 70 incidents were filed in the 2017–18 fiscal year; of which 46 claims (66%) were referred out for medical treatment, resulting in a total cost of \$74,659.36, an increase of \$3,674 from the prior year's claims.

The department also monitors the progress of all workers' compensation claims through file reviews with York Insurance Company, the District's third party administrator. During these meetings discussion of employee progress, case management, and appeals take place. In addition, the department conducted assessments with the appropriate supervisor relative to employee's release to return to work with restrictions by the attending physician.

- Property – Liability Claims – Results relative to property/liability claims are included in claim summary.

Prepared by:	<u>Susan Hardie, Director, Human Resources</u>
Submitted by:	<u>Lisa Bailey, Associate Superintendent Business Services & Economic Development</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>



Chaffey College

Chaffey Community College District

Office of Human Resources

**SUMMARY OF 2017-18
PROPERTY/LIABILITY CLAIMS**

December 13, 2018

REPORT TO THE GOVERNING BOARD



Chaffey Community College District

OUTCOMES / RESULTS FOR FISCAL YEAR 2017–18

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Chaffey Community College District

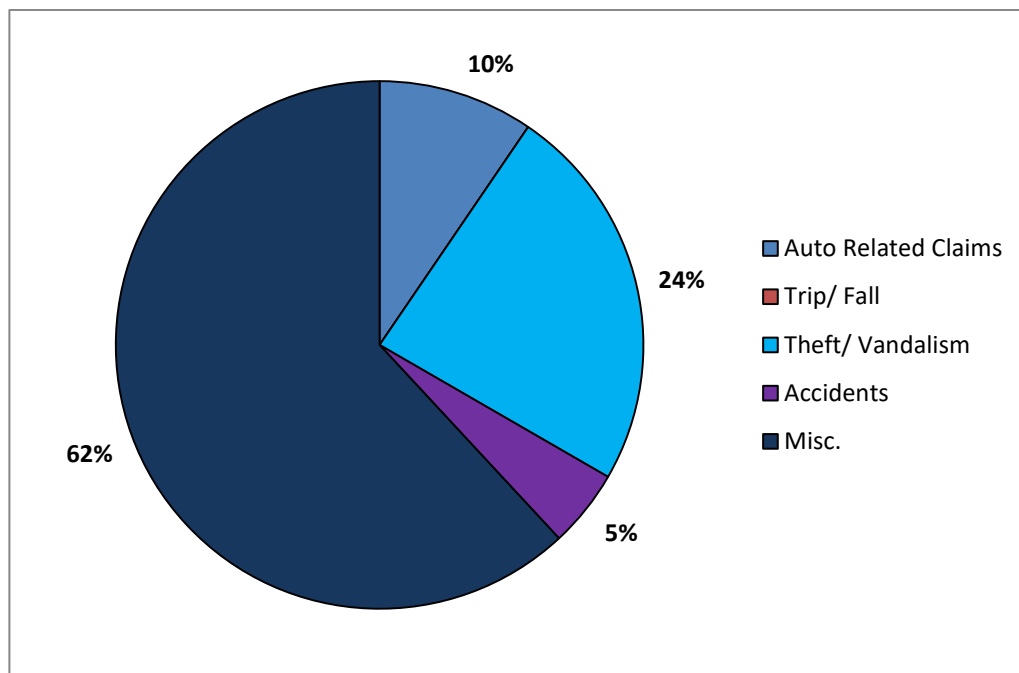
PROPERTY/LIABILITY CLAIMS BY CATEGORY

The following table represents claims by category. A claim is an action filed against the district that involves associated costs, such as insurance adjuster fees, appraisals, medical bills, court and/or legal fees. These claims are referred to the district's insurance adjuster, Carl Warren & Co., for handling.

An incident or accident not involving costs are recorded by the district's Campus Police Department and are not included in the data reported below.

Year	Auto Related Claims	Trip/Fall	Theft/Vandalism	Accidents	Misc.	Total
2013 - 2014	0	0	0	0	2	2
2014 - 2015	1	0	0	0	2	3
2015 - 2016	0	0	0	1	1	2
2016 - 2017	1	0	4	0	3	8
2017 - 2018	0	0	1	0	5	6
5 Year Summary	2	0	5	1	13	21

**Claims Experience
2013-14 through 2017-18**



Chaffey Community College District

CLAIM SUMMARY

2017-18 AUTOMOBILE CLAIMS - NONE

2017-18 TRIP & FALL CLAIMS – NONE

2017-18 THEFT/VANDALISM CLAIMS

	Claimant	Nature of Claim	Status/Action	Cost of Claim
1.	No	Window panes broken at Fontana campus	Replaced / Closed	\$7,964

2017-18 ACCIDENTS - NONE

2017-18 MISCELLANEOUS

	Claimant	Nature of Claim	Status/Action	Cost of Claim
1.	No	Ceiling damage due to water leak in Theatre building, music room	Repaired / Closed	\$12,135
2.	No	Water intrusion in Theatre building, art room	Repaired / Closed	\$19,577
3.	No	Water damage in Library building due to leak in copper pipe.	Repaired / Closed	\$85,025
4.	No	Door replacement in CAA building due to wind damage	Repaired / Closed	\$7,335
5	No.	Fire alarm replacement in Library building due to water leak	Repaired / Closed	\$10,625

Cost of claims includes administrative and other fees (e.g., claims adjuster, appraisals, court costs/legal fees) or costs recovered.

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

December 13, 2018

Board Meeting Date

TOPIC RECRUITMENT ANALYSIS MONITORING REPORT

Communication No. IV.D.2.c

SUPPORTS BOARD POLICY

Board Policy 7120 Recruitment and Selection –The district will recruit and retain diverse faculty and staff who are: professionals in their respective fields, devoted to life-long learning, committed to work effectively with the diverse student/staff population, and qualified by appropriate education, training, and experience to support programs and services.

EXECUTIVE SUMMARY

Introduction

The Recruitment Analysis Monitoring Report provides data regarding the district's recruitment and selection processes. The Report provides a recruitment analysis that details the applicant flow, recruitment source comparisons, and highlights of recruitment activities for the 2017–18 fiscal year.

Description of What Was Done

The Recruitment Analysis Monitoring Report provides a review of the activities conducted at each stage of the recruitment process. In addition to providing information on a district-wide basis, detailed information is also provided by employment groups which include management, faculty, classified staff, and part-time faculty. This report reflects the number of applicants in the applicant pool after preliminary verification of required documents and applicable testing. Further information is included by ethnicity, gender, disability status, and age.

The methods of recruitment are diverse. Recruitment sources include advertisements in print and Internet and on the California Community Registry. In addition, targeted recruitment in the form of associations, bulletins, and networking are used as appropriate.

Outcomes/Results

The overall composition of the selected candidates is included in the report.

Prepared by:	Susan Hardie, Director, Human Resources
Reviewed by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President



Recruitment Analysis Monitoring Report 2017 / 2018

**Susan Hardie
Director, Human Resources**

Contents Included

District Selection Results 2017/2018

Classified Staff

Faculty

Management

District Employee Demographics 2017/2018

Adjunct Faculty 2017/2018

Recruitment Sources 2017/2018

Classified Staff

Faculty

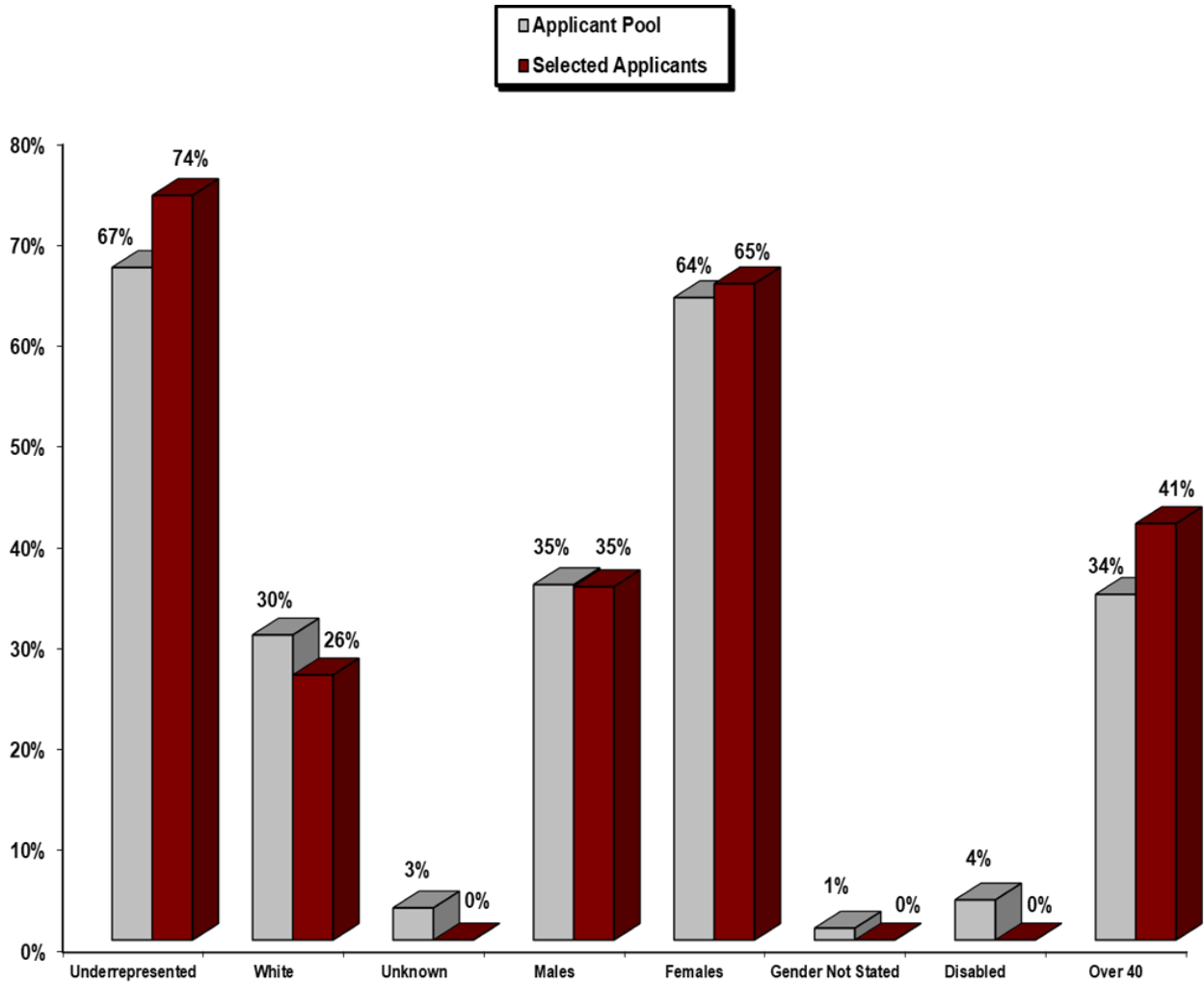
Management

Student Demographics

District Selection Results 2017/2018

The District recruited for and filled 80 positions: 17 faculty positions, 60 classified positions, and 3 management positions. The total applicant pool consisted of 4,531 applicants.

The District-wide applicant and selection results are displayed on the following page.



Total Pool	4531	100%
Underrepresented Total Pool	3018	66.6%
American Indian/Alaskan Native	40	0.9%
Asian Indian	97	2.1%
Black/African American	718	15.8%
Cambodian	13	0.3%
Chinese	133	2.9%
Filipino	133	2.9%
Guamanian	1	0.0%
Hawaiian	9	0.2%
Hispanic	1664	36.7%
Japanese	17	0.4%
Korean	48	1.1%
Laotian	0	0.0%
Other Asian	80	1.8%
Other Pacific Islander	13	0.3%
Samoan	1	0.0%
Vietnamese	51	1.1%

Total Selected	80	100%
Underrepresented Total Selected	59	73.8%
American Indian/Alaskan Native	1	1.3%
Asian Indian	4	5.0%
Black/African American	9	11.3%
Cambodian	0	0.0%
Chinese	2	2.5%
Filipino	0	0.0%
Guamanian	0	0.0%
Hawaiian	0	0.0%
Hispanic	40	50.0%
Japanese	0	0.0%
Korean	1	1.3%
Laotian	0	0.0%
Other Asian	2	2.5%
Other Pacific Islander	0	0.0%
Samoan	0	0.0%
Vietnamese	0	0.0%

Classified Staff Selection Results

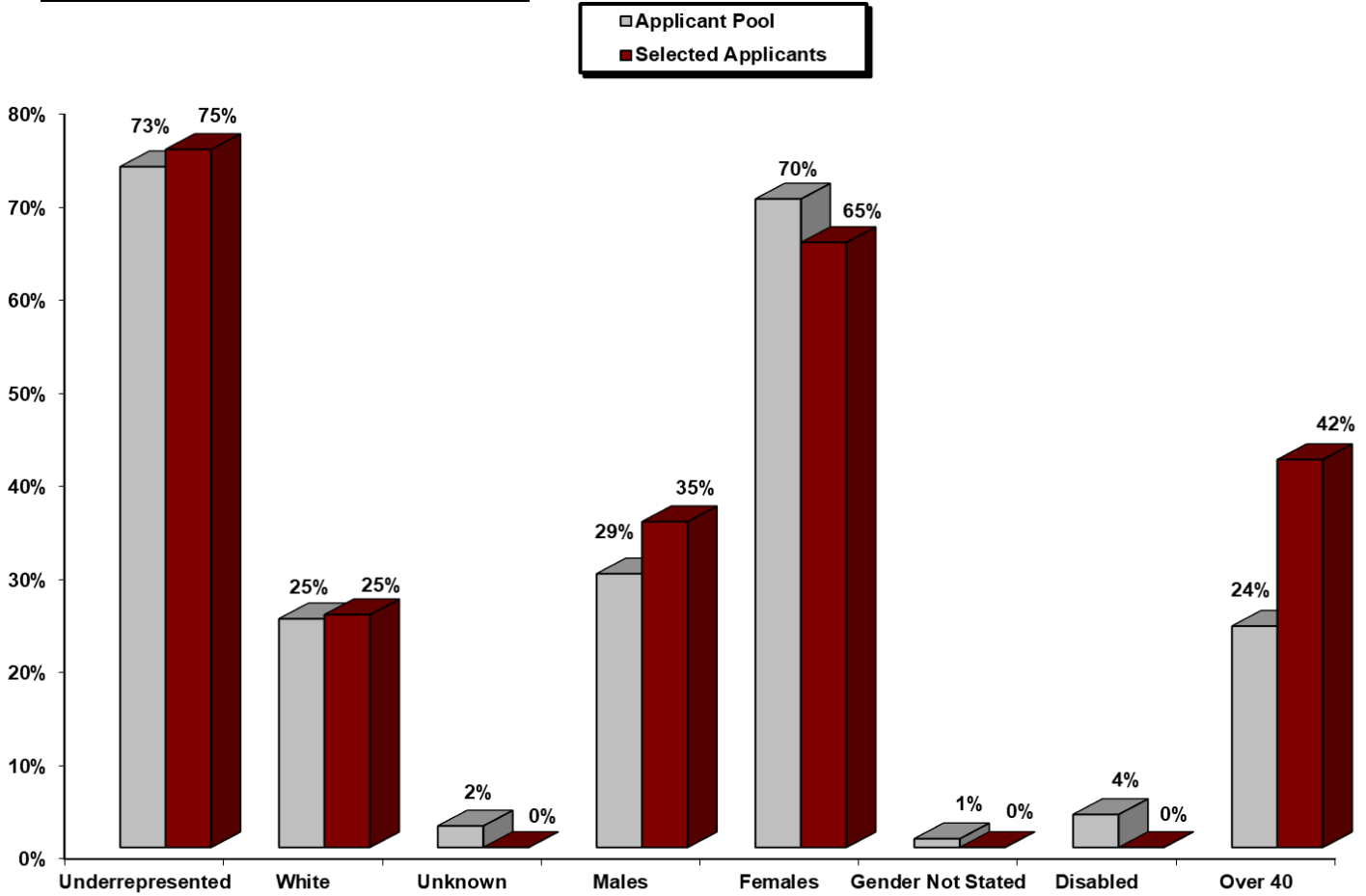
The District recruited and filled 60 classified/confidential staff positions. The total applicant pool consisted of 2,915 applicants. The classified/confidential staff applicant and selection results are displayed on the following page.

Positions filled:

- Accompanist/Music Program Technician
- Accompanist/Music Program Technician
- Accounting Technician
- Administrative Assistant II, Adult Ed./HS Partnerships
- Administrative Assistant II, Economic Development
- Administrative Assistant II, Economic Development
- Administrative Assistant II, Faculty Success Center
- Administrative Assistant II, Health Sciences
- Administrative Assistant II, Language Arts
- Administrative Assistant II, Social & Behavioral Sciences
- Administrative Assistant II, Social & Behavioral Sciences
- Administrative Assistant II, Special Populations
- Administrative Assistant II, Strong Workforce
- Admissions & Records Assistant
- Bookstore Accounting Assistant
- Bookstore Accounting Assistant
- Buyer
- Campus Police Officer
- Catalog/Schedule Coordinator
- Educational Program Assistant, Counseling
- Educational Program Assistant,
- Educational Program Assistant, Social & Behavioral Sciences
- Educational Services Generalist
- Educational Services Generalist
- Educational Services Generalist, Chino
- Executive Assistant I, Instruction & Institutional Effectiveness
- Executive Assistant I, Student Services
- Facility Maintenance Attendant
- Facility Maintenance Attendant
- Facility Maintenance Attendant
- Facility Maintenance Attendant, .475
- Financial Aid Specialist
- General Maintenance Mechanic
- Human Resources Generalist
- Instructional Assistant II, Multidisciplinary Success Center
- Instructional Assistant III, Automotive
- Instructional Assistant III, Biology
- Instructional Assistant III, Biology
- Instructional Assistant III, Chemistry
- Instructional Assistant III, Chemistry
- Instructional Asst. IV, Biology (Chino Campus)
- Instructional Assistant IV, Chino Success Center

- Library Clerk I
- Library Clerk I, .475
- Network Technology
- PE/Athletic Equipment Attendant
- Performing Arts/Box Office Technician
- Program Assistant, CalWORKs
- Program Assistant, Counseling
- Program Assistant, Counseling
- Program Assistant, Counseling
- Program Assistant, Counseling
- Program Assistant, EOPS
- Program Assistant, Financial Aid
- Program Assistant, Special Populations
- Program Assistant, Special Populations
- Programmer Analyst
- Studio Arts Technician/Museum Preparator
- Transcript Evaluator
- Workforce Development Generalist

Classified Staff Selection Results



Total Classified Pool	2915	100%
Underrepresented Classified Pool	2132	73.1%
American Indian/Alaskan Native	23	0.8%
Asian Indian	39	1.3%
Black/African American	448	15.4%
Cambodian	11	0.4%
Chinese	73	2.5%
Filipino	91	3.1%
Guamanian	1	0.0%
Hawaiian	7	0.2%
Hispanic	1332	45.7%
Japanese	14	0.5%
Korean	24	0.8%
Laotian	0	0.0%
Other Asian	34	1.2%
Other Pacific Islander	7	0.2%
Samoan	1	0.0%
Vietnamese	27	0.9%

Total Classified Selected	60	100%
Underrepresented Classified Selected	45	75.0%
American Indian/Alaskan Native	1	1.7%
Asian Indian	2	3.3%
Black/African American	4	6.7%
Cambodian	0	0.0%
Chinese	1	1.7%
Filipino	0	0.0%
Guamanian	0	0.0%
Hawaiian	0	0.0%
Hispanic	35	58.3%
Japanese	0	0.0%
Korean	1	1.7%
Laotian	0	0.0%
Other Asian	1	1.7%
Other Pacific Islander	0	0.0%
Samoan	0	0.0%
Vietnamese	0	0.0%

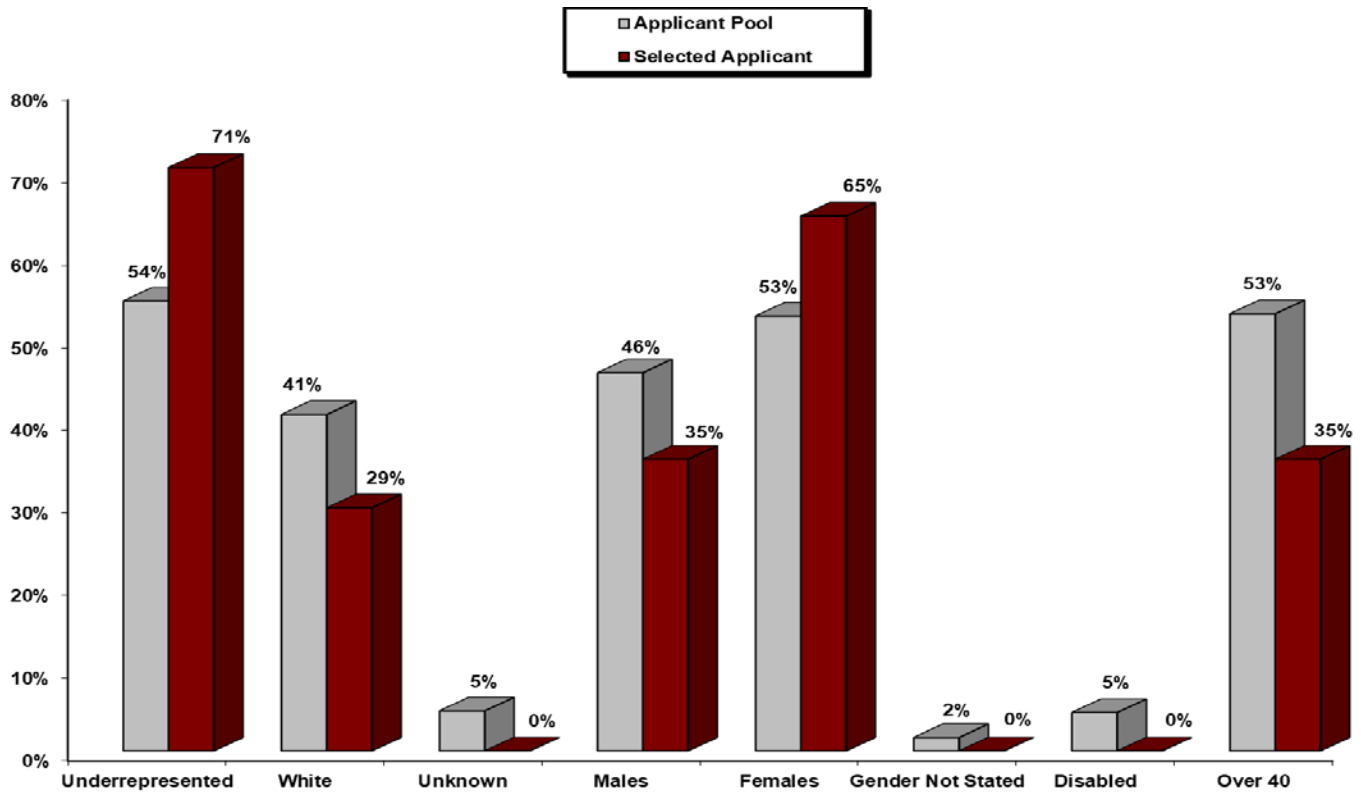
Faculty Selection Results

The District recruited and filled 17 faculty/CDC teacher positions. The total applicant pool consisted of 1,486 applicants. The faculty/CDC teacher applicant and selection results are displayed on the following page.

Positions filled:

- Counselor, Disability Programs and Services
- Instructional Specialist, Chino Success Center
- Instructional Specialist, Multidisciplinary Success Center
- Instructor, Art (Graphic Design)
- Instructor, Associate Degree Nursing
- Instructor, Associate Degree Nursing
- Instructor, Automotive Technology
- Instructor, Business
- Instructor, Chemistry
- Instructor, Commercial Music
- Instructor, Dental Assisting
- Instructor, English
- Instructor, Fashion Design
- Instructor, Industrial Electrical Technology
- Instructor, Physics
- Instructor, Psychology
- Instructor, Vocational Nursing

Faculty Selection Results



Total Faculty Pool	1486	100%
Underrepresented Faculty Pool	809	54.4%
American Indian/Alaskan Native	16	1.1%
Asian Indian	52	3.5%
Black/African American	237	15.9%
Cambodian	2	0.1%
Chinese	58	3.9%
Filipino	41	2.8%
Guamanian	0	0.0%
Hawaiian	2	0.1%
Hispanic	304	20.5%
Japanese	3	0.2%
Korean	22	1.5%
Laotian	0	0.0%
Other Asian	43	2.9%
Other Pacific Islander	5	0.3%
Samoan	0	0.0%
Vietnamese	24	1.6%

Total Faculty Selected	17	100%
Underrepresented Faculty Selected	12	70.6%
American Indian/Alaskan Native	0	0.0%
Asian Indian	2	11.8%
Black/African American	3	17.6%
Cambodian	0	0.0%
Chinese	1	5.9%
Filipino	0	0.0%
Guamanian	0	0.0%
Hawaiian	0	0.0%
Hispanic	5	29.4%
Japanese	0	0.0%
Korean	0	0.0%
Laotian	0	0.0%
Other Asian	1	5.9%
Other Pacific Islander	0	0.0%
Samoan	0	0.0%
Vietnamese	0	0.0%

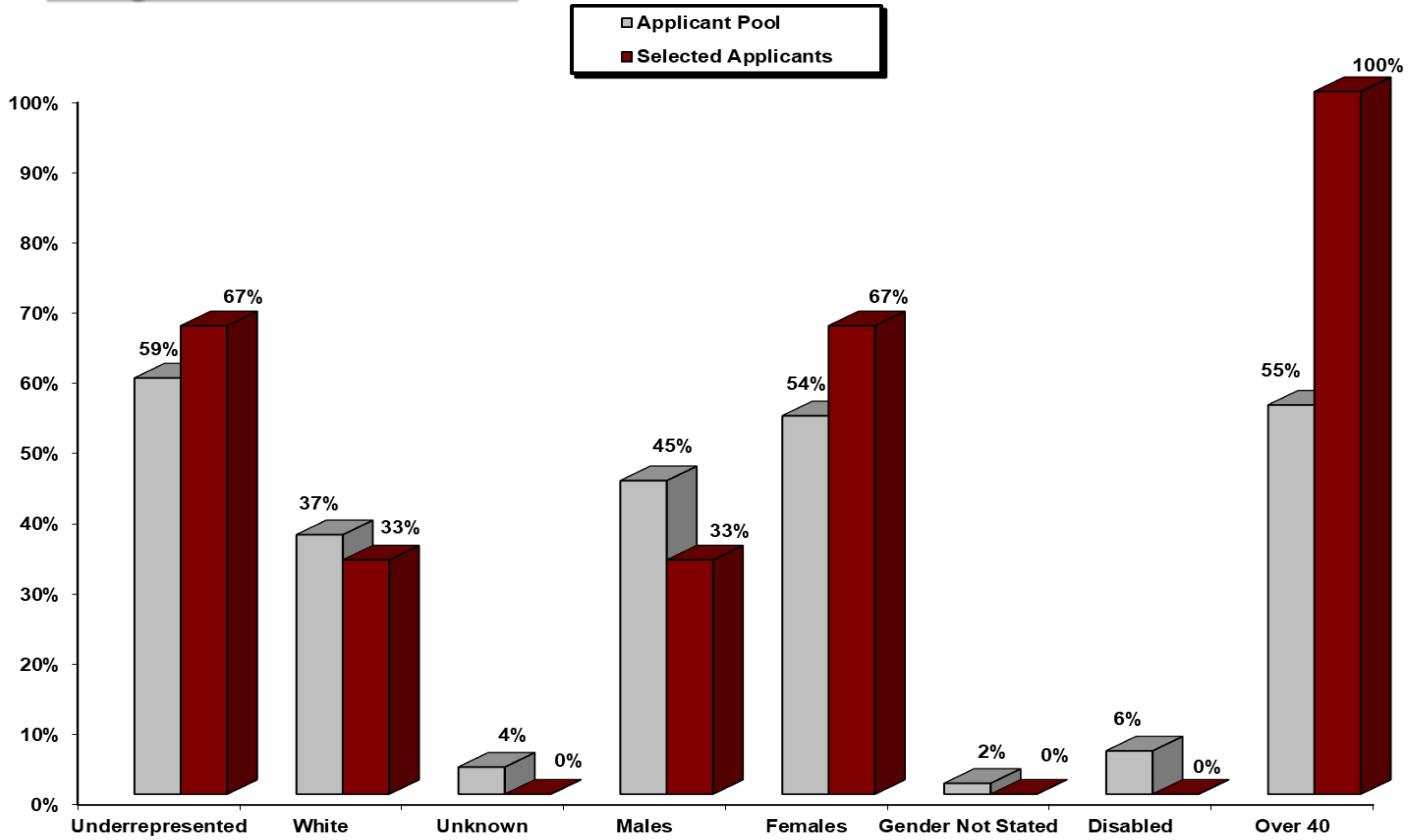
Management Selection Results

The District recruited and filled 3 management positions. The total applicant pool consisted of 130 applicants. The management applicant and selection results are displayed on the following page.

Positions filled:

- Dean, Instructional Support, Guided Pathways, and Kinesiology, Nutrition, & Athletics
- Director, Disability Programs and Services
- Supervisor, Operations

Management Selection Results



Category	Count	Percentage
Total Management Pool	130	100%
Underrepresented Management Pool	77	59.2%
American Indian/Alaskan Native	1	0.8%
Asian Indian	6	4.6%
Black/African American	33	25.4%
Cambodian	0	0.0%
Chinese	2	1.5%
Filipino	1	0.8%
Guamanian	0	0.0%
Hawaiian	0	0.0%
Hispanic	28	21.5%
Japanese	0	0.0%
Korean	2	1.5%
Laotian	0	0.0%
Other Asian	3	2.3%
Other Pacific Islander	1	0.8%
Samoan	0	0.0%
Vietnamese	0	0.0%

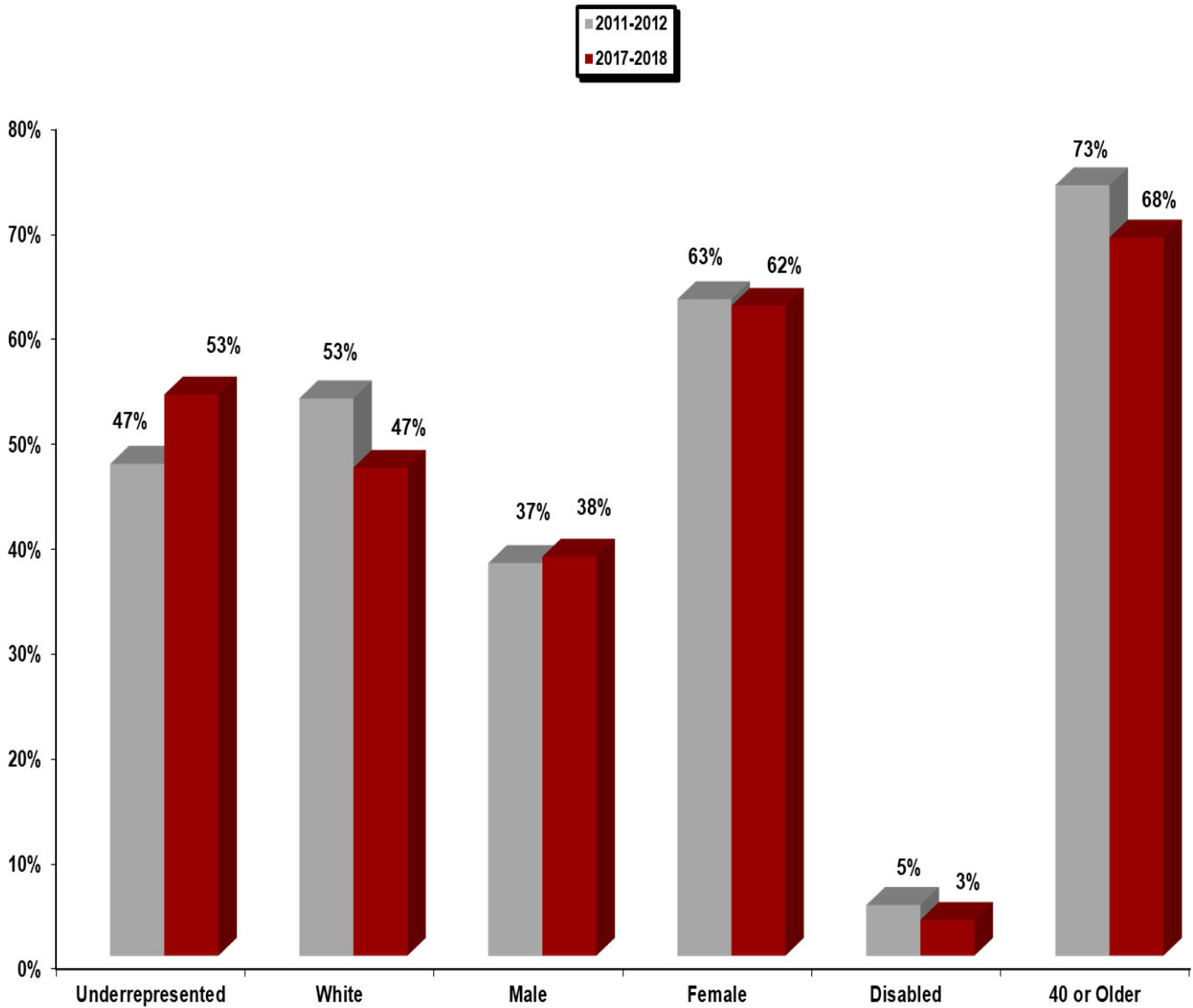
Category	Count	Percentage
Total Management Selected	3	100%
Underrepresented Management Selected	2	66.7%
American Indian/Alaskan Native	0	0.0%
Asian Indian	0	0.0%
Black/African American	2	66.7%
Cambodian	0	0.0%
Chinese	0	0.0%
Filipino	0	0.0%
Guamanian	0	0.0%
Hawaiian	0	0.0%
Hispanic	0	0.0%
Japanese	0	0.0%
Korean	0	0.0%
Laotian	0	0.0%
Other Asian	0	0.0%
Other Pacific Islander	0	0.0%
Samoan	0	0.0%
Vietnamese	0	0.0%

District Employee Demographics 2017/2018

The chart below provides a six-year comparison between the demographics of the District's classified staff, full-time faculty, and management employees.

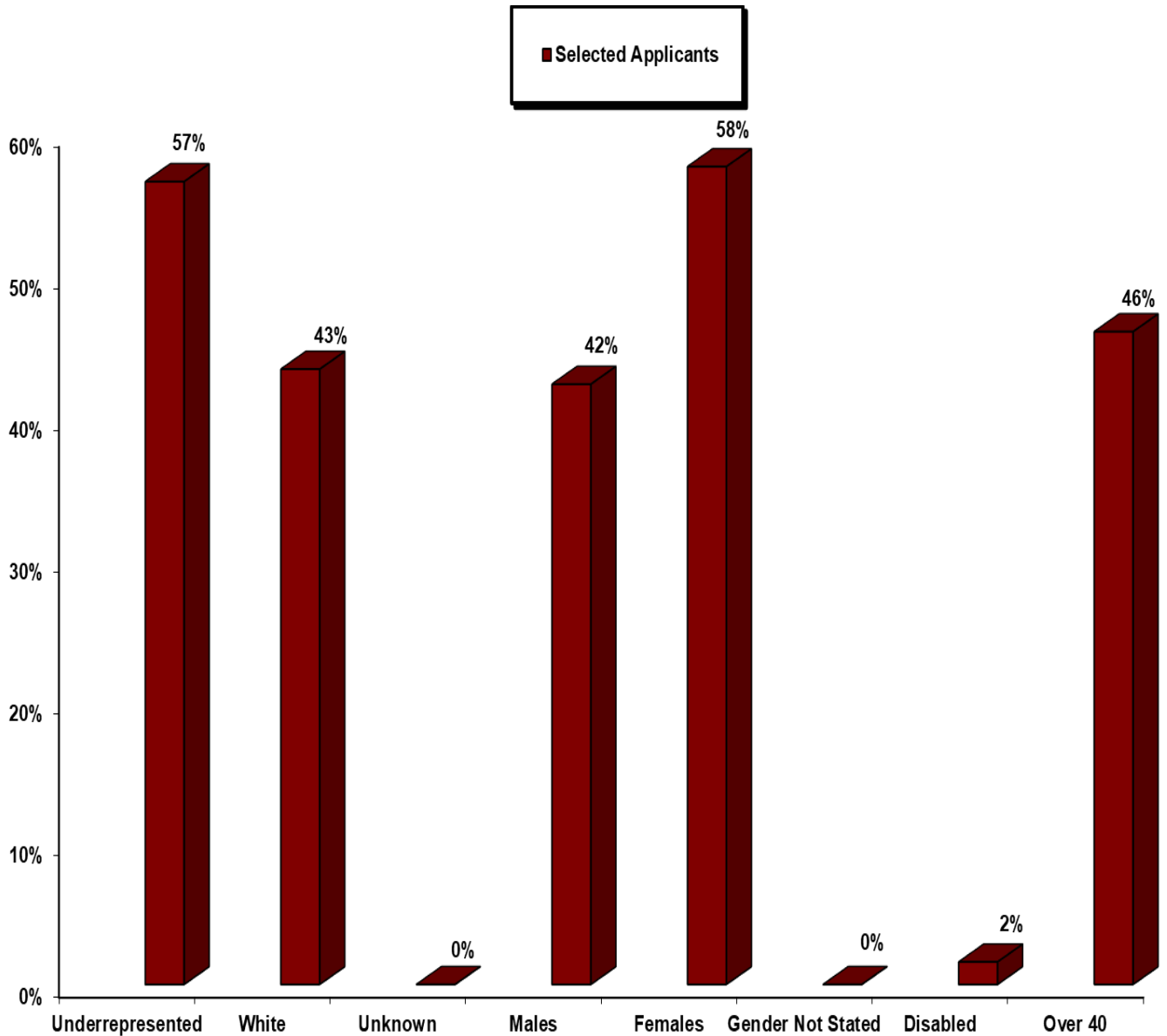
Total # of Employees 2011-2012: 497

Total # of Employees 2017-2018: 615



Adjunct Faculty Selection Results 2017/2018

The District utilizes the California Community Colleges Registry as our applicant pool for adjunct faculty. Utilizing approximately a 40 mile radius from the Rancho Cucamonga Campus, the District had access to approximately 597 adjunct applications. The District hired 189 adjunct faculty during the 2017/2018 academic year. The adjunct faculty applicant demographics were not available from the California Community Colleges Registry; however, our selection results are displayed below for this academic year.



Recruitment Sources

The District continues to use a variety of electronic and print advertising sources to reach a broad audience of potential applicants. The District expended a total of \$36,282 on advertising during the 2017/2018 academic year.

Our advertising sources included:

- AcademicCareers
- ACCCA.org
- AfricanAmericanCareers.com
- Asian Life
- BlackJobs.com
- BlackWomenConnect.com
- CCC Registry
- Chaffey College Website
- ChronicleVitae
- EDJOIN.org
- HBCU.COM
- HBCUNetwork.com
- HigherEdJobs
- Hire Disability
- Indeed
- Military.com Diversity & Veteran
- Monster
- National Association of Asian MBA's
- SupplierDiversity

**Unduplicated Student Demographic Characteristics
2017-18 Academic Year**

Race/Ethnicity	Number	Percent
African American	2,532	8.34%
Asian	1,421	4.68%
Caucasian	4,518	14.89%
Filipino	572	1.89%
Hispanic	19,670	64.82%
Native American	47	0.16%
Pacific Islander	65	0.21%
Multi-Ethnic	935	3.08%
Unknown	584	1.93%
TOTAL	30,344	100.00%

Gender	Number	Percent
Male	12,189	40.17%
Female	17,462	57.55%
Unknown	693	2.28%
TOTAL	30,344	100.00%

Age Range	Number	Percent
19 or Younger	9,039	29.79%
20 to 24 Years Old	11,161	36.78%
25 to 29 Years Old	4,465	14.71%
30 to 34 Years Old	2,114	6.97%
35 to 39 Years Old	1,206	3.97%
40 to 49 Years Old	1,538	5.07%
50 or Older	821	2.71%
Unknown	0	0.00%
TOTAL	30,344	100.00%

Identified Primary Disability	Number	Percent
Student Not Disabled	28,337	93.39%
Acquired Brain Injury	38	0.13%
Attention Deficit Hyperactivity Disorder (ADHD)	106	0.35%
Autism Spectrum	174	0.57%
Developmentally Delayed Learner	161	0.53%
Hearing Impaired	65	0.21%
Learning Disabled	618	2.04%
Mobility Impaired	149	0.49%
Psychological Disability	231	0.76%
Visually Impaired	44	0.14%
Other Disability	421	1.39%
TOTAL	30,344	100.00%

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

December 13, 2018
Board Meeting Date

TOPIC STUDENT SERVICES MONITORING REPORT FOR 2017-18

Communication No. IV.D.2.d

SUPPORTS BOARD ENDS STATEMENT/POLICY

Board Policy 3250 – Institutional Planning

Board Policy Chapter 5 – Student Services

ACTIVITIES THAT ADDRESS THE ENDS POLICY

The framework that has been used to organize this monitoring report uses the institutional goals as developed by the superintendent/president, executive team, and deans aligned with the institution’s core values: student success, educational excellence, climate of inclusion and respect, dynamic student services, responsiveness to the community, and environmental responsibility.

MEANS OF ASSESSMENT

In an effort to accomplish the goals above, Student Services works with the school deans, both senates, CSEA, CCFA, Institutional Research, Faculty Success Center, the Enrollment and Success Management Committee, and others to ensure appropriate guidance and support are given to students. In addition, assessment measures are incorporated into activities so that student and faculty success can be documented.

SUMMARY OF EVIDENCE

Student Services make every effort to meet the needs of our students, faculty, staff and community. These efforts are demonstrated by some of the following activities:

- More than \$42 million in Financial Aid disbursed
- Over \$110,000 awarded in scholarships and book grants
- More than 36,000 student contacts in the GPS Centers
- Over 94,000 pounds of food was distributed to over 3,000 students through the Panther Pantry

The complete monitoring report documents the achievements of each program within Student Services.

USE OF RESULTS FOR PLANNING

The vice president of student services, deans, directors, faculty, and staff continuously review available data, analyses, and planning documents to set the Student Services agenda. Continuous improvement for the 2017-18 academic goals and agenda are drawn from this data analysis.

Submitted by:	Eric Bishop, Vice President, Student Services
Recommended by:	Henry D. Shannon, Superintendent/President

STUDENT SERVICES BOARD MONITORING REPORT

2017/18



MANAGEMENT STAFF

Vice President of Student Services	Dr. Eric Bishop
Admissions & Records	Kathy Lucero, Director
Athletics	Michael McClellan, Dean
Athletics	Jeff Klein, Interim Director
Counseling & Student Support Services	Amy Nevarez, Dean
Disability Program & Services	Vacant
Financial Aid	Patricia Bopko, Director
International Students	Dr. Eric Bishop, Vice President
Special Populations & Equity Programs	Adrienne Grayson, Director
Student Discipline/Grievance	Christopher Brunelle, Dean
Student Health Services	Dr. Kay Peek, Director
Student Life	Christopher Brunelle, Dean
Title IX	Dr. Eric Bishop, Compliance Officer
Transfer Center	Ruth-Ann Garcia, Interim Director

STUDENT SERVICES BOARD MONITORING REPORT

The Student Services unit at Chaffey College supports the college's overall mission by providing the infrastructure to students' access, persistence, engagement, completion, and transitions. The various offices and departments work to assist students in navigating the educational system, whether they are first-time, first-generation college students, adults wishing to enter the workforce, or former college graduates returning to school for obtaining new skills or looking for a career change.

The Student Services staff works to assure equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of where they are enrolled. The offering of co-curricular and athletics programs help serve the college's Mission and Institutional Goals. Through these the faculty and staff assist students in contributing to the social and cultural dimensions of their educational experience. This report demonstrates that through the college's comprehensive student services it provides the resources to support student development and success and prepares faculty and other personnel responsible for the advising function. The counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

In fulfilling the college's mission of inspiring hope and success by improving lives and our community in a dynamic, supportive, and engaging environment, the Student Services unit strives to provide complimentary aspects to a student's educational experience that develops students as a whole. The Student Services team uses the college's Institutional Goals as outlined below.

Institutional Goal 1: <i>Chaffey College will provide quality learning experiences that promote holistic student development and support success and completion in a timely manner.</i>
Institutional Goal 2: <i>Chaffey College will create, maintain, and support innovative and</i>
Institutional Goal 3: Chaffey College will provide an effective organizational structure and workforce through strategic hiring practices in which all employees are given the encouragement and resources needed to achieve excellence.
Institutional Goal 4: Chaffey College will support the needs of the communities through meaningful external relations, workforce development, outreach, partnerships, and linkages.
Institutional Goal 5: Chaffey College will decrease the achievement gap.
Institutional Goal 6: Chaffey College will responsibly manage financial, physical, technological, and environmental resources through effective planning, decision-making, and implementation.

STUDENT SERVICES BOARD MONITORING REPORT

Student Services staff also oversees critical and legal functions of the college, such as Title IX compliance, ensuring students learn in an environment free of discrimination due to gender or sexual misconduct. Working across the college, the Student Services staff works to address basic needs for students through organizing the food pantry and working on solutions to address the needs of students with housing insecurities. There is a concerted effort to address students who are disproportionately impacted through the educational experience and to close those gaps through facilitation of the Chaffey College Student Equity Plan.

It is a collaboration of dedicated faculty, classified staff and managers who work to engage students and provide a student experience memorable to them when they transition to the Chaffey College Alumni Association. The offices and departments work to erase barriers imposed on students and ease the educational experience.

While this report displays the work of the Student Services areas, it is ever present that as a college we work collectively and together to improve lives through education.

The following pages highlight accomplishments from the various areas of student services and their reports.

ADMISSIONS & RECORDS

Accomplishments:

- Outreach to inmates in Turning Point program to assist with completion of admission and financial aid applications, and registration of all students (Goal 4)
- Collaborated with the office of High School Partnerships and Adult Education to streamline enrollment process for dually enrolled students (Goal 4)
- Collaborated with Information Technology Services to implement on-line registration for high school students (Goal 6)
- Facilitated mailing of 23,000 revised student identification cards to comply with new Omnitrans contract (Goal 4)

Student contacts at service counters		49,187
Admission applications		36,468
<i>CCCApply</i>	36,328	
<i>Manual CIM/CIW</i>	140	
Responses to Admissions email enquiries		5,974
Photo ID's issued		12,440
Grade Changes processed		1,621
Residency determinations made		2,059
Diplomas issued		3,120
Certificates issued		2,244
Unit Evaluations completed		6,022
Official transcript requests		25,886
<i>Via the MyChaffey Portal (24 hour turn-around)</i>	16,477	
<i>By mail</i>	892	
<i>In person</i>	1,947	
<i>Etranscripts</i>	3,277	
<i>National Student Clearinghouse</i>	3,293	
Incoming electronic transcripts processed		3,051
<i>Parchment</i>	602	
<i>Scrip-Safe</i>	1,192	
<i>National Student Clearinghouse</i>	701	
<i>XAP</i>	556	
Records scanned and linked		45,245
Petitions processed		1,654
Records forms processed		1,135
<i>Credit by Exam</i>	651	
<i>Independent Study</i>	10	
<i>Non-traditional Credit</i>	306	
<i>Special Repeat Coding</i>	168	
Microfiche records converted to electronic format		4,356
FACTS accounts maintained (deferred payment plan)		3,364
Third Party Billing		\$417,463
<i>Number of students served</i>	5,065	
Past-due fees collected through COTOP (net)		\$53,875
<i>Number of students served</i>	863	
Refunds processed through Cashier		\$1,705,739
<i>Number of students served</i>	13,818	
Fees collected in person through service counters		\$2,303,103
<i>Number of students served</i>	20,403	

AMAN/AWOMAN/UMOJA

Umoja: programs, activities and conferences were aligned with the current Equity Plan and Institutional Goals directed towards our African American student population. The program started new programs, supported current programs and promoted ongoing student recruitment. It also expand its outreach to faculty, staff and community. The Umoja program and student club served approximately 1,235 unduplicated students and touched approximately 300 community members.

Umoja 2017 Summer Jam

Fifty students attended a two-hour open house event to learn about the program and to network with faculty staff and students. The goal at this event is to engage students and make them aware of the resources available at Chaffey as well as identify key support people on campus. (50)

Umoja Club Regular Weekly Meetings

Nearly twenty students met to network, plan events, identify concerns, share resources, outreach, and organize community service. Throughout the year, students shared over 100 hours together.

Events include: 3 Open Mic sessions, 15 Classroom Presentations, Presentation at the Student Success Conference ,Trunk or Treat Games for Children, Collaboration with other clubs (Pinto, Muslim Students, Student Government, Presidents, Equity and Special Populations, Brothers and Sisters Forum).

Umoja 2017 Conference, Sacramento

Thirty-two students, 4 faculty and 4 staff members attended this 3-day conference. This was a unique opportunity for student leadership development and:

- A historical multicultural environment
- Holistic and integrated learning
- Cross-cultural communications
- The richness of diverse customs and cultures
- Professional Development for our Faculty and Staff

Study Vibe

A group of 10 to 15 students met weekly to support each other with homework, projects, presentations from the UC schools. scholarships, transfer and to receive tutoring. Last year, students over 50 hours of special support aimed towards their academic success.

Kwanza

Seventy-five people in attendance. This is a cultural enrichment event. Let me know if further information is needed.

AMAN/AWOMAN/UMOJA

Regional Symposium

Sixteen students, 2 faculty and 2 staff members attended the Umoja Regional Symposium in Sacramento. Students meet to learn about African American and Afro Latino leaders (influential people of color), as well as to share and learn about Umoja practices. The purpose of the Regional Symposia is to bring together Umoja program, staff and students to learn from each other “in community.”

Holiday Celebrations and Potluck

Faculty and students gathered to celebrate community and share holidays.

Umoja Family Night

The first Umoja Family night was held to bring families and supporters together in community. The night was supported by a community local Council member.

Christmas Bags for Children

The Umoja Students collectively donated 50 bags of toys and clothes to “They Matter” . This local group of Women support the children of cancer victims.

African American Celebration of Graduates

This event has become one of the most rewarding programs on campus. Last May, 45 students and their families attended the event (185 attendees). Nonetheless, 245 self-identified African American students were eligible for graduation.

During this celebration, students, family and friends celebrated the richness of their culture. Networking is also a very important part of this celebration. Local elected official, academia and local businesses joined to support the graduates.



Pictured: African American Celebration of Graduates 2018

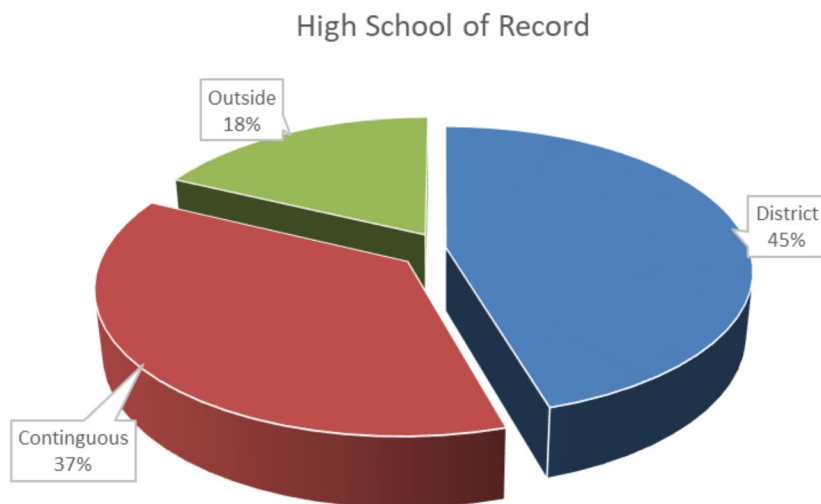
ATHLETICS

The Athletics Department proudly supports all six Institutional Goals of the college. Student-athletes from the college's 14 intercollegiate teams take full advantage of the full-time academic counselor. Each student-athlete meets with the academic counselor to develop an Educational Plan and has follow-up meetings to ensure they are progressing towards completion. Having a dedicated academic counselor within the department allows Chaffey to promote student development and support success and completion. Students are actively engaged in their achievement, complete degrees and certificates earlier, and have a higher rate of retention and success than the general student population.

2017-18 Academic Year (302 identified student-athletes)	
Degrees & Certificates earned by student-athletes	156 awards – 2.8% of the class of 2018
Time difference to achieve degree	SA: 3.01 years vs non-SA: 3.95 years
Success Rate difference	SA: 76.9% vs non-SA: 71.5%
Retention Rate difference	SA: 93.8% vs non-SA: 91.1%

The department actively promotes participation at athletic events by offering free gate admission to all students and marketing games and special events through posters, pocket schedules, social media, and use of the college's electronic marquee. Our student-athletes are encouraged by their coaches to attend sporting events of their fellow teams when possible. Additionally, most teams volunteer at home games providing game day support. Finally, student-athletes and coaches are active in campus and community causes such as Chaffey Dreamers, Special Olympics and Foothill Family Shelter and regularly host awareness events (cancer, domestic violence, LGBTQ+, etc).

Student-athletes regularly participate in community events and all coaches have developed positive relationships with area high schools. This is most evident in the recruiting of local talent. More than 80% of Chaffey College student-athletes come from high schools within our recruiting area.



ATHLETICS

Chaffey College student-athletes represent the diversity of the student population; 78.1% are identified as coming from traditionally underrepresented groups and 61.5% are economically disadvantaged. All student-athletes are encouraged to utilize the programs and services the department and college offer, including academic counseling, success centers, and financial aid as well as intervention services such as the Panther Pantry. Finally, the department employed nine Federal Work Study students in 2017-18.

Scholar-Athletes

Each spring, the department celebrates the academic achievements of excelling student-athletes. In Spring 2018, 105 athletes were recognized at the 5th Annual Scholar-Athlete Recognition Night. Student-athletes with GPAs of 3.0 or greater came from all sports and represented 24 different majors from all 8 academic schools. This cross-curricular diversity was the most significant in the program's five-year history. Four Panther Football players were recognized as regional scholar-athletes. Additionally, Jade James (Women's Water Polo) was recognized by the California Community College Athletics Association (CCCAA) as a state scholar-athlete, a distinction requiring excellence in the classroom, the playing field, and in the community. Finally the 2017 Chaffey College Women's Cross Country and Men's Water Polo teams were also recognized by the state governing body as Scholar-Athlete Teams, with above average GPAs for the entire team.



Pictured: Jade James (Water Polo) (left); 2017 Women's Cross Country race 2017 (right); Men's Water Polo team, (below)



ATHLETICS

Athletic Achievements

Athletically, the Chaffey Panthers had another successful year. Six Panther teams advanced to post-season competition including three teams represented at state championships. For the second consecutive year, Men's Swim advanced student-athletes to the spring state championships with three men representing the college in both swim and dive events. Noah Luna, two-time South Coast Diver of the Year, finished second in the 3-meter and third in the 1-meter event. Greg Bouch (diver) and Kyle McClanahan finished in the top 15 statewide. Cross Country sent members of both teams to the state championships last fall. Freshman Sara McCann represented Women's Cross Country at the very competitive Fresno State Championships. In their third season of competition, the Men's Cross Country team made their team debut in Fresno, finishing the season in the top 20 in the state. Women's Soccer continued to dominate the playing field earning the respect of the United Soccer Coaches with regular appearances in the national rankings. Both Panther Soccer teams have developed a reputation for athletic excellence and earned berths again in the State Playoffs race. Across the 14 teams, 46 student-athletes were named to all-conference teams with many also appearing on the All-Southern California, All-State, and All-American lists.



Pictured: Noah Luna (Men's Swim/Dive), Sara McCann (Women's Cross Country), 2017 Women's Soccer Team

Team	Participants 2017-18
Baseball	29
Basketball - M	14
Basketball - W	10
Cross Country – M	14
Cross Country – W	9
Football	77
Soccer – M	28
Soccer – W	26
Softball	16
Spirit	21
Swim/Dive – M	21
Swim/Dive – W	12
Volleyball	18
Water Polo – M	13
Water Polo – W	14

ATHLETICS

Honored Coaches

Accolades and honors were not limited to the college's student-athletes. In the spring, Women's Basketball Head Coach Tasha Burnett was inducted into the CCCWBCA Hall of Fame for her contributions as both a student-athlete and coach. Burnett began her collegiate playing career at LA Harbor College where she led her team to a state championship during her sophomore year. Burnett joined the Chaffey College coaching staff in 2014 having coached at the NCAA Division I and II levels. Burnett's experience as a community college student-athlete has allowed her to assist the Lady Panthers both on and off the court as they compete for Chaffey and transfer to the next level of play. After four decades at Chaffey, retired Head Coach Mike Dickson was named South Coast Conference Diving Coach of the Year (2nd year in a row) in his final season. Additionally, Cross Country Coach Rob Lander hosted a track & field coaching clinic for the Special Olympics (Inland Empire Chapter) and the football coaches hosted their 2nd Annual Inland Valley Football Coaches Clinic.



Pictured: Tasha Burnett (Women's Basketball)

Alumni

Former Chaffey student-athletes from all programs are currently playing at top NCAA and NAIA schools in the United States and Canada, many receiving full scholarship opportunities. Additionally, seven Men's Basketball alumni are pursuing professional careers playing worldwide including: Sango Niang (Spain), Kenny Morgan (Mexico), Chris Edward (Germany), Victor Joseph (Slovakia), Adom Jacko (Israel), Mike Munoz (Mexico), and Ryan Nitz (Italy). Men's Basketball alumni Haron Hargrave hosted several charitable events through his non-profit to bring awareness, funds, and supplies for local, national, and international causes including to Hurricane Maria ravaged Puerto Rico (a country he played in post-college).



Pictured: Haron Hargrave (Men's Basketball alumnus)

ATHLETICS

Outreach

This year, the Athletic Department continued its commitment to outreach and service by hosting several community and awareness events including cancer and domestic violence awareness (Volleyball, fall 2017) and Coaches vs Cancer (Basketball, March 2018). In addition, community youth groups and schools attended several games and participated in pre-game and halftime events including bands from Montclair and Los Osos High School, elementary students from Fontana Unified, Ontario Montclair School District, and youth cheer groups. Chaffey College's Volleyball and Women's Basketball teams were extremely active on and off-campus participating in numerous undocumented allies events including the 3rd Annual Student & Parent Leadership Conference, donating blood at the college's annual drive, reading to students at local elementary schools, and participating in the community Trunk or Treat at Los Osos High School. Men's Basketball also had an active year in the community. Head Coach Jeff Klein was the keynote speaker at Foothill Family Shelter's Annual Community Champions Luncheon (October 2017) and sophomore Tim Ford was invited to sing the National Anthem at the Rancho Cucamonga State of the City address.



Pictured: 2017 Volleyball & Spirit support Dig Pink (breast cancer awareness), Volleyball participated in Wear Green for Dreamers, Women's Basketball participated in community events such as Los Osos Trunk or Treat

The department participated in the college's annual Alumni of the Year/Athletic Hall of Fame banquet and Tailgate Party. This year, three alumni were inducted into the hall of fame: Ruben Ayala, Jr. (baseball), Michael Jackson (basketball), and Sheldon Pace (basketball). Pace currently works in his community fighting childhood obesity.

Marketing

The Athletics Department continued to expand its social media reach by launching team accounts in Facebook, Twitter, and/or Instagram for all Panther teams. All coaches have been trained on responsible use and continue to represent the college and department at the highest professional level and following CCCAA regulations governing social media accounts. The department continues to update and maintain the Panther website (www.chaffeypanthers.com) with game highlights, stats, and alumni stories. Articles also regularly appear in Dr. Shannon's President's Update highlighting the accomplishments of our current and former student-athletes.

ATHLETICS

New Faces

In 2017-18, the Athletics Department saw a change in coaching at both the baseball and softball fields. Mike Cordero comes to Chaffey from Santa Barbara City College and has coached at all levels from Division I to high school. Cordero led the Panthers to a 13-9 conference season, finishing in a 3-way tie for 2nd place in the South Coast Conference. Returning to Panther Field after a 3-year hiatus, Dave Lindsay accepted the role as the Panthers' Head Coach. In his rookie season at the helm, Lindsay took the Panthers to the 1st round of state playoffs. Additionally, the department added Equipment Attendant Chris Abeyta and Educational Program Assistant Areli Rodriguez (transfer from Counseling) in Spring 2018.



Pictured: Mike Cordero (Baseball), Dave Lindsay (Softball), Areli Rodriguez (EPA), Chris Abeyta (Equipment)

Compliance

The Chaffey College Athletics Department must meet the strict guidelines set by the CCCAA. At Chaffey College, all coaches and staff must pass an annual CCCAA compliance exam covering topics of recruiting and eligibility and attend a yearly in-service conducted by the athletic director. This ensures that all teams and department practices are in compliance with statewide regulations. Chaffey's eligibility specialist conducts workshops with all teams prior to the start of the season; 303 students participated on teams in 2017-18. The department also monitors athletes throughout the season to ensure that they maintain their eligible status and processes information requests specific to transferring students.

COUNSELING

The School of Counseling supports Institutional Goals 1, 2, 4, and 5. Its primary objective is to ensure students can accurately plan their educational pursuits. Additionally, the school works to satisfy the counseling component of the core services of the Student Support Services Program plan for the college. The Counseling Department, GPS Centers, and Opening Doors to Excellence provide service to new, continuing, and returning students including:

- Abbreviated educational planning for new students
- Comprehensive educational planning for continuing students.
- Walk-in services for matriculation appeals, unit overload appeals, prerequisite verification, academic renewal, registration assistance, and assistance with various petitions including Petition to Reinstate Registration Priority, BOGW Fee Waiver reinstatement, Repetition of a Course for the third time, and Prioritized Registration for Over 100 units.
- Evaluation of student progress on goal
- Allied Health counseling services including pre-application progress checks and development of educational plans
- Evaluation of external transcripts and advanced placement exams
- Certification of CSU and IGETC general education transfer patterns including evaluation of external transcripts for pass along
- Readmissions counseling and educational planning for previously dismissed students seeking to return to the college
- Preliminary graduation checks for students within 15 units of graduation
- Educational planning for undecided students
- Comprehensive offering of guidance courses on college success and career and life planning
- Counseling and educational planning for special populations including Allied Health, STEM, transfer, probationary, Puente, AMAN/AWOMAN, international, financial aid appeals, foster youth, honors students, and veterans
- Online orientation
- Administering, planning, and executing Senior Early Assessment at 25 comprehensive high schools in the Chaffey District service area
- Online and phone counseling services for students at a distance
- Comprehensive counseling, educational planning and intervention services for students on academic and progress probation offered through the Opening Doors to Excellence Program. Includes specialized identification, notification, and outreach services targeting students on first and second level probation.
- Workshops for probationary students seeking to be informed about probationary standing and participation in the Opening Doors to Excellence program
- Readmission Contract workshops for returning dismissed students
- Course substitution and waivers for graduation petitions
- In person orientations for new students

COUNSELING

- Workshops on assessment preparation, hope and mindset, applying for scholarships, and academic success for students on first level probation
- Assessment of math and English placement for new and continuing students
- High School Partnership orientation and educational planning services for dual enrolled high school students
- Super Saturday programs for new students where complete core counseling services are offered in one day including orientation, assessment, and the abbreviated educational plan
- Assistance for students learning how to utilize their electronic tools including the Chaffey mobile app, student planning , Grad Guru, the student portal, MyChaffeyView, and Chaffey email
- Publish and provide, in collaboration with academic disciplines, major and general education information sheets detailing course requirements for certificate, associates, and transfer requirements
- Specialized orientations for veterans and Spanish speaking students
- Provide referrals to a comprehensive list of other student support programs and services including Transfer Center, Career Center, DPS, EOP&S, CalWORKs, Financial Aid, Admissions and Records, and four-year colleges and universities

Accomplishments:

- Hosted the annual High School Counselor Breakfast for the high school counselors from Chaffey College district high schools in which there is continued growth and collaboration.
- Seventeen high school counselors participated in the Annual High School Counselor Summer Institute, a two-day in-service for counselors from high schools in the Chaffey College district service area.
- Planned and hosted Panther Welcome Day on all three campuses. During the three day event, over 1000 students and family members were provided workshops, resource information, and campus tours.
- Completed orientation, assessment, and counseling services at 25 high schools as part of Senior Early Assessment.
- Offered eighty-six sections of Guidance 507, Guidance 2, and Guidance 3 course sections over the 2017-18 academic year including summer which is a 34% increase over last year.
- Provided 45 Super Saturday programs, which include orientation, assessment, and registration for all 2017-18 registration cycles at all three campuses. This was 114% increase over last year.
- Students completed 8,701 orientation online up from 8,021 students in 2016-17 year, a nearly 8% increase over last year.
- 10,619 individuals assessed at all three-campus locations and off campus sites.

COUNSELING

Opening Doors to Excellence decreased the number of students signing contracts and participating in the program by .9%, down from 812 to 805 students. Information session attendees are also down by .4% and students completing an educational plan was down 3.4% from 1176 to 1136 educational plans (educational plans include students from previous semester programs updating plans).

Transcript evaluators increased the number of graduation applications process by 18.5% up from 3636 to 4463. In addition, 6,067 transcripts were evaluated for English and math placement which was an increase of 17.6% over the previous year.

Fig. 1: Denotes the number of assessment administrations at the Chino, Fontana, and Rancho campuses during the academic years 2016-2017 (blue) and 2017-2018 (red).

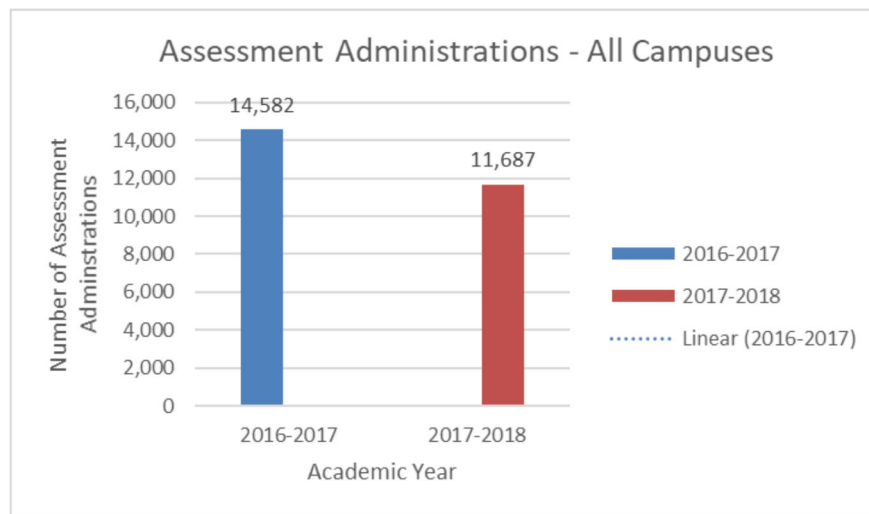


Fig. 2: Shows the number of students who completed assessments at the Chino, Fontana, and Rancho Campuses during the academic years 2016-2017 (blue) and 2017-2018 (red).

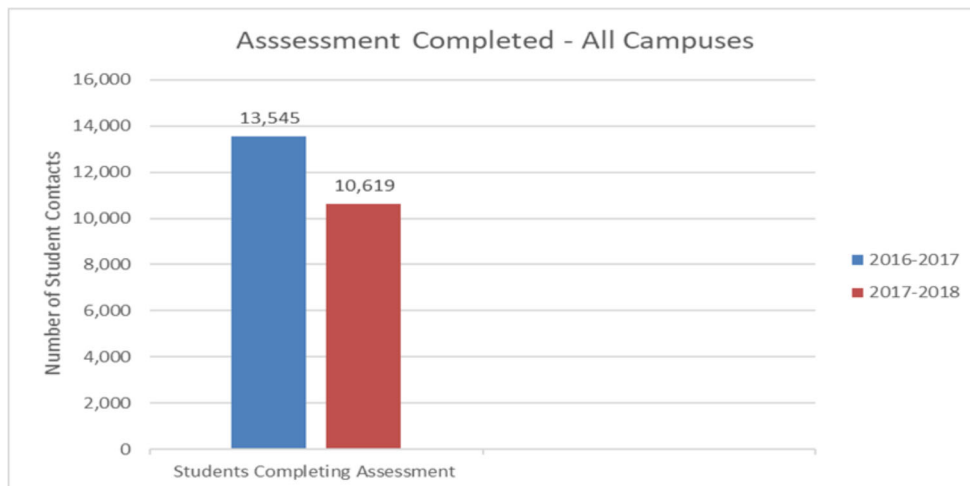


Fig. 3: Denotes the total number of external transcripts evaluations and advanced placement exams during the academic years 2016-2017 (blue) and 2017-2018 (red).

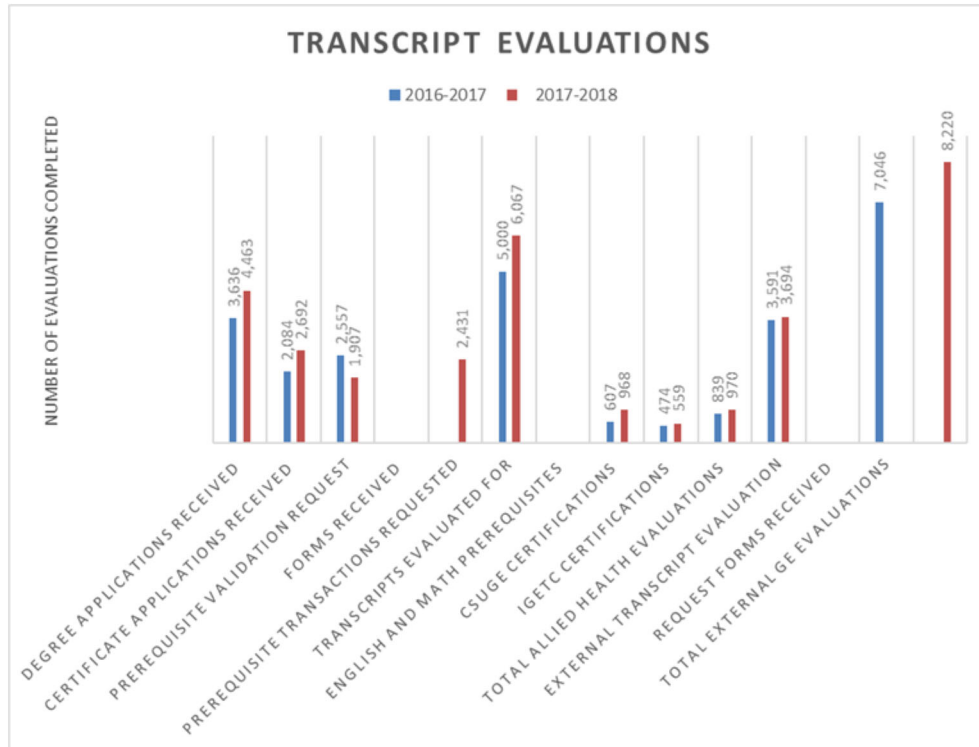
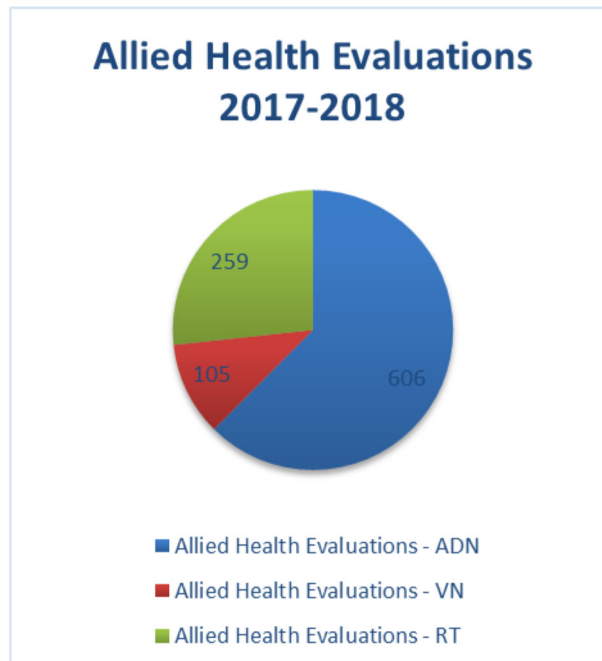


Fig. 4: Shows the total number of Allied Health Evaluations completed in the 2017-2018 academic year.



COUNSELING

Fig. 5: Shows the total number of external general education evaluations by AA/AS, CSU, and IGETC during the academic years 2016-2017 (blue) and 2017-2018 (red).

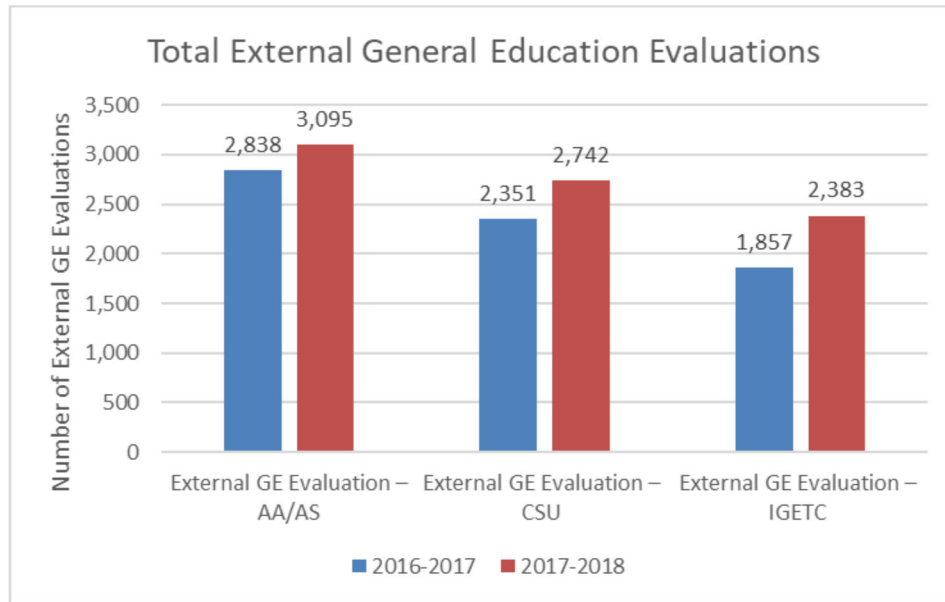
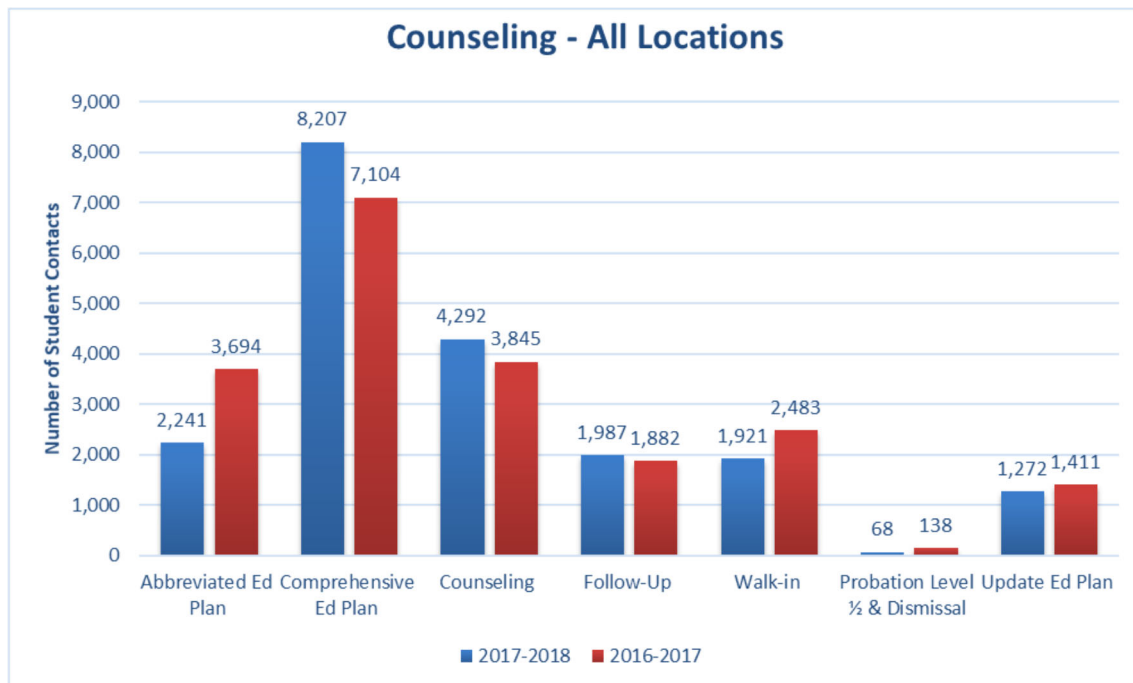


Fig. 6: Denotes the total number of student contacts in the General Counseling Department at the Chino, Fontana, and Rancho Campuses by counseling services during the 2016-2017 (red) and 2017-2018 (blue) academic years.



COUNSELING

Fig. 7: Denotes the total number of new student orientations online during the 2016-2017 (blue) and 2017-2018 (red) academic years.

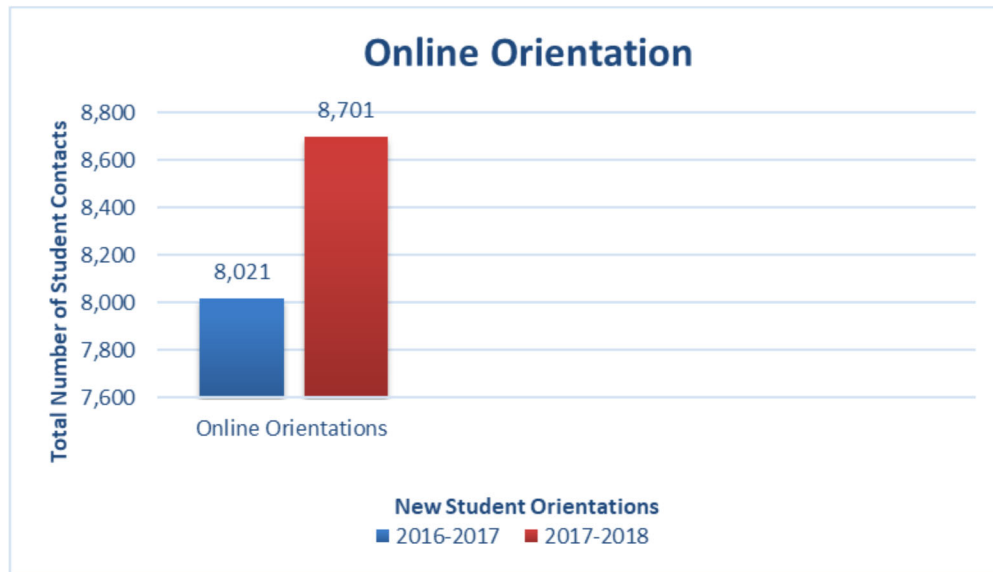
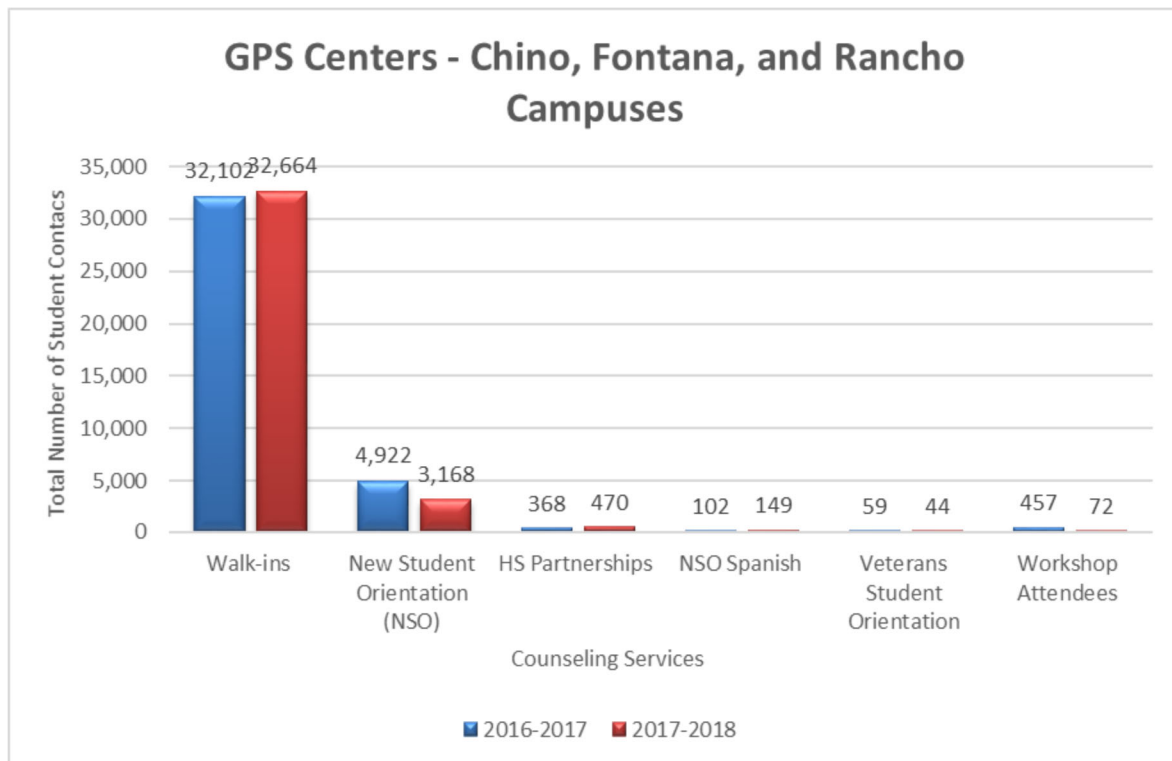
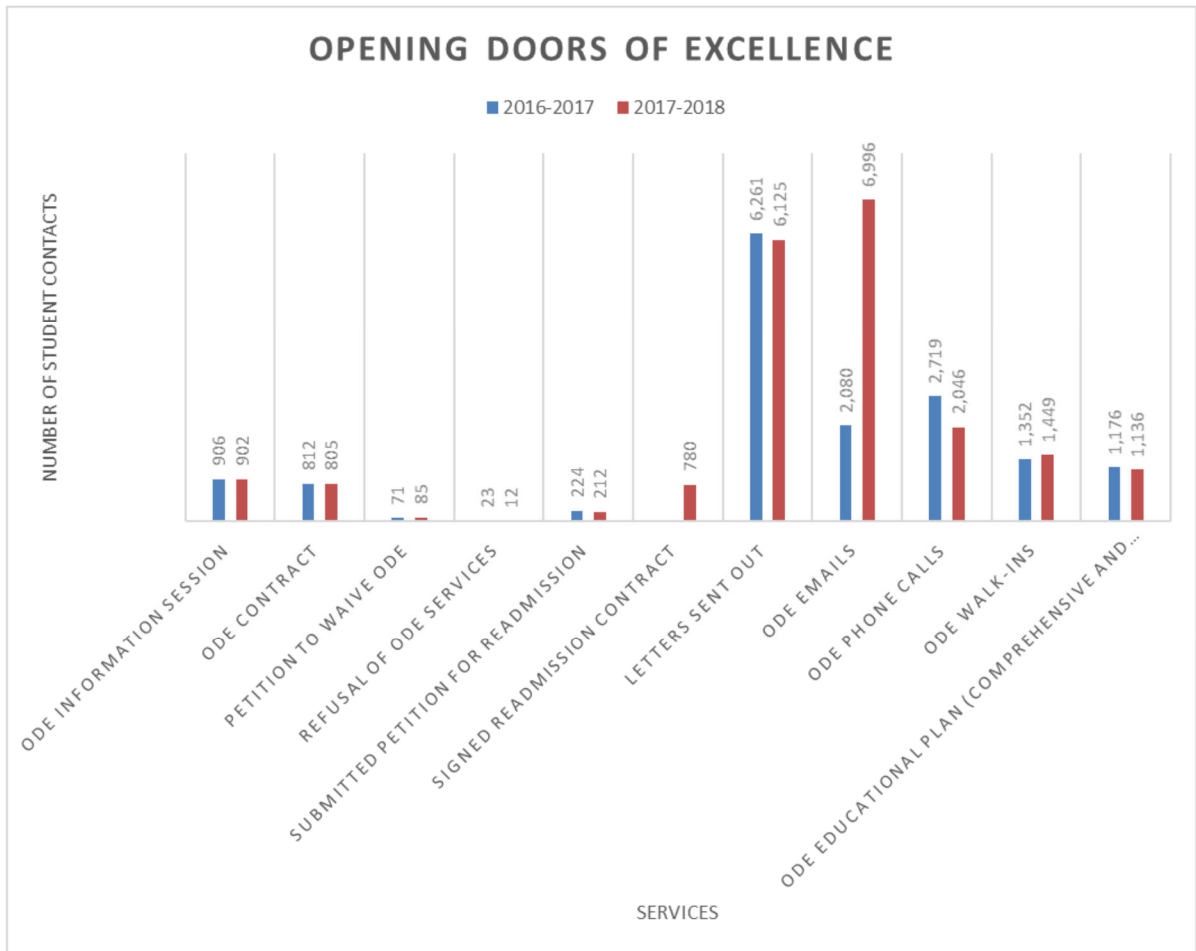


Fig. 8: Shows the total number of student contacts in the GPS centers by counseling services during the 2016-2017 (blue) and 2017-2018 (red) academic years at the Chino, Fontana, and Rancho Campuses.



COUNSELING

Fig. 9: Shows the number of student contacts that received services at the Opening Doors of Excellence Program during the academic years 2016-2017 (blue) and 2017-2018 (red).



DISABILITY PROGRAMS & SERVICES (DPS)

The Disability Programs & Services (DPS) department provides access and support services for students with verified physical, intellectual, learning and psychological disabilities. Through the work of DPS faculty, staff and student employees, the department supports Institutional Goals 1, 2, 4 and 5.

DPS 2017-18 Accomplishments

During the early part of the 2017-18 academic year, DPS offered counseling support services on the Fontana campus two days per week. During the Spring semester, DPS hired a full-time counselor at the Fontana campus, offering students the opportunity to receive support services five days per week.

The DPS Director vacated the position in August of 2017. Also in August of 2017, DPS hired a new DPS Generalist. While the DPS Director position was vacant, the Dean of Counseling oversaw the department. In April of 2018, DPS hired a new Director. The Department has also reestablished its working relationship with the faculty at Diversified Industries (DI), as well as at InTech.

Throughout the 2017-18 academic year, DPS hosted a variety of events in order to support DPS students. In October 2017, DPS held its Eighth Annual Disabilities Awareness Fair in recognition of National Disabilities Awareness Month. The fair, held on all three campuses, hosted a wide range of disability experts, disability organizations, vendors, presenters, student testimonials, staff, and community members.

DISABILITY PROGRAMS & SERVICES (DPS)

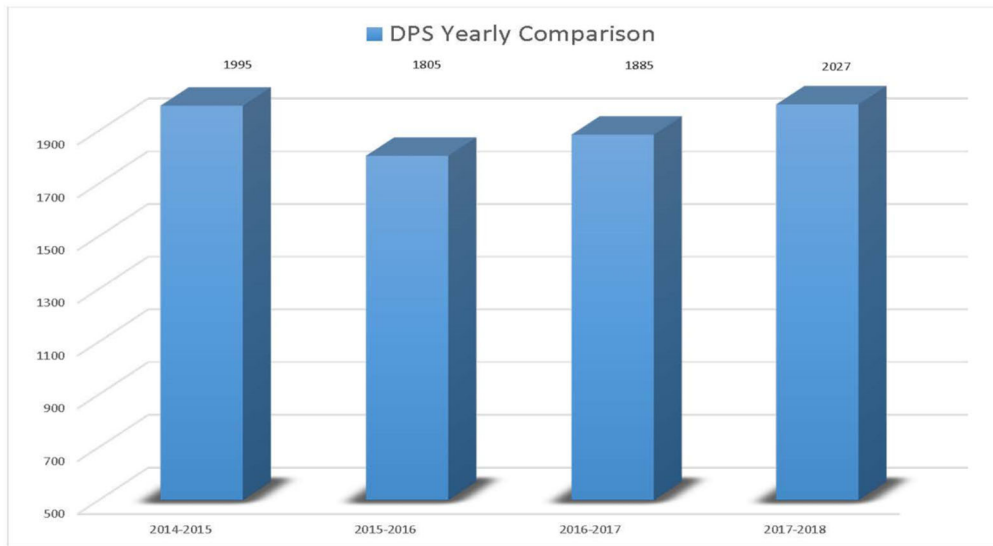
2017-2018 Student Totals: 2,027

Diversified Industries (DI)	131
Unduplicated Totals	
Summer 2017	1,451
Fall 2017	367
Spring 2018	209
DPS Applications	660
DPS Counseling	3,725
Chino	685
Fontana	271
Rancho Cucamonga	2,769
New	646
Continuing	909
Returning	194
Other Counseling	
<i>Including: Crisis, Disability Management, Personal, Vocational</i>	1,111
Educational Plans	2,693
Chino	314
Fontana	185
Rancho Cucamonga	2,194
Testing	2,198
Chino	44
Fontana	49
Rancho Cucamonga	2,105

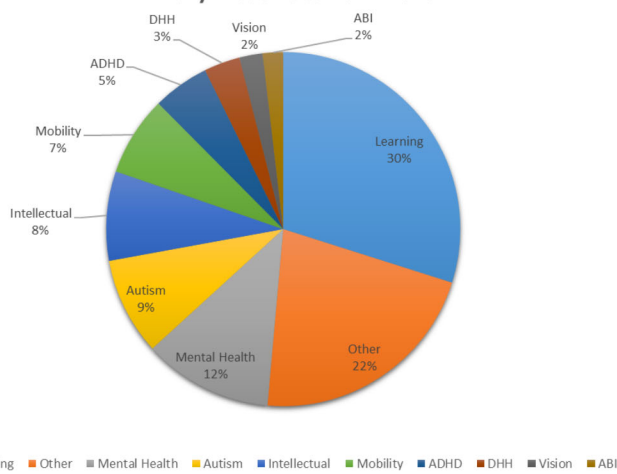
Alternative Media/Assistive Technology

Equipment Checked out	499 total including recorders, head-phones, hand held enlargement devices, braille note touch, calculators, drag-on mics, Nu-eyes, etc.
Furniture placements	53 placements of adjustable tables, padded chairs, and or foot stands.
Alternate Media Requests	518 including books on audio, captioning, enlargements, and braille
Assistive Technology Trainings	240
College Accuplacer Assessments	151

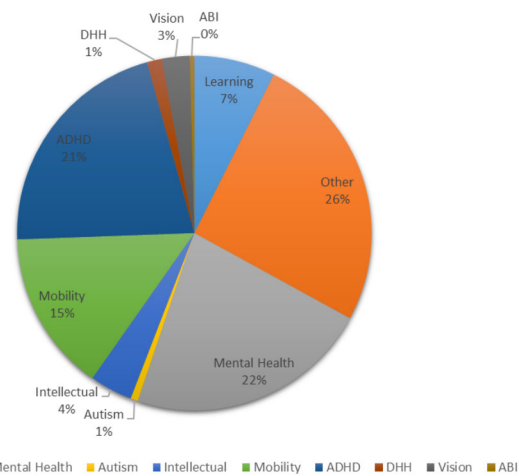
DISABILITY PROGRAMS & SERVICES (DPS)



Primary Disabilities 2017-2018



Secondary Disabilities 2017-2018



DISCIPLINE / GRIEVANCE

The Office Student Life - Discipline/Grievance and the Behavioral Intervention Team (BIT) support the College's mission in a number of direct and indirect ways. The Dean directs the District's policy on student discipline and student grievance as the designee of Superintendent/ President. The Dean also continually provides leadership, coordination, collaboration, and guidance to the Behavior Intervention Team (BIT), the Threat Assessment Group (TAG), coordinates and interacts frequently with campus police. The Office of Student Discipline/ Grievance provides direction, guidance, and support in all these areas and focuses on "... maintaining an engaging environment of educational excellence."

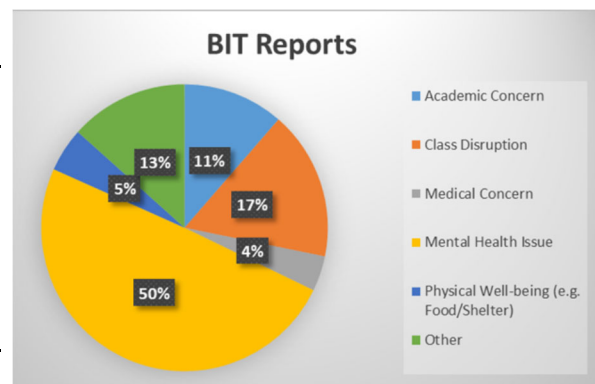
The Office of Student Life - Discipline/Grievance supports Institutional Goals 1 and 2. The Office of Student Life - Discipline/Grievance improves, expands, and/or supports the operation of the college including, but not limited to the following: a) Provide leadership in the resolution of student grievances, student problems or complaints.. b) Develop, supervise, and maintain procedures for evaluating the effectiveness of Discipline, BIT and the TAG committees. In addition, the department provides leadership, collaboration, and frequently coordinates and interacts with campus police, BIT and TAG.

Student Discipline/Grievance Data								
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Academic	26	23	34	43	21	36	26	39
Behavior	77	90	96	117	87	84	92	110
Grievance	0	5	11	7	0	0	11	8
Student Issue	1	4	3	5	6	8	0	0
Total	104	122	144	172	114	128	129	157
Suspension	2	7	8	6	6	4	4	1
Expulsion	3	0	2	2	3	2	2	1
BIT Cases				55	65	72	119	202

BIT

Report Type	BIT Reports
Academic Concern	23
Class Disruption	34
Medical Concern	8
Mental Health Issue	100
Physical Well-being (e.g. Food/Shelter)	10
Other	27

Combined Total 202



EXTENDED OPPORTUNITY PROGRAMS & SERVICES (EOPS)

Extended Opportunity Programs and Services (EOPS) is a state funded categorical counseling program intended to make college a viable option for underrepresented, historically disadvantaged students, the majority of whom are the first in their family to attend college. EOPS holistic and comprehensive counseling services are aimed at providing "over and above and in addition to" those offered by the college, empowering students whose educational and socioeconomic backgrounds might prevent them from successfully pursuing higher education. The mission and heart of the EOPS program is interconnected to the overall mission of the college, since the educational resources of EOPS are anchored in instilling hope, through educational awareness and opportunity.

Snapshot of EOPS Academic Year

- Total Served — 1,644
- Unduplicated Count — 1,025
- Summer 2017 — 69 (22/CARE; 47/SRP)
- Fall 2017 — 786 served
- Applications received — 926
- Spring 2018 — 858 served
- Applications received — 1,046

Institutional Goal 1: *Chaffey College will provide quality learning experiences that promote holistic student development and support success and completion in a timely manner.*

Objective #1

Increase the number of students who engage in academic support services.

EOPS Targeted Guidance 2

As a fundamental component of their experience with program, all new EOPS students are required to complete Essentials for Student Success, Guidance-2, within their first term or first year of experience.

Turning Point Counseling Support @ CIW

Continued to provide counseling support to CIW Turning Point Certificate program and assisted with educational planning efforts for new associates degree cohort as well as initial CIM certificate educational planning.

EOPS Graduate

The top notch counseling and guidance that is provided to students is the most memorable thing about my time with Chaffey/EOPS. It helped me decide my career path.

*~ Alfonso Lopez
Pharmacy Technician*

EXTENDED OPPORTUNITY PROGRAMS & SERVICES (EOPS)

EOPS SI Sessions

- Initiated in Fall 2017 with the collaborative support of Supplemental Instruction, EOPS worked closely with designated SI Leader who developed customized SI sessions targeted to EOPS students and aimed at increasing awareness and use of Supplemental Instruction sessions.
- Collaborative effort is also aims to encourage EOPS students to consider applying for SI Leader job opportunities, in an effort to promote growth and equitable representation of student population amongst the SI Leadership team
 - ◆ As a result of the new efforts in 17-18, an increase in the number of EOPS students applying for SI positions increased, with at least 5-10 EOPS students applying for an SI position (during last SI leader application cycle)

EOPS Summer Readiness Program 2017

- Every year the EOPS program recruits eligible graduating high school seniors from local high schools to participate in the Summer Readiness Program (SRP). The programs' goal is to prepare underrepresented students for the rigors of higher education through participation in an instructional cohort combined with motivational workshops. This year, the program served 47 students in Guidance 2 and 3 courses (out of 237 applications received).

Workshops and events held during the program

- *Learning Theory Workshop*
- *Math Prep Workshop:*
- *UCR Field trip*
- *SRP Graduation*



EXTENDED OPPORTUNITY PROGRAMS & SERVICES (EOPS)

- 2017-18 Counseling/Educational plan appointments completed (numbers below do not reflect additional walk-ins completed at each campus)
 - ◊ Rancho - 2,752 (counseling, ed-plans, follow-ups)
 - ◊ Fontana - 315
 - ◊ Chino - 254
- All new EOPS Students complete program orientations which outline program counseling related resources, services and student responsibilities. Program Orientations are led by both EOPS counseling faculty and EOPS Success Guides (counseling apprentices).
- 2017-18 EOPS orientations (numbers below do not reflect individual orientations completed throughout course of year)
 - ◊ Fall 2017 - 40 Group
 - ◊ Orientations hosted - 295 students attended
 - ◊ Spring 2018 - 38 Group Orientations hosted - 262 students attended

Objective #3

Increase the Basic Skills completion rate (state defined metric) of students who identify transfer as their goal.

- Due to the academic eligibility criteria that is built into the core mission of EOPS (which is aimed at providing “over and above” counseling support to students with the most academic and financial need, the majority of EOPS students assess into a foundational level English or Math course.
- On average EOPS students who identify transfer as their goal, have higher rates of Basic Skills completion

Objective #4

Increase the number award earners

- EOPS students on average have higher rates of completion, as compared to non EOPS students
- As an example, in the last 3 years, EOPS has increased the number of graduates who have completed with both degree and certificates
- EOPS Graduates
 - ◊ 2014-15 - 71
 - ◊ 2015-16 - 151
 - ◊ 2016-17 - 148
 - ◊ 2017-18 - 161 - The EOPS graduating class of 2018, is the largest graduating class to date for EOPS



EXTENDED OPPORTUNITY PROGRAMS & SERVICES (EOPS)

Objective # 5

Broaden Awareness of and participation in clubs, support, services and extracurricular activities

Support and encourage student participation and engagement in campus life. (1.5.1)

- ***EOPS Cultural Activities***

In an effort to build upon the civil rights and social justice foundation that EOPS is built upon, programming is developed in order to celebrate, appreciate and encourage students to enrich their cultural awareness and relativism.

- ***EOPS Student Club***

With the leadership and support of EOPS Counseling faculty Marlene Ramirez Mooney, the EOPS student led and chartered club has continued to thrive since its establishment in Spring 2016. Per the club's mission statement, The EOPS club is comprised of "EOPS and Non EOPS students who value education, stand for social justice and seek to spread kindness on campus. Student exercise their principles by exemplifying educational excellence, educating the campus community about the many benefits and services that the EOPS program has to offer, as well as volunteering and fundraising for EOPS scholarships. The goals of the club is to help students develop leadership skills while networking with likeminded individuals"

Support participation in wrap-around services that ensure the holistic well-being of Chaffey's student population. (1.5.2)

- EOPS Counseling support services include unique and specialized services oriented to the distinctive realities and backgrounds of students. All EOPS program services are comprehensive and holistic aimed at promoting both academic and personal success.

EOPS program sub populations include:

EOPS CARE (Cooperative Agencies Resources for Education): Single parents, enrolled in full time status and receiving county cash aid

- Focused on promoting self-empowerment, personal awareness and educational motivation CARE students meet with designated counseling faculty as well as attend a total of three workshops throughout the course of the semester, one meeting consisting of a mandatory orientation over viewing the resources and services available through the CARE program.
- Region IX CARE Conference (Spring 2018) – Located on the Cal Poly Pomona University campus, at the Kellogg West Conference Center, the conference provided selected students with the opportunity to participate in motivational, enriching workshops while networking with CARE students from other region IX campuses. The visit included a campus tour with stops at EOPS and the Women's Health Center.

EXTENDED OPPORTUNITY PROGRAMS & SERVICES (EOPS)

EOPS Scholars (Foster Youth): EOPS Foster Youth enrolled in full time status (defined as current or former foster youth per court/county documentation verifying foster youth status). An EOPS counseling faculty member and full time staff member are designated to work most closely with foster youth participating in program. All participating foster youth are encouraged to attend at least one workshop each semester in order to build upon educational/ social support essential to student success

17-18 # of Foster Youth applications received (outside of standard application window):

- Fall 2017 (8/14/17-12/14/17) = 11 paper+25 online = 36 (33 students served)
- Spring 2018 (1/8/18-5/17/18) = 5 paper + 42 online = 47 (32 students served)

EOPS DREAMers: EOPS students who are undocumented and AB540 eligible. An EOPS full time faculty member alongside an EOPS DREAMer Ambassador (short term of-fice apprentice) work closely to provide specialized outreach, intervention and educational support to EOPS students who meet DREAMer eligibility, building upon community and social support instrumental in student success. Qualified students are encouraged to attend coordinated workshops/activities.

Students served

- Fall 2017 - 45
- Spring 2018 - 55

EOPS Success Guides

The objective of the EOPS Success Guide position is intended to develop Para-professionals who can work closely with EOPS counseling faculty and staff in providing EOPS “over and above” leadership and support to students. EOPS Success Guides assist students with personal, academic, and career goals through individual appointments and workshop presentations. EOPS success guides also provide direct support to the various sub populations housed within the EOPS program.

Success Guide Referrals via Form Stack – referrals electronically submitted by counseling faculty to Success Guides for follow up requests in supporting students with areas such as mentoring, additional transfer research, scholarship support, etc.

EOPS Probation student support/follow up - EOPS Success guides work closely with designated counseling faculty in order to reach out and provide “over and above” intervention to EOPS students on or nearing academic probation. Moreover, Success Guides work closely with EOPS students who are approved to re-enter into the program after being dismissed for non-compliance. Providing mentoring and reinforcing time management skills in addition to over-viewing mindset related recommendations for academic success encompass, EOPS Success Guides shadow and learn from EOPS counseling faculty.

EXTENDED OPPORTUNITY PROGRAMS & SERVICES (EOPS)

Collaborative Efforts

North Cal Trip - Transfer Center Collaboration on North Cal University Trip, Spring Break 2017. 11 EOPS students were selected to attend trip with Transfer Center, EOPS sponsored meals for all attending students.

Institutional Goal 2: Chaffey College will create, maintain, and support innovative and effective learning environments that engage students toward success and completion.

Objective #2

Increase instructional and collaborative spaces at all three campuses

EOPS is proud and committed to continuing to provide EOPS services to participating students at the Chino and Fontana Campuses. At the Chino campus, EOPS served 57 students in fall 2017 (compared to 38 in fall 2016) and served 71 students for spring 2018 (compared to 46 in spring 2017). EOPS served a total of 128 for 2017-18 as compared to the total of 84 students served for 2016-17. Participation in EOPS services at Chino has significantly increased each semester, representing a growth percentage of nearly 200% (from Spring 15-Spring 17).

For the 2017-18 academic year regularly scheduled hours are on Wednesdays from 8:00-4:30 and on Thursdays from 8:00 a.m. – 7:00 p.m. In the spring 2018 semester, EOPS included three additional counseling service days on select Fridays throughout the term, in order to assist with accommodating a growing student population.

At the Fontana campus during the fall 2017 semester, EOPS served 96 students (99 served for fall 2016) and served 104 students for the spring 2018 (77 students served for spring 2017), both academic years continue to demonstrate significant and steady student participation in the EOPS program. When comparing the number of students that EOPS has served for the past three years, 15-16 (95/100) 16-17 (99/77), 17-18 (96/104); with the number of students that we served during the 13-14 academic year (39 students for Fall 13 and 38 students for Spring 14), the expansion of services and support becomes more evident demonstrating over 100% increase.

EOPS continues to provide increasing service hours to eligible students at the Fontana campus, offering regularly scheduled counseling support three times a week, on Wednesdays from 8:00-4:30, Thursdays from 8:00 a.m. – 7:00 p.m. and Friday's from 8:00-3:00. Service hours were expanded on Fridays to 3:00 by one hour (previously closed at 2:00) in order to assist a growing number of eligible/interested students

FINANCIAL AID

The Financial Aid office supports institutional goals 1, 2 and 5 by providing access to financial aid resources that will increase students' ability to take advantage of postsecondary opportunities and allow them to achieve their educational goals. In accordance with Federal and State regulations and guidelines, the Financial Aid office ensures equitable access in the delivery of funds to students. Financial aid provides students with access to funding that will assist them to pay for college expenses such as tuition, living expenses, transportation, and books. In 2017/18, the college disbursed \$43,393,134 in financial aid. Financial Aid office participated in many activities and served students for the academic year as follows:

Financial Aid Accomplishments

- Financial Aid received an unduplicated count of 31,116 FAFSA applications for 2017-2018.
- Financial Aid office processed over 12,206 financial aid files to determine financial aid eligibility
- Student contacts assisted by Financial Aid staff 32,308 in the Rancho Campus
- Student contacts assisted by Financial Aid staff 9,603 in the Fontana Campus
- Student contacts assisted by Financial Aid staff 5,584 in the Chino Campus
- Federal and State regulations change constantly and with these changes, internal processes and system parameters have been modified to be in compliance with the new financial aid regulations.
- Financial Aid online GetSAP Counseling workshops were developed for students to complete Satisfactory Academic Progress appeals and to help students gain knowledge about Satisfactory Academic Progress when receiving financial aid. Approximately, 4,383 students completed the online workshop in 2017-2018.
- In 2017-2018 3,884 current and prospective students accessed FATV counseling videos on the Financial Aid website. FATV provides students information online and 24/7 on general financial aid information.
- In 2017-2018 the Financial office generated a total of 4,599 BankMobile Activated users; 1,694 (37%) students elected to have their funds electronically deposited into a BankMobile account and 2,758 (60%) elected to have their funds transferred to their own bank account.
- Financial Aid held its annual Financial Aid Awareness event in recognition of Financial Aid Awareness month. Financial Aid Awareness Day was hosted at all three campuses. Students were able to complete their Financial Aid application, ask questions about financial aid and learn about new changes that impact Federal Student Aid programs. The Financial Aid office collected surveys from 281 attendees at the Rancho Campus event, 117 attendees at the Fontana Campus event, and 141 attendees at the Chino Campus event. Financial Aid office's outreach efforts and our staff offer high quality programs and services that are sensitive to the needs of each student as they pursue their education.
- Hosted early FAFSA and Dream Act application workshops to encourage students to complete their financial aid application online as early as October 1 for the following award year. Participated in approximately 75 in reach and outreach events.

FINANCIAL AID

- Provided workshops and presentations at our local feeder High Schools, Options for Youth, Promise Scholars, on campus and community events to promote financial and assist students complete their financial aid application and learn about financial aid. Continued to offer workshops and presentations to areas such as Faculty, Montclair to College, EOPS, DPS, Early Assessment, Dreamers and Independent Scholars program. We had approximately 3,009 attendants.
- The Financial Aid office submitted an enrollment file for 23,550, regular GPA verifications electronically to the California Student Aid Commission (CSAC); 2,823 re-established GPA verifications were electronically submitted to the CSAC; and 857 Non-SSN files were sent to CSAC for the March 2 deadline. CSAC uses these records to determine Cal Grant eligibility.
- Disbursed 67 Cal Grant awards to Dream Act eligible students for a total of \$84,694. The Financial Aid Office awarded 567 Board of Governor's Fee Waivers to Dream Act eligible students.
- The FY2015 Cohort Default Rate is 6%

The following chart is a summary of all grants, scholarships and loans that were awarded to Chaffey College students in 2017-2018.

2017-2018 Financial Aid Summary of awards

Award Types	Annual 2017-2018 Student Count	Annual 2017-2018 Aid Amount
Chaffey Total		\$42,393,134
Board of Governors (BOG) Enrollment Fee Waiver Total	18,390	\$13,257,906
BOGW - Method A-1 based on TANF recipient status	4	\$2,254
BOGW - Method A-2 based on SSI recipient status	29	\$11,730
BOGW - Method A-3 based on general assistance recipient status	1	\$644
BOGW - Method B based on income standards	11,428	\$8,200,676
BOGW - Method C based on financial need	6,855	\$4,935,376
Fee Waiver – Dependent of (children) deceased or disabled Veteran	119	\$107,226
Grants Total		
Cal Grant B	1,990	\$2,364,756
Cal Grant C	113	\$81,101
Full-time Student Success Grant	1,258	\$930,000
California Community College Completion Grant	151	\$170,250
Chafee Grant	30	\$112,500
Pell Grant	7,663	\$23,971,777
SEOG (Supplemental Educational Opportunity Grant)	789	\$495,150
Loans Total		
Private loans: non-institutional source	33	\$265,055
Scholarship Total		
Scholarship: institutional source	455	\$272,019
Work Study Total		
Federal Work Study (FWS)	222	\$585,120

GUIDING PANTHERS TO SUCCESS (GPS) CENTERS

The Guiding Panthers to Success Centers (GPS) is an extension of the counseling department assisting and supporting the SSSP initiative that includes: orientation, assessment, and abbreviated educational plans for new, continuing and returning students. These steps help ensure students complete and reach their educational goals in a timely manner. The GPS Centers supports Institutional Goals 1, 2, 4, and 5 through the help of success guides and counselors.

The GPS Centers works with new, continuing, and returning students to provide assistance on walk-in basis to include but not limited to:

Success Guides:

- Information on getting started
- Logging into the Chaffey Portal & assistance with accessing Moodle.
- Review and interpret Assessment Scores
- Provide Abbreviated Student Educational Plans for students who have 15 units or less using major requirements for certificate, AA/AS/AS-T and transfer requirements
- Checking Progress on Goal(s)
- Promote campus resources and give out department referrals when warranted to include referrals to student support programs and services including: Transfer Center, Career Center, DPS, EOP&S, CalWORKs, Financial Aid, Veterans, Admissions and Records, and four-year colleges and universities

Registration assistance:

- Guide and empower students to utilize Chaffey's digital tools
- Assist students to register for semester, fast-track, 14-week, weekend, online, and hybrid classes

Workshops:

- 'Hope and Mindset'
- 'Academic Success Learning Group' Level I, II for ODE
- Classroom Presentations

Facilitate New Student Orientations for:

- Spanish speaking
- Student Veterans and their dependents
- High School Dual Enrollment
- International students

GUIDING PANTHERS TO SUCCESS (GPS) CENTERS

Outreach event(s) to promote:

- Graduation and Commencement Awareness
- Progress Checks
- Registration Rallies
- Fuel up for Finals
- Panther Welcome Days
- Matriculation on Super Saturdays, where students complete core SSSP services

Campaigns:

- “Connect with Counseling,” a progress check campaign, was hosted by GPS to promote engagement between students and counseling faculty and staff. This event allowed students to meet with Counselors and Success Guides informally then follow up with an appointment to complete an educational plan.
- “Popcorn for Progress” and “Popsicles for Progress” Checks hosted by the GPS Centers promoted progress checks for all students. During this event, students met with a Success Guide or Counselor to complete a progress check based on their academic goal(s).
- GPS Centers hosted “Graduation Awareness Week and Graduation Awareness Month” for both fall and spring graduation application periods to encourage students to apply for certificates, degrees, graduation, and/or commencement. Each center tabled on their respected campuses bringing awareness about the process of applying and conducting progress checks. Students who applied for graduation during that week received refreshments.
- The GPS Center at the Fontana Campus collaborated with EOPS and Upward Bound to host a 1-day conference for parents in English and Spanish. Parents and students attended workshops and heard from a guest speaker about higher education and the possibilities for Latino and first generation students. Over 100 people attend this event.
- “Fuel up for Finals” GPS Centers had a table out during finals week to provide snacks and support to students at what can be a stressful time for them. Students had an opportunity to ask staff questions regarding important dates for the following semester and learn more about the services in GPS to propel students towards goal completion.
- Collaborated with Financial Aid office to offer workshops on financial aid through GPS centers.
- Collaborated with Athletics, DPS, and Veteran’s Resource Center to provide registration assistance to students participating in those programs.

GUIDING PANTHERS TO SUCCESS (GPS) CENTERS

- Promoted GPS and Counseling through participation in PAWS booth, Transfer Fair, Club Rush, Career Fair, Welcome Day, Dress for Success, campus tours, and class room presentations. Created a Facebook page for GPS centers to use social media as a means of communicating important information about events, activities, and services of counseling and the GPS Center.

Rancho GPS	Number of Student Contacts
Walk-ins	16,201
New Student Orientation (NSO)	1,975
HS Partnerships	357
NSO Spanish	19
Veterans Student Orientation	41
Academic Success Workshop (ASLG)	38

Fontana GPS	Number of Student Contacts
Walk-ins	9,259
New Student Orientation (NSO)	661
HS Partnerships	87
NSO Spanish	128
Scholarship Workshops	2
Academic Success Workshop	19
Total Student Contacts	10,156



Chino GPS	Number of Student Contacts
Walk-ins	6,915
New Student Orientation (NSO)	532
HS Partnerships	26
NSO Spanish	2
Academic Success Workshops (ASLG)	13
Total Student Contacts	7,488

INDEPENDENT SCHOLARS

The foster youth demographic is gaining more support through Independent Scholars and EOPS. The program has created a consistent schedule to support the student population. We host semester orientations, monthly workshops each semester, as well as a welcome day each year for potential incoming foster youth students. Independent Scholars teamed has also connected with EOPS to offer our foster youth a \$250 book and supplies grant.

On September 18, 2017 the Independent Scholar hosted an orientation luncheon with EOPS. Twenty student students registered for the event and 19 showed up which is a 99% follow through. The Independent Scholar Orientation educated students on priority registration, resources to individual counseling support, talked about creating a student support network, and had referrals to community and campus resources. Support speakers included EOPS, Financial Aid, TAY Center, Sherm Taylor and IS speaker, Stacey McDaniel. Each student received an Independent Scholars information and a folder with campus resources.

To ensure the students stay connected throughout the semester monthly workshops are scheduled: Vision board and Mindset with actress Meghan Tandy (September), Budgeting with Arrowhead CC union/Career Institute/Financial Aid (October), Cal Poly Pomona visit to Renaissance Scholars (November), and holiday celebration (December).

Independent Scholars also hosted a training on how to support our foster youth who have been involved in sex trafficking. Counselors and support staff for foster youth saw a common thread between some of the Independent Scholars, as many of them are dealing with exiting trafficking. The program teamed with Opal Singleton from Million Kids, which works with local law enforcement and concerned citizens, businesses, and organizations to end human trafficking domestically. We hosted a training on November 28 on how to best support the Independent Scholar students who are combatting exiting this life.



August Orientation

INDEPENDENT SCHOLARS

On January 24, 2018 Independent Scholars, EOPS, the Office of Special Populations and Presidents Equity Council partnered to host the Chaffey College Spring 2018 Welcome Day College and Career Resource Fair hosting more than 150 people. Chaffey Unified School district brought its students to join the Chaffey College students in learning more about resources on and off campus, which provided students with the opportunity to hear from acclaimed inspirational keynote speaker and former foster youth Dee Hankins, in addition to connecting with community resources. This event promoted our continual commitment to serve our most disproportionately impacted students groups, providing all students with a space for building awareness, hope and ultimately promoting their personal and educational success.

Independent Scholar hosted the spring orientation luncheon with EOPS in January. Fourteen student students registered for the event and nine showed up which is an 86% follow through. For our monthly workshops for spring, we scheduled monthly workshops: Love and Relationships (February), Relaxation Yoga (March), UCLA Summer Institute Opportunities (April), and end of the year celebration (May).

Independent Scholar team and EOPS had the honor of hosting the Southern CA Higher Education Foster Youth Consortium on March 27th our Chino Community Center. This consortium is made of staff, counselors, and state representatives for foster youth. Over 70 people attended. The trainings included information about Foster Care Awareness & Community Engagement, helping students tell their "story," donor connections, Opportunity Youth Collaborate with foster and updates from John Burton Foundation and system and legislative updates. The training sessions were research-driven and informative. The meeting also provided networking with other universities, and sharing knowledge and best practices as we continue to develop and strengthen our foster youth support programs on our respective campuses.

Student Testimonial

... Independent Scholars has been the biggest influence in my life because the program has taught me how to achieve and succeed.

In addition to Independent Scholars, Student Government, and Brothers Forum, I also receive services and counseling from Extended Opportunities Programs and Services (EOPS) at Chaffey College. This program has helped me with setting me up with a counselor who has guided me with taking the right classes and making sure that I am on the right track. EOPS made my journey here at Chaffey as stressless as possible. They helped me realize that I have what it take to be an achiever.

My experience being homeless has taught me to be tenacious, charismatic as well as thoughtful. It made me forthright, honest, and hardworking. Being independent at such a young age also taught me the essential skills on how to shop and cook. Because of what I been through, I also possess the ability to be both deductive and inductive in my reasoning.

Furthermore, if you were to meet me now, you would find a hard-working and a very articulate young man. I am joyful and energetic. I have strong work ethic. I understand that setting goals are important in order to succeed in life. I have an excellent GPA at Chaffey College because of my strong work ethic and academic ability. I am a good example to many of my peers who are also in college.

~ Student

INDEPENDENT SCHOLARS

Our final campus event was the week of April 30 for the “Ties That Bind,” Chaffey College’s first Foster Youth Awareness Walk. We walked across campus as to highlight and share stories from our very own Chaffey College foster youth students as well as public figures. At the end of the walk we guided willing participants to stamp their hand on a mural as a sign of advocacy for our foster youth, as well as receive a foster youth pin to wear for the month of May.

In honor of foster youth awareness month we dedicated the entire week to allow allies of foster youth and/or foster youth to get a pin to wear and stamp their hand on the mural for as sign of support. On May 2, *Life After Foster Care*, a documentary that follows young adults going through the process of finding their way after foster care was screened. Through youth telling their stories, and by hearing from professionals in the field, it explains how children enter the foster care system, what happens while they are there, and the hardships they face as they transition out of it.

These events promoted our continual commitment to serve our most disproportionately impacted students groups, providing all students with a space for building awareness, hope and ultimately promoting their personal and educational success.

December Celebration



INTERNATIONAL STUDENT SERVICES

The International Student Center welcomes high school, transfer and new/change of status international students from all over the globe and supports Institutional Goals 1 through 5. The center offers a broad range of various support services to meet the unique needs of international students and personal assistance in adjusting to college life in the United States.

The center functions as a first-stop for both current and prospective international students. Many international students experience a wide variety of issues affecting their well-being and academic success, because these students are far away from their home, family, and friends. The International Student Center is viewed as home away from home to many students and they rely on the staff to help them with this new environment transition.



International Student Center staff strives to fulfill Chaffey College institutional goals by helping international students successfully complete matriculation requirements, educational goals, pursue higher levels of education, and reach career opportunities while in the United States. The International Student Center is also responsible for complying with Homeland Security regulations, which requires regular monitoring and prompt reporting of each student's enrollment status, academic progress and any changes in contact information to SE-VIS. Students receive updates and information via personal meetings, monthly events, newsletters, flyers, phone, social media and email. Below are student services and personal support assistance offered to new and continuing international students during 2017-2018.

INTERNATIONAL STUDENT SERVICES

Student Accomplishments

- Eight international students received ASCC scholarship
- A total of 20 students graduated with varying associates degrees, and out of 20 students, 15 student transferred to various 4-year universities
- A total of 55 international students made the “Dean’s List” and Exemplary Achievement list



Personal Support Assistance

- Offered first semester “follow-up” meetings to ensure students are becoming acquainted to the college
- Celebrated students birthdays during monthly events and birthday email greetings
- Plan opportunities for international students to share their cultures and traditions
- Invited students, via social media and email, to participate at activities, workshops and services available on campus such as the Panther Pantry, Transfer fairs, Chaffey College’s Student Dental Clinic and the Eye Clinic among others
- Invited university representative to provide one-on-one counseling to potential International Student transfers. The following universities visited during Fall and Spring:
 - ◆ Azusa Pacific University
 - ◆ Cal Baptist
 - ◆ Cal Poly Pomona
 - ◆ California State University Fullerton
 - ◆ California State Northridge
 - ◆ California State University San Bernardino
 - ◆ University of California Riverside
 - ◆ Westcliff University

INTERNATIONAL STUDENT SERVICES

Program Accomplishments

- Collaborated with counseling to offer a total of six new student orientations for both (spring/fall) semesters. During the orientations, the students successfully gained information on topics such as: “AOE” health care/medical insurance, transportation/travel, immigration, surrounding communities, host families, on-campus and off-campus employment, driver’s licenses, and social security requirements.
- Sponsored Peer Mentoring workshops offered by International Student Counselor during fall 2018 semester
- Hosted 8 monthly coffee and tea event and other informal activities to introduce international students to faculty, staff , and students
- Collaborated with EOPS, Bookstore, CCSG, Student Life, Chaffey College Foundation and Multicultural Club during International Education Week. The event was celebrated in Chino, Fontana and Rancho campuses and approximately 800 students attended the events. The staff and administrators also attended the event
- Hosted Graduation Reception and celebrated students’ accomplishments
- Staff attended conferences, seminars, and meetings to obtain professional learning/updates related to international student services/immigration
- Offered first semester “follow-up” meetings to approximately 49 new students (spring 18) to measure student success, connectedness with campus community and culture.
- Continue the utilization of SARS Grid to keep track of services provided. The International Student Program also utilizes SARS Grid’s Notepad to electronically maintain a log of student’s activities, services provided and other relevant notes. This new accomplishment allows for a better and more efficient transition into paperless filing
- The International Student Program aggressively engaged on improving Chaffey’s presence overseas through active recruitment. During Fall 2017, the Director participated in the Linden recruitment tour and visited Latin America for 21 days
- Invested in purchasing marketing tools to aide in the advertisement of the program’s services both at local and abroad recruitment efforts
- Collaborated with various local rental companies to streamline housing for International students
- Collaborated with CORT furniture company to assist students with furniture need
- Broaden our market by advertising online through the Study USA website, which specializes in targeting potential International Students by providing information about Chaffey’s International Student Program in various foreign languages

International Graduation Reception

International Graduation Reception is a great event exclusively for International student, and I appreciate it. It make me feel special.

~ Student

OPENING DOORS TO EXCELLENCE

The Opening Doors to Excellence program offers comprehensive counseling, educational planning and intervention services for students on academic and progress probation. The program includes specialized identification, notification, and outreach services targeting students who are on level 2 academic probation as well as those facing academic dismissal from Chaffey College.

A major responsibility for the ODE program is to inform students via email and letter that a workshop is required prior to enrolling in courses for the upcoming semester. Students then meet with an ODE counselor to discuss potential barriers to their success, pathways to overcoming barriers and steps needed to reach educational/personal goals. Lastly, students who opt to participate in the program enroll in GUID 507 in the upcoming semester. The course is a specialized course for students on academic probation to allow them to develop student success skills will addressing potential obstacles and ways to overcome them.

Comparing the student contacts to the 16-17 academic year, the ODE program remained constant throughout most of the services provided with the exception of two areas. First, the ODE program saw an increase in the number of students who returned to college after being dismissed from Chaffey College. Once a student is dismissed from the college, they are required to meet with the ODE office to sign a contract outlining expectation for their return. In 16-17, 707 students signed a readmission contract compared to in 17-18 when 780 students signed the contract – this was a 9.5% increase.

Secondly, the ODE program saw an increase in emails sent to students. In 16-17, 2,080 emails had been sent while in 17-18, 6,996 emails had been sent out. The increase can be contributed to emailing students on academic probation on a frequent base on deadlines and reminders as well as sending follow up emails to those in the GUID 507 courses. The number of emails listed below does not include the number of emails that were distributed through COMM Management.

Below are a few highlights from 17-18 school year as well as a breakdown of the services provided by the ODE program:

- Workshops offered for students on academic probation level 2 increased to three times a week to maximize availability for students.
- ODE offered and filled 13 sections of Guidance 507 (six sections in fall 17 and seven sections in spring 2018)
- Offered a Guidance 507 course at the Chino campus for the first time in a many years during the spring 18 semester. Since the course was able to fill, the course will be offered again in fall 18 and spring 19.
- To increase student retention, the ODE counselor implemented mid-semester check in during the spring 18 semester. Students enrolled in GUID 507 in SP18 met with the counselor to discuss progress on goal, strategies to improve success and planned out courses for the upcoming semester(s).

OPENING DOORS TO EXCELLENCE

- 240 students who had formerly taken GUID 507 (or GUID 506/511) and participated in the ODE program applied and received their certificate and/or degree in the 17-18 school year.

Opening Doors to Excellence Services	Number of Students
ODE Information Session	902
ODE Contract	805
Petition to Waive ODE	85
Refusal of ODE Services	12
Submitted Petition for Readmission	212
Signed Readmission Contract	780
Letters Sent Out	6,125
ODE Emails	6,996 (6125 initial probation emails + 871 daily emails)
ODE Phone Calls	2,046
ODE Walk-Ins	1,449
ODE Educational Plan (comprehensive and update)	1,136
Total Student Contacts	20,548

PUENTE PROGRAM

In April 2018, Chaffey College assigned Sean Connelly as the English Faculty Co-Coordinator and Lizzete Garcia as the Counselor Faculty Co-Coordinator for the Puente Program. At the end of April, Garcia attended the Latina Leadership conference in order to receive information on student mentorship and building leaders in the Latino Education Pipeline. The conference also provided information regarding DACA, AB540 and servicing the Dreamer population.

During the month of June, Connelly and Garcia attended a one-week Puente Summer Institute training at UC Berkley. Through PSI training, the Puente Co-Coordiators were able to learn how Puente achieves its mission: to help underrepresented students succeed academically, transfer to a four-year university, graduate, and return to their communities as leaders. To accomplish the Puente mission, Chaffey College faculty received the following training during PSI:

- Introduced to the three components of the Puente Project, and how to implement them
- Participated in component-specific workshops
- Learned how to co-ordinate the program and learn to work as a productive team members, effective on campus and in the community
- Made important connections with other Puente team members and Puente coordinators.
- Learned strategies on how to develop and implement the mentor component
- Educated on Puente counseling, teaching, and mentoring best practices
- Participated in Puente's writing process and discuss ways of incorporating Latin@/ Mexican-American authors and Latino issues to your existing curriculum.

SPECIAL POPULATIONS & EQUITY PROGRAMS

The mission of the Office of Special Populations and Equity Programs at Chaffey College is to identify solutions and resources that cultivate academic excellence and engagement by facilitating strategies and activities that empower students and promote a culturally responsive campus environment. The program creates a network of support and collaboration to address student equity, gaps in student achievement, and the needs of the whole student. The office supports Institutional Goals 1, 2, 4 and 5 in the Strategic Plan 2015-2018.

Six Core Goals:

- *Academic Support* – Connect incoming and current students to faculty, staff and other campus and community resources to relieve barriers to student success, reduce the student achievement gap, and promote a healthy learning environment.
- *Professional development for faculty and staff* – Develop the capacity of campus practitioners to address various student needs by expanding training and educational opportunities for faculty and staff to promote cultural competence and create a sense of awareness and belonging for historically underserved students.
- *Research* – In partnership with Institutional Research, collect data and evaluate programs and policies to identify areas of success as well as academic barriers for disproportionately impacted groups in the areas of access, transfer, degree and certificate completion, and course completion, including basic skills/ESL.
- *Student leadership development* – Develop student leaders that represent Chaffey's diverse population and create a culture of engagement and collaboration.
- *Partnerships* – Collaborate with local high schools, county institutions and community agencies to address housing and food insecurity, and strengthen skill-building programs that advance student success and completion.
- *Administer the State Student Equity funds* – Ensure that Student Equity funds are allocated efficiently to campus departments and programs and annually review Equity-related activities for effectiveness.

Institutional Goal #1: *Chaffey College will provide quality learning experiences that promote holistic student development and support success and completion in a timely manner.*

- Objective #1: Increase the number of students who engage in academic support services.
- Objective #5: Broaden awareness of and participation in clubs, support services and extracurricular activities.
 - ◇ Our office fully funds new programs and resources, such as Independent Scholars (for current and former foster youth), Brothers Forum and Sisters Forum (for students of color) and Transitional Services (for students experiencing housing insecurity). Additionally we provide funding to other academic areas across campus, such as Supplemental Instruction, the Success Centers, Faculty Advising, High School Partnerships, Opening Doors, and others.

SPECIAL POPULATIONS & EQUITY PROGRAMS

- ◇ Our office provides consistent administrative support and resources to campus programs, such as the Dreamers Club, Puente, Umoja, Montclair to College, African American Celebration of Graduates, and Chaffey College Latino Faculty and Staff Association (CCLFSA) Scholarship Reception and Celebration of Graduates.
- ◇ In fall 2017 the Veterans Resource Center (VRC) was moved under the Office of Special Populations and Equity Programs. One of the highpoints of the year was the coordination of Veterans Appreciation Week (VAW) during the week of November 6-9, 2017, which preceded Veterans Day. This week-long celebration honored student Veterans by hosting a tree dedication, movie screening, painting session, and barbeque luncheon.
- ◇ Recognizing the concerns and listening to the voices of our student population who prefer to use names other than their legal first names, the Office of Special Populations collaborated with the Office of Admissions and Records and Information Technology Services to establish a chosen name process for students to change their first name on class rosters, grade rosters, wait lists, add codes, and the Chaffey ID card (upon request), effective March 19, 2018.



Pictured: Chaffey College leadership posing with CCLFSA 2018 Scholarship award recipients (left); Montclair to College Graduation, class of 2018 posing with CJUHSD, Chaffey College and City of Montclair administrators (right).

Institutional Goal #2: *Chaffey College will create, maintain, and support innovative and effective learning environments that engage students toward success and completion.*

- Objective #1: Broaden participation in the activities that encourage effective teaching practices.
 - Objective #4: Create and maintain an effective online/electronic learning atmosphere (virtual environment).
-
- ◇ In partnership with AVID for High Education (AHE) our office hosted a demonstration on interdisciplinary, high-pact classroom strategies that included higher-order thinking (inquiry), collaboration, and organization. Strategies were based on a holistic approach to student learning and development in order to impact student persistence and program completion.

SPECIAL POPULATIONS & EQUITY PROGRAMS

- ◇ In partnership with the Chaffey College Fontana Campus and the Mathematics Department, and the Council of African American Parents (CAAP) Legacy Roundtable program, our office piloted an online, self-guided placement platform (ALEKS PPL) where high school students from disproportionately impacted groups completed math modules that led to placement into Pre-Calculus and Intermediate Algebra. Students subsequently enrolled and successfully completed their summer Chaffey courses.

Institutional Goal #4: *Chaffey College will support the needs of the communities through meaningful external relations, workforce development, outreach, partnerships, and linkages.*

- Objective #1: Increase contact points with all of our K-12 partners.
- Objective #3: Increase and strengthen the relationships with all of our community stakeholders.
 - ◇ The Panther Pantry thrives through its collaboration with the Unidos Por la Musica, Community Action Partnership of San Bernardino County (CAPSBC) Food Bank, County of San Bernardino (CalFresh), Safe Link Free mobile phones, Chino and Fontana campuses, Honors Program (student volunteers), and the generous donations and volunteering of staff, faculty and community members.
 - ◇ The Panther Pantry's new partnership with the County of San Bernardino has enabled Chaffey students to work with CalFresh representatives on campus to enroll students in the CalFresh program.
 - ◇ Our office partnered with the Chaffey Joint Union High School District (CJUHSD) in its hosting of Winter Wonderland a holiday celebration for high students who are current and former foster youth. The event provided guests the opportunity to celebrate the holiday season with food, music, gifts, ice skating, photo booths and an inspirational speaker. Our office provided all student attendees with a book, *The Student Success Action Guide*, by Arel Moodie. Additionally, this year 25 of our Independent Scholars students volunteered as table mentors to the high schoolers at this event where they shared their experiences as Chaffey College foster youth and the successes and challenges they faced transitioning from high school to college.



Pictured: Chaffey Dreamers Club leaders volunteering for Panther Pantry (left); Independent Scholars at CJUHSD Winter Wonderland 2017 (right)

SPECIAL POPULATIONS & EQUITY PROGRAMS

- ◇ In partnership with the Chaffey College Foundation, Montclair High School, and the City of Montclair, we helped coordinate counseling sessions, informational workshops and scholarships for 100 students enrolled in the Montclair to College Program in 2017-18.
- ◇ The Chaffey Dreamers Club and the Undocumented Advocates Committee organized the 3rd Annual Student & Parent Leadership Conference, welcoming over 50 students and their families. Our office helped sponsor and facilitate the event.

Institutional Goal #5: *Chaffey College will decrease the achievement gap.*

- Objective #1: Increase the number of underrepresented students' participation in programs and support services.
- Objective #3: Implement a consistent opportunity for culturally responsive/inclusive strategies in college training and professional learning.
- Objective #4: Address financial assistance strategies for socioeconomically challenged students.
 - ◇ Panther Pantry served a total of 3,149 students and distributed approximately 94,470 pounds of food to students, providing approximately 30 pounds of free fresh food to each student per visit.
 - ◇ This year we were able to expand Panther Pantry services to students enrolled in summer session. The Summer Panther Pantry served 474 students, equating to the disbursement of 14,220 pounds of food.
 - ◇ Transitional Services processed and identified 60 students who were experiencing, or at risk for experiencing, homelessness. Transitional Services coordinates with on campus and community partners and resources to address their varying needs for housing, food, clothing, gasoline, books, student fees, medical services, dental health, mental health, CalFresh, transportation, hygiene products, school costs, hotel vouchers and sleeping supplies.
 - ◇ Transitional Services implemented its Student Advisory Board, comprising 25 students who met monthly to identify the needs of the homeless student population at Chaffey College.
 - ◇ In May 2018 the Office of Special Populations helped to sponsor and facilitate two annual cultural celebrations for the graduating class of 2018: the African American Celebration of Graduates and the CCLFSA Celebration of the Graduates. Both events bring together historically underrepresented students with the larger community of families, friends, alumni, faculty and staff to celebrate their academic success, culture and heritage. The African American Celebration of Graduates hosted 45 students and 145 guests. CCLFSA Celebration of the Graduates hosted 100 students and 347 guests.

SPECIAL POPULATIONS & EQUITY PROGRAMS

- ◇ In 2017, the Brothers Forum, an inclusive and supportive space where male students of color can receive academic support, mentoring, and an opportunity to engage in social-cultural dialogue, was able to make contact with 73 students with an average student attendance rate of 24 students per meeting. Students connected with allies (faculty and staff) throughout the campus who played an integral role in guiding Brothers Forum members on their pathway of success.
- ◇ Sisters Forum was introduced in fall 2017 as a bi-weekly meeting with the goal of creating a safe space for mentorship, engagement and empowerment of African American women to define and achieve their academic goals. In this inaugural year, Sisters Forum served approximately 75 attendees.
- ◇ Equity funds sponsored 97 students to attend professional and academic conferences that promote career development and degree attainment, such as the Hispanic Association of Colleges and Universities (HACU) 31st Annual Conference, the Umoja Community 12th Annual Conference, the African American Male Education & Network Development (A2MEND) 11th Annual Summit, and the Latino Education and Advocacy Days (LEAD) Summit. Through our surveys we found that the conferences had significant impacts on participants. For example, 96% of students who attended the HACU Conference stated that the conference helped them more clearly define their career and/or transfer goals, and 78% of students said that their goals had changed as a result of this trip. Additionally, upon returning to campus, HACU Conference participants chartered the first student HACU Club at Chaffey College.



Pictured: Chaffey College students attending A2MEND Male Summit 2018

Umoja Conference Testimonial

What did you most enjoy learning, seeing or doing at this conference?

I enjoyed the space, understanding and kinship that was offered at the conference. I honestly never expected workshops to be that fun. They didn't feel mandatory; I wanted to go. I networked so much.

HACU Conference Testimonial

What did you most enjoy learning, seeing or doing at this conference?

I enjoyed being able to network with people and making new friends. It really helped me grow as a person and showed me a lot of opportunities available.

STUDENT LIFE

The purpose of Student Life is to complement the academic curriculum and provide co-curricular experiences that assist in building the whole student. This program works to enhance the overall educational experience of students by valuing the rich diversity on our campuses, encouraging intellectual engagement, and preparing students to serve and lead their communities. The experiences and work of this program strengthens and supports Institutional Goals 1, 2, and 5.

The area also balances serving and engaging students through district related experiences and as the liaison and working arm of the student government, Chaffey College Student Government (CCSG), formerly the Associated Students of Chaffey College (ASCC). Student Life also regularly collaborates with various offices and departments on campus to sponsor and ensure a diverse offering of opportunities and activities for students.

Highlights

- Creation of online forms to streamline the application processes for: the student government book grants, scholarships, and general elections, digitizing most student club forms and many others programs
- Awarded 148 scholarships for a total of \$62,400
- Awarded 1,000 book grants for a total of \$50,000
- Chartered 48 student clubs/organizations, including 12 new ones
- Assisted in the management of the 101st commencement ceremony at Citizens Business Bank Area with over 1,000 students
- Coordinated the CCSG Awards Ceremony with over 400 attendees to celebrate the 2017-2018 ICC Club of the Year Recipients, the 2017-2018 Faculty & Staff of the Year Recipients, 2018-19 CCSG elect and the CCSG Scholarship recipients
- Expanded the Volunteer Fair with over 30 local and national agencies and made it a semi-annual event rather than an annual event.

STUDENT LIFE

Sponsored Events

The following is a list of events hosted by Student Life from 2017-2018: Welcome Back (on all three campuses), Constitution Day, Club Rush (each semester), Hispanic Heritage Celebration, Voter Registration, Black History Month, and Volunteer Fairs (each semester).

Throughout the year Student Life and CCSG co-sponsored several events by hosting, financing, or provided specific supplies. Here is a sample of some of these occasions:

- 3-Day CCSG Winter Retreat
- CCSG Loves You and CCSG, Tacos, and Me
- Dia De Los Muertos Event
- One Book One College
- Wignall Museum and Getty Museum Field Trip
- GUNS Panel
- Vote: It Matters
- Tailgate Party and Trunk or Treat
- Legal Week and Dreamers Events
- Cinco de Mayo Celebration
- Earth Day Celebration

Additionally, they donated more than \$15,000 to support a variety of student club and/or departmental events.

In 2017-18, Chaffey student leaders continued to demonstrate their commitment to student advocacy by participating Student Senate for California Community Colleges (SSCCC) General Assembly meetings and representing the college at all regional meetings. Additionally, CCSG sent a delegation of five students to the American Student Association of Community Colleges (ASACC) national conference in Washington DC.

STUDENT HEALTH SERVICES

Student Health Services responds primarily to Institutional Goals 1, 4 and 5, developing the holistic student, partnering with the local community, and increasing the number of underrepresented students' participation in programs and support services.

Student Health Services Mission

Student Health Services is dedicated to assisting students in achieving and maintaining optimum physical, mental, and emotional health. The clinics are committed to providing quality healthcare. There is no office co-pay required for visits. Lab tests are offered at low cost when ordered by the Student Health Service's clinicians. The clinic additionally offers low cost physicals to students, including those looking to enter Chaffey's Rad. Tech., CNA, VN, ADN, Pharm. Tech, EMT, Dental Assisting, and Child Development programs.

Student Health Services Overview

Student Health Services continues to run at maximum capacity for medical visits and psychological visits, crises intakes, walk-ins, program physicals, and campus health emergencies in accordance to our clinic sizes. SHS again has increased the amount of immunizations available to students including: MMR, Tdap, Hepatitis A, Hepatitis B, and flu shots. SHS also has increased the number of TB tests, 2 step TB tests, and chest x-rays for students in the Culinary Arts, Child Development, EMT, and all the Health Sciences programs.

Student Health continues the number of health education outreach events on all three campuses, the number of class visits and health education displays. This year the Director of SHS developed additional partnerships with various on-campus areas including: Brothers Forum, Special Populations/Equity, Student Government, and the Lavender Coalition to assist students with decreasing health barriers to student success. We continue to refill and service the self-serve over the counter medication machines with 3 at Fontana, 3 at Chino and 3 at the Rancho campuses. This year we also added 1 at the In-Tech Center along with health education outreach brochures. We have expanded these offerings to add a preventative medicine component and not only treating illnesses but providing preventative resources. Additionally, the department continues to provide free pregnancy testing, free over the counter medications and prescription antibiotics to students diagnosed by SHS medical doctors or nurse practitioners.

SHS continues a licensing agreement with the national acclaimed university quality Student Health 101 on-line magazine available monthly for the entire campus population. This has been received with many positive comments to assist our students in the pathways to success. Monthly articles include: self-help, stress reduction ideas, mental health issues, nutrition, exercise, wise time management tips, resources, life skills, and managing college, etc.

STUDENT HEALTH SERVICES

Medical and Psychological Services

- Male and female clinicians are offered. Students may choose, if they have a preference.
- Multi-cultural clinicians speaking several languages.
- Evaluation and treatment of short-term illnesses and injuries
- Consultation for health concerns
- Emergency care for injuries on campus
- PAP Smears
- X-ray referrals
- TB chest x-ray clearances
- Birth control counseling and prescriptions
- All types of physical examinations (for employment, sports, university transfer, Health Sciences, Child Development, and Culinary Arts).
- Multi- cultural short term mental health counseling
- Mental health community referrals

Other Services

- Community referrals and resources
- Robust Student Health web page with numerous community resources
- Free health literature
- On- line Resources
- Peer Health Education Program
- Student Health 101 monthly on-line magazine
- Laboratory testing for urine and blood tests

STUDENT HEALTH SERVICES

Student Health Services 2017-2018 Accomplishments

During the 2017-2018 academic year, Student Health Services had **33,392** patient contacts, of those contacts:

- **2,171** Students received psychological/ mental health counseling/referrals/mental health education.
- **3,137** Students and employees had Respiratory evaluations /TB tests and follow ups to potentially mitigate Tuberculosis on the campuses.
- **4,657** Received consults and referrals to outside community agencies that could further assist the student.
- **6,068** Students received personal health education.
- **70** Health Education Outreach booths, lectures, and workshops at Chino, Rancho, and Fontana campuses bringing potentially lifesaving information out to the campus population.



STUDENT HEALTH SERVICES

Student Health Services also engages in partnerships with local healthcare providers. Some of these partnerships include:

Physical Health Partnerships

- American Cancer Society
- California Youth Advocacy (CYAN) Tobacco free/smoking prevention
- Cal State Dominguez Hills
- The San Bernardino County Public Health Department
- L.A County Public Health Department
- California Dairy Council
- America's Best Eyeglass Centers
- SAC (Loma Linda University - Low cost clinics: medical and dental)
- Real Occupational Testing Services
- Quest Diagnostics
- Three local M.D.s
- Two local Nurse Practitioners
- Millennium Imaging
- Ultra Sound Institute
- Western University Health Sciences

Behavioral Health Partnerships

- Crises Community Response Team (CCRT) SBC Department of Behavioral Health
- TAY (Transitional Age Youth) Mental Health Systems Services
- South Coast Community Mental Health Services
- Loma Linda University Psychological Services
- Whole Mind Wellness Mental Health Services
- San Bernardino Department Mental Health Service
- Social Action Community (SAC) Health Systems program
- House of Ruth (Assisting Families Victimized by Domestic Violence)
- Project Sister (Sexual Assault Crises Intervention Services)
- National Parent Helpline

TRANSFER CENTER

The Transfer Center's work primarily supports Institutional Goals 1, 2 and 5. The primary mission of the Transfer Center is to assist Chaffey College students in successfully transferring from Chaffey College to a four-year university. Minimum program standards require each community college district to recognize transfer as one of its primary missions and to place an emphasis on the preparation and transfer of underrepresented students.

Through its work, the center has successfully served its students and completed the following:

Program Highlights

- 5,425 students were served in the Transfer Center
- Approximately 447 students met with a university representative for an individual appointment
- Contact made with approximately 441 students via in-class presentations
- Approximately 77 counseling appointments were scheduled with the Transfer Counselor
- Approximately 200 students participated in the campus tours
- 153 students participated in University workshops
- The Transfer Center presented on the available transfer center resources to 72 classes throughout the year
- 29 students participated in the Northern California tour during spring break
- 29 students participated in the summer out-of-state HBCU summer tour
- In fall 2017, the Transfer Center partnered with UCR for a STEM-focused Tour, in which students were able to tour the labs and hear from Deans and faculty within the STEM majors. 36 students participated in this trip.

Transfer Agreements

- Nine hundred and seventy students participated, completed and received an Associate's Degree for Transfer in the CCC/CSU AD-T partnership
- One hundred and sixty-nine students completed a Transfer Admission Guarantee (TAG) agreement with the University of California

In addition to the UC TAG and CSU AD-T partnership, the center has transfer agreements with:

- | | |
|--|---|
| • Brandman University | • Cambridge College |
| • USC | • Arizona State University |
| • Southern New Hampshire University | • Ashford University |
| • Pepperdine University | • CSU San Bernardino |
| • Argosy | • University of La Verne |
| • American Jewish University | • University of Redlands School of Business |
| • California Baptist University | • National University |
| • California Baptist University-online | • OTIS College Art and Design |

TRANSFER CENTER

Historically Black Colleges and Universities partnership with:

Alabama State University, Montgomery, AL; Alcon State University, Lorman, MS; Arkansas Baptist College, Little Rock, AR; Bennett College, Greensboro, NC; Bethune-Cookman University, Daytona Beach, FL; Bowie State University, Bowie, MD; Central State University, Wilberforce, OH; Claflin University, Orangeburg, SC; Clark Atlanta University, Atlanta, GA; Dillard University, New Orleans, LA; Edward Waters College, Jacksonville, FL; Fisk University, Nashville TN; Florida Memorial University, Miami Gardens, FL; Fort Valley State University, Fort Valley, GA; Grambling State University, Grambling, LA; Harris-Stowe State University, St. Louis, MO; Huston-Tillotson University, Austin, TX; Kentucky State University, Frankfort, KY; Lane College, Jackson, TN; Lincoln University of Missouri, Jefferson City, MO; Lincoln University of Pennsylvania, PA; Mississippi Valley State University, Itta Bena, MS; North Carolina Central University, Durham, NC; Philander Smith College, Little Rock, AR; Shaw University, Raleigh, NC; Southern University and A&M College, Baton Rouge, LA; Stillman College, Tuscaloosa, AL; Talladega College, Talladega, AL; Tennessee State University, Nashville, TN; Texas Southern University, Houston, TX; Tougaloo College, Jackson, MS; Tuskegee University, Tuskegee, AL; Virginia State University, Petersburg, VA; West Virginia State University, Institute, WV; Wiley College, Marshall, TX

21 workshops offered to students throughout the year:

HOW TO APPLY TO A UC (5 Offerings)

HOW TO COMPLETE A UC TAP/TAG (2 Offerings)

UCR GENERAL ADMISSIONS WORKSHOP (3 Offerings)

CSU APPLY WORKSHOP (3 Offerings)

CSUSB HIGHLIGHTS WORKSHOP

HOW TO TRANSFER YOUR FINANCIAL AID TO A 4-YEAR (3 Offerings)

CSUF NEXT STEPS WORKSHOP (2 Offerings)

CSUSB NEXT STEPS WORKSHOP (2 Offerings)

Thank You Card

Dear Transfer Center,

I want to thank each one of you guys from the bottom of my heart for helping me throughout these years while I was a Chaffey College student. You guys definitely were one of the key factors of where I am today and I am very proud of it. I took advantage on every advice you guys told me to succeed my goals. Not just for me but to everybody. I will definitely miss you guys so much. For that being said, like from the Fast and Furious7, at one of the last scenes when Vin Diesel said, "It's never goodbye." I agree with what he said. We'll definitely keep in contact. Much love for you guys!

See you guys again!

~ Student

TRANSFER CENTER

University Representatives with one-on-one counseling in the Transfer Center

- Azusa Pacific, Cal Poly Pomona, California Baptist University, Cal State Fullerton, Cal State San Bernardino, Fashion Institute of Design and Merchandising (FIDM), University of Redlands (General Education), University of Redlands (School of Business), UC Davis, UC Irvine, UC Los Angeles, UC Riverside, UC Santa Barbara, UC Santa Cruz, UC San Diego, University of La Verne

Fall and Spring College Fairs

- Approximately 55 schools (public and private) represented during the fall fair at the Rancho Campus, and 16 schools represented at the spring fairs at both the Chino and Fontana Campuses.

University Trips off-site

- UC Riverside, Biola University, University of La Verne, Cal Poly Pomona, UC Irvine, CSU San Bernardino, UC San Diego, USC, CSU Fullerton, Loma Linda University, CSU Los Angeles, CSU Long Beach, UC San Diego, UC Los Angeles, UC Berkeley (NorCal/Spring Break trip), UC Davis (NorCal/Spring Break trip), UC Merced (NorCal/Spring Break trip), Stanford (NorCal/Spring Break trip), UC Santa Barbara (NorCal/Spring Break trip), UC Santa Cruz (NorCal/Spring Break trip)

NorCal Trip Evaluation

What did you find most beneficial to you as a prospective transfer student?

The most beneficial part was being able to visit the campus and talk to other students who also transferred to those campuses. Also, the presentations were beneficial but I would say for someone who is barely starting their education at Chaffey. There was information that I wished I knew before applying.

HBCU Summer Trip

The Transfer Center in partnership with Stepping in the Right Direction hosted a five-day out-of-state trip, and toured 6 schools across the north eastern United States. The schools visited include: Howard University, Norfolk State, Bowie State, Morgan State, Lincoln University of PA, and Virginia State University. The trip culminated in a visit to the National Museum of African American History and Culture in Washington D.C.



AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

December 13, 2018

Board Meeting Date

TOPIC APPROVAL OF MINUTES, NOVEMBER 14, 2018

Communication No. IV.E.1.a

SUPPORTS BOARD POLICY

Board Policy 2360 Minutes – The minutes shall record all actions taken by the Governing Board. The minutes shall be public records and shall be available to the public.

PROPOSAL

To approve the minutes of the November 14, 2018, regular meeting.

BACKGROUND

It is the practice of the board to approve the minutes of the board meeting(s) held the previous month. Those minutes are then made available to the public in the Chaffey College Library and on the college website.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

Approval of the minutes of the November 14, 2018, regular board meeting.

Submitted by: <u>Henry D. Shannon, Superintendent/President</u>
Recommended by: <u>Henry D. Shannon, Superintendent/President</u>

**OFFICIAL PROCEEDINGS
OF THE GOVERNING BOARD
CHAFFEY COMMUNITY COLLEGE DISTRICT**

A regular meeting of the Chaffey Community College District Governing Board was held on Wednesday, November 14, 2018, in the boardroom of the Marie Kane Center for Student Services/Administration. Board President Brugger called the meeting to order at 2:00 p.m.

Members present: Ms. Brugger, Mr. McDougal, Ms. McLeod, Mr. Ovitt, Ms. Roberts, Mr. Rosales (Student Trustee)

Members absent: none

CLOSED SESSION

The public is given an opportunity to address the Governing Board regarding the posted closed session agenda. No comments were made.

The Board convened in closed session at 2:00 p.m. Closed session was adjourned at 2:49 p.m.

STUDY SESSION

A study session commenced on the following topic:

Dr. Meridith Randall introduced the professors and their sabbatical reports.

Sabbatical Report – Stephen Calebotta, English faculty, discussed his report on Native American literature. Professor Calebotta explained that he is working on a Pre-Columbian Native America novel, which explores themes of colonialism, genocide, displacement and forced removal, loss of culture, racial identity, family dysfunction and domestic violence.

Sabbatical Report – Sandra Collins, from the School and Math and Science, biology professor, provided a PowerPoint presentation on Women in STEM. Professor Collins explained that her objectives of helping her students reduce the achievement, gender and leadership gaps will be a life-long pursuit. As part of her sabbatical, she took a total of six courses at the Claremont Colleges and Cal Poly Pomona in the area of gender and ethnic studies.

Sabbatical Report – Douglas Duno, School of Language Arts, Spanish professor. Professor Duno explained that the two main purposes of his sabbatical were to obtain an online teaching certification and to collect and share

cultural knowledge including language pedagogy through a couple of academies in Cuba and Uruguay to improve the way the Spanish department enriches the lives of its students through language learning.

REGULAR SESSION

The regular session reconvened at 3:15 p.m., and Trustee McDougal led the Pledge of Allegiance to the Flag.

PUBLIC COMMENTS

No public comments were made.

COMMUNITY LINKAGES GOVERNING BOARD

Student Trustee Moises Rosales shared that the Chaffey College Student Government (CCSG) participated in the following events: Trunk or Treat, Halloween Spooky Movie Night with over 100 students in attendance, represented the country of Jordan for International Students Week, Unity Meal distribution of over 700 meals to students in observance of Thanksgiving, Veterans' event, and the Report to the Community.

Mr. Rosales reported that CCSG was also involved in the Measure P bond by working the phone bank and canvassing. He expressed his excitement for the passage of the measure. He also reported that CCSG's delegation team is working on dual enrollment and textbook costs. Mr. Rosales thanked Theresa Rees from Dr. Bishop's office for arranging for him to attend the CIW graduation.

Trustee Ovitt highlighted the California School Board Association (CSBA) Fall Joint Meeting in which he voted on behalf of Lee McDougal, representative to CSBA. He explained that three incumbents were re-elected. Dan Rather also spoke at the event.

Gary Ovitt also reported that he attended the following events: Ontario Parks and Recreation Commission meeting; Ontario Chaffey Community Show Band board meeting; Rancho Cucamonga High School varsity football game; Cuning Dental Group 50th Anniversary Gala; The Leaven Dr. Phil taping in Hollywood; West End YMCA Board meeting; Ontario Parks and Recreation Halloween costume judging; Chaffey College Report to the Community; OPARC Turkey Bowl fundraiser; Chaffey College Governing Board Ethics and Sexual Harassment Training; Veterans' appreciation plaque dedication; Edison Elementary School first grade presentation, *Why Education is Important*, San Bernardino County adoption finalization; election victory party for Ontario Mayor ProTem; Children's Fund *Bonnes Meres* Auxiliary Christmas gathering; Promise Scholars Board meeting; Assembly member Freddie Rodriguez's 52nd District

Educator of the Year event in which Misty BurrueI was recognized; Children's Fund Marketing Committee meeting; Ontario Chaffey Community Show Band concert; West End YMCA Governance Committee meeting; and the Children's Fund Audit Committee meeting.

Lee McDougal reported that he attended the 2018 ACCT Leadership Congress in New York in which Dr. Shannon was selected as CEO of the year for the nation, as well as for the Pacific Region. Trustee McDougal stated that he thought the Report to the Community event was the best ever. He also reported that he attended the CIW/CIM advisory committee meeting. Mr. McDougal also mentioned the Chaffey College football game this weekend. He thanked Dr. Shannon for his work on the passage of Measure P, as well as the work that will go on for the next 10 to 15 years. He also attended the sexual harassment and ethics training. Mr. McDougal congratulated Professor Misty BurrueI on her award.

Katie Roberts congratulated the College on the passage of Measure P and thanked the students for their work on its passage. Trustee Roberts reported that she attended the Veterans' event, the Measure P fundraiser, a Travelers Aid function, sexual harassment and ethics training, and a student luncheon in which food was donated and distributed to the students.

Vice President Gloria Negrete McLeod announced that she attended the Report to the Community, the CIW graduation, the CCLFSA event, and the Veterans' event. Ms. McLeod thanked the faculty and staff for putting on the CCLFSA event year after year and congratulated Dr. Shannon on his award.

Board President Kathy Brugger announced that she attended many of the same events as mentioned by the other Board members, as well as the Halloween event in Fontana. She thanked Dr. Friday for putting on the event. She stated her belief that the Report to the Community event probably put Measure P over the top. She thanked everyone for their efforts in its passage, and explained that the funding for signs and mailers came from the community, not from the College's budget.

Ms. Brugger also praised the College's Success Centers for the work they do.

Ms. McLeod announced that she also attended the Halloween event at the Chino campus.

Ms. Roberts added that she judged the Rancho Cucamonga Halloween event.

LEGISLATIVE UPDATE

Lorena Corona, manager, transitional services and governmental relations, provided a written report, which is attached to these minutes.

Ms. Corona stated that the City of San Bernardino's election results are not official yet, but she will bring the results back to the next meeting.

FOUNDATION

Lisa Nashua, executive director, Foundation, thanked Gary Ovitt for partnering with the Foundation for a scholarship honoring Sue Ovitt for her tenure on the Foundation Board. She also reported that Sherm Taylor was instrumental in acquiring the CA Automotive Technical Committee Derek Maseuli Scholarship endowment. She thanked Trustee McLeod and Dr. Shannon for attending the CCLFSA event and shaking the hand of every student. All but two of the 33 graduates attended the event.

Ms. Nashua also provided a written report which included the following: Alumni of the Year/Hall of Fame Dinner save the date – April 11, 2019; annual giving appeal fall mailing this month; scholarship honoring Sue Ovitt's 12 years of service on the Foundation Board; new radiologic technology endowment; CA Automotive technical Committee Derek Maseuli Scholarship; Ontario Montclair Promise Scholars; City of Ontario's Community College Promise; Wells Fargo Foundation; Foundation Golf Tournament save the date – Monday, June 10, 2019; Foundation mini-grant programs; The Breeze editors attended Adobe Max in Los Angeles; Trunk or Treat; Snacks for Success during finals week; Chaffeyans Retiree Association update; and campus partnerships update.

REPORTS

CLOSED SESSION ACTIONS

Board Secretary Henry Shannon announced that the Board took action in closed personnel session this evening to approve the following by a unanimous (5:0) vote.

Employment or ratification of:

Melody Wu to the position of accounting technician, 1.0 FTE, 12-months, range 17, step A of the CSEA salary schedule, effective January 7, 2019.

Chinyere Obasi to the position of instructional assistant IV, interior design, .475 FTE, 10-months, range 19, step A of the CSEA salary schedule, effective November 5, 2018.

Jackie Contreras to the position of program assistant, counseling 1.0 FTE, 12-months, range 13, step A of the CSEA salary schedule, effective December 3, 2018.

Aisha Dawson to the position of program assistant, financial aid, .475 FTE, 12-months, range 13, step A of the CSEA salary schedule, effective December 3, 2018.

Mayra Ramirez to the position of program assistant, financial aid, .475 FTE, 12-months, range 13, step A of the CSEA salary schedule, effective December 3, 2018.

Hourly personnel including adjunct faculty, contract faculty overload, and short-term workers. Breck Weiny to the temporary, unclassified, professional expert position of interim head coach, men's swimming, effective January 1, 2019, through May 31, 2019, under the terms and conditions of the employment agreement.

Utilization of volunteer services (This list has been made part of the minutes of this meeting.)

Appointment of:

Rebecca Dawn Hatfield to the position of campus store administrator, 1.0 FTE, 12-months, range 18, step E of the management salary schedule, effective December 3, 2018.

The Governing Board approved the amended reduced workload assignment for Catherine Bacus, instructor, gerontology, from .6233 FTE to .8134 FTE for the 2018–19 academic year, pursuant to the provisions of Education Code § 87483 and contingent upon approval from STRS.

MONITORING

The following reports were submitted to the Governing Board for their information:

Quarterly Investment Report and Annual Statements of Investment Guidelines

CONSENT AGENDA

A motion was made by Trustee McDougal, seconded by Ms. Roberts, to approve the consent agenda as presented.

Yeas: Ms. Brugger, Mr. McDougal, Ms. McLeod, Mr. Ovitt
Ms. Roberts, Mr. Rosales (advisory)

Nays: None

Absent: None

Through this action, the following were approved (Approval of Minutes, October 22, 2018 through Student Worker Position Certification).

GOVERNANCE PROCESS

The minutes of the October 22, 2018 regular board meeting were approved as presented.

ACADEMIC AFFAIRS

The Governing Board approved the 2019 summer academic calendar.

The Governing Board approved seven new courses, two course modifications, five distance education courses, one course deactivation, one new program of study, two program of study modifications, and two program of study deactivations for the *Chaffey College 2019-2020 Catalog*.

The Governing Board reviewed and accepted the sabbatical leave report from Stephen Calebotta, School of Language Arts, who was granted a sabbatical leave for the spring 2018 semester.

The Governing Board reviewed and accepted the sabbatical leave report from Sandra Collins, School of Math and Science, who was granted a sabbatical leave for the 2017-2018 academic year.

The Governing Board reviewed and accepted the sabbatical leave report from Douglas Duno, School of Language Arts, who was granted a sabbatical leave for the 2017-2018 academic year.

BUSINESS/FISCAL AFFAIRS

The Governing Board approved Amendment 01 to increase the amount of the California Department of Education 2018-2019 California State Preschool program by \$19,677.

The Governing Board approved Amendment 01 to increase the amount of the California Department of Education 2018-2019 General Child Care and Development Program contract (CCTR-8190) by \$85,920.

The Governing Board approved Amendment 01 to increase the Upward Bound (UB) Program grant by \$42,508 for the 2018-2019 fiscal year.

The Governing Board waived the competitive bidding process and issued a contract with Fontana Unified School District of Fontana, CA (FUSD), for a total not-to-exceed amount of \$180,000 for police dispatch services, pursuant to California Public Contract Code, Section 10340 (b)(3)(A).

The Governing Board approved the budget increase of \$1,456,211 to the 2018-2019 restricted general fund budget for the California College Promise, Cooperating Agencies Foster Youth Educational Support (NEXTUP), and Strong Workforce programs.

The Governing Board approved the California Community Colleges Broadband Connectivity Equipment Grant for \$50,000 for the 10 GB firewall upgrade completed at Chaffey Community College District.

The Governing Board approved the California Community Colleges Broadband Connectivity Equipment Grant for \$50,000 for the 10 GB firewall upgrade completed at the Chaffey Community College District Fontana Campus.

The Governing Board approved the contract agreement between Riverside Community College District, on behalf of Moreno Valley College, and Chaffey College, Center of Excellence for the Inland Empire/Desert Region for

support of the Strong Workforce P15 Regional Data Analysis and Alignment Project in the amount of \$331,085 for the period of November 14, 2018, through December 31, 2020.

The Governing Board approved the four-year funding award for the Child Care Access Means Parents in School Program (CCAMPIS) grant in the amount of \$757,888 for the period of October 1, 2018 - September 30, 2022.

The Governing Board adopted Resolution 111418, which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the electronic equipment and miscellaneous materials listed in Exhibit A of the resolution, and to execute all documents in connection therewith, in accordance with the terms and conditions of the resolution.

The Governing Board approved the supplemental grant award from the United States Department of Education Grant for Developing Hispanic Serving Institutions Program, for 2018–2019 fiscal year in the amount of \$109,240.

The Governing Board approved Agreement No. 18-PUENTE-CC-05 between the Regents of the University of California Puente Project and Chaffey College, in the amount of \$25,000 for fiscal years 2018-2021.

HUMAN RESOURCES

The Governing Board approved the short-term worker and apprentice position and salary schedule effective January 1, 2019.

The Governing Board approved the student worker salary schedule effective January 1, 2019.

ACTION AGENDA

A motion was made by Ms. McLeod, seconded by Mr. Ovitt, to approve the action agenda as presented.

Yeas: Ms. Brugger, Mr. McDougal, Ms. McLeod, Mr. Ovitt,
Ms. Roberts, Mr. Rosales (advisory)
Nays: None
Absent: None

BUSINESS/FISCAL AFFAIRS

The Governing Board ratified the attached contract, purchase order, and warrant lists.

CEO/STAFF REPORTS

Henry Shannon, superintendent/president, congratulated Alisha Rosas for her amazing work on the Report to the Community, Misty BurrueI for her Educator of the Year award, and thanked Mr. McDougal, Ms. Bailey, and Ms. Sanchez for attending the ACCT Leadership Congress in New York while he received his national CEO of the Year award, which he stated was an award not for him personally, but for Chaffey College.

He also announced that English Professor Victoria Barras-Tulacro had been selected by former student Aeron Alan Parks to receive a Stanford University Teacher Tribute formally acknowledging an educator who played a significant role in an incoming transfer student's intellectual, academic, and personal development.

President Shannon also provided a written report which highlighted: 2018 ACCT Leadership Congress; Chaffey College Latino Faculty and Staff Association (CCLFSA) Scholarship Reception; Educator of the Year event; CIW graduation; and updates from Instruction and Institutional Effectiveness and Student Services.

Faculty Senate President Misty BurrueI provided a written report which highlighted: Academic Senate for California Community College (ASCCC) 2018 Fall Plenary Session; Stan Hunter, Art Professor; Sonia Diaz, Biology Professor; Melissa DiLorenzo, Psychology Professor, and Deanna Hernandez, English Professor.

Classified Senate President Trisha Albertsen congratulated Dr. Shannon and Misty BurrueI on their awards. She highlighted classified employees Monique Alston, program assistant, counseling; Hope Ell, executive assistant, superintendent/president's office; and stated that representatives from Classified Senate attended the Report to the Community luncheon.

CSEA President Monica Han had no report.

Rod Elsdon stated that his first Chaffey College Board meeting was over 20 years ago and he sees some of the same faces. He stated that Chaffey College has improved so much over the years. When he first came, there was no online registration, grades could not be entered online, and he is so excited about the changes.

Professor Elsdon made the following announcement on behalf of CCFA President Jonathan Ausubel:

CCFA is delighted to congratulate our re-elected Board members Kathy Brugger and Katie Roberts and to also offer a giant mazel tov on the passage of Measure P. On behalf of all faculty, staff, and students, we thank the District for its commitment to provide the finest educational facilities for the communities we serve into the Twenty-First Century.

CDCFA had no report.

BOARD COMMENTS, REQUESTS, AND FUTURE AGENDA ITEMS

No comments were made.

ADJOURNMENT

The meeting was adjourned at 4:01 p.m. in memory of George Vincent Wallace, father-in-law of Michelle Wallace, financial aid coordinator; the victims of the tragic shootings in Pittsburgh and Thousand Oaks; and the victims of the California wildfires.

The next regular meeting of the Chaffey Community College District Governing Board will be Thursday, December 13, 2018.

President

Clerk

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

December 13, 2018
Board Meeting Date

TOPIC **CURRICULUM**

Communication No. IV.E.2.a

SUPPORTS BOARD POLICY

Board Policy 4020 Program, Curriculum, and Course Development – The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

PROPOSAL

To approve the following changes to the *Chaffey College 2019-2020 Catalog*, as recommended by the Faculty Senate, the college Curriculum Committee, and the Associate Superintendent of Business Services and Economic Development:

- 7 course modifications
- 3 distance education courses
- 1 program of study modification

BACKGROUND

AB 1725 and Section 53200(c) of Title 5 define the role of the Faculty Senate in assuming primary responsibility for making recommendations in the areas of curriculum and academic standards. The Curriculum Committee has reviewed the attached course modifications, distance education courses, and program modifications which are not currently in the college curriculum. As a result of deliberations, the college Curriculum Committee, the Faculty Senate, and the Associate Superintendent of Business Services and Economic Development are recommending these curriculum changes.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended the Governing Board approve seven course modifications, three distance education courses, and one program of study modification for the *Chaffey College 2019-2020 Catalog*.

Prepared by:	Marie Boyd, Curriculum Chairperson
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

Curriculum 2018-2019

COURSES - MODIFICATIONS					
	Discipline	Course ID	TOP Code	Title	Units
1.	Arabic	ARABIC-1	1112.00	Elementary Modern Standard Arabic	4
2.	Arabic	ARABIC-4	1112.00	Intermediate Modern Standard Arabic	4
3.	Fire Technology	FIRETEC 12	2133.00	Occupational Safety and Health for Emergency Services	3
4.	Fire Technology	FIRETEC-11	2133.00	Legal Aspects of Emergency Services	3
5.	Real Estate	RE-10	0511.00	Real Estate Principles	3
6.	Real Estate	RE-15	0511.00	Real Estate Practice	3
7.	Real Estate	RE-475	0511.00	Real Estate Escrow	3
COURSES – DISTANCE EDUCATION					
	Discipline	Course ID	TOP Code	Title	Units
1.	Real Estate	RE-10	0511.00	Real Estate Principles	3
2.	Real Estate	RE-15	0511.00	Real Estate Practice	3
3.	Real Estate	RE-475	0511.00	Real Estate Escrow	3
PROGRAMS OF STUDY - MODIFICATIONS					
	Program of Study	AA/AS/C	TOP Code	Title	Units
1.	Nutrition and Food	Certificate of Achievement	1306.20	Dietetic Service Supervisor	24

December 13, 2018, Curriculum Board Report

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

December 13, 2018
Board Meeting Date

TOPIC **APPROVAL TO DESIGNATE CERTAIN PRODUCTS, BRANDS AND SERVICES, PUBLIC CONTRACT CODE SECTION 3400**

Communication No. IV.E.3.a

SUPPORTS BOARD POLICIES

Supports and complies with Policies: 2710 Conflict of Interest, 6100 Delegation of Authority, 6330 Purchasing, 6340 Contracts, and 6600 Capital Construction

PROPOSAL

To adopt Resolution 121318, a resolution of the Governing Board of the district designating proprietary Siemens products, brands and/or services for low voltage systems, as described herein and in the attached resolution, pursuant to California Public Contract Code Section 3400.

BACKGROUND

Under California Public Contract Code Section 3400(b), the district may make a finding designating certain products, things, or services by specific brand or trade name for the purpose of matching other products in use on a particular public improvement either completed or in the course of completion.

The district has installed Siemens products throughout most newly constructed and renovated facilities. District staff has determined that the Siemens products have demonstrated reliability, durability and quality. District staff, in consultation with professional consultants, has undertaken considerable research into these products and brand. In order to facilitate the use of the most reliable, dependable, cost efficient and feasible products and services throughout the district, the district staff has determined that it needed to establish uniform, complete and compatible Fire Alarm and Security Systems ("Low Voltage Systems") for the reasons in the attached resolution.

The Governing Board approved a similar resolution on December 15, 2016. District staff has determined that it is in the district's best interest to continue to designate the Siemens Low Voltage Systems described in the resolution for use in future district projects so as to establish one complete uniform district-wide Low Voltage Systems, thereby avoiding incompatibility of products and replacement and maintenance problems. This resolution would be to designate proprietary Siemens products, brands and/or services for low voltage systems for another two years.

By the attached resolution, district staff requests Governing Board approval to require and specify the use of the certain products, things, or services on district projects as described in the resolution.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board adopt Resolution 121318, a resolution of the Governing Board of the district designating proprietary Siemens products, brands and/or services for low voltage systems, as described herein and in the attached resolution, pursuant to California Public Contract Code Section 3400.

Attachments: Resolution 121318

Prepared by:	Eva Ramirez, Interim Director, Purchasing Services
Reviewed by:	Kim Erickson, Executive Director, Business Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services & Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

RESOLUTION NO. 121318

**A RESOLUTION OF THE GOVERNING BOARD OF
CHAFFEY COMMUNITY COLLEGE DISTRICT
DESIGNATING CERTAIN PRODUCTS, BRANDS OR
SERVICES PURSUANT TO PUBLIC CONTRACT CODE
SECTION 3400**

WHEREAS, pursuant to Public Contract Code Section 3400(b) the Chaffey Community College District ("District") may make a finding(s) designating certain products, things, or services by specific brand or trade name for the statutorily enumerated purposes; and

WHEREAS, the District's Governing Board ("Board") has reviewed the District's current facilities, general contracts, plans, and specifications in order to evaluate the District's need to establish uniform, complete and compatible Fire Alarm and Security Systems ("Low Voltage Systems") District-wide in order to facilitate the use of the most reliable, dependable, cost efficient and feasible products throughout the District; and

WHEREAS, the Governing Board approved a similar resolution December 15, 2016 and this resolution would be to designate proprietary Siemens products, brands and/or services for low voltage systems for another two years; and

WHEREAS, the uniform Low Voltage Systems will allow the District to ensure that the Low Voltage Systems utilized on all future District facility projects match the Low Voltage Systems in use at other District facilities as permitted pursuant to Public Contract Code Section 3400(b)(2); and

WHEREAS, District staff will be trained in the maintenance, repair, and replacement of the Low Voltage Systems described in the Specification and will maintain a stock of the equipment needed for replacements and maintenance; and

WHEREAS, District staff have determined that proprietary Siemens security system products and services will permit centralized monitoring of security for all District facilities; and

WHEREAS, based on the Board's above described review and Public Contract Code Section 3400(b)(2), the Board has determined that District must require and specify the use of certain proprietary Siemens products, things, or services on District projects.

NOW, THEREFORE, BE IT RESOLVED BY THE GOVERNING BOARD OF THE CHAFFEY COMMUNITY COLLEGE DISTRICT AS FOLLOWS:

Section 1. The above recitals are true and correct.

Section 2. The District, pursuant to Public Contract Code Section 3400, intends to establish uniform, complete and compatible Low Voltage Systems specifications District-wide in order to facilitate the use of the most reliable, dependable, cost efficient and feasible products throughout the District.

Section 3. The District has found compatibility, cost, ease of maintenance, and utility of Low Voltage Systems problematic and believes it necessary to establish a uniform District Low Voltage Systems Specifications in order to avoid incompatibility issues, as well as durability and reliability issues,

and costs associated with experimenting and replacing incompatible and useless Low Voltage Systems and to avoid the waste of District funds associated with addressing incompatible components.

Section 4. The District and its consultants have undertaken considerable research into the products/brands of Low Voltage Systems described in the Specification. District staff will be trained in the maintenance, replacement, and repair of the Low Voltage Systems described in the Specification and the District will maintain a stock of the equipment needed for replacements and maintenance.

Section 5. District staff has determined that the Low Voltage Systems has demonstrated their reliability, durability, and quality.

Section 6. Pursuant to Public Contract Code Section 3400(b)(2), the District's Board hereby designates the certain products/brands of Low Voltage Systems for the District's use in future projects so as to establish one complete uniform District-wide Low Voltage Systems system, thus, avoiding incompatibility of products, as well as replacement and maintenance problems.

Section 7. The designation of certain proprietary Siemens security system products and services of Low Voltage Electronic products shall be effective for 24 months from the date of this Resolution.

Section 8. At the end of the 24 month period, District staff will review the products/brands and evaluate whether re-adoption or discontinued use of the designated proprietary Siemens security system products and services is appropriate including presenting a recommendation to the Superintendent/President or his/her designee. The Superintendent/President or his/her designee shall then consider District staff's recommendations and either re-approve or discontinue the designation of the products/brands contained herein and/or approve additional/replacement products/brands.

Section 9. The Superintendent/President or his/her designee shall present changes, if any, for its ratification.

PASSED AND ADOPTED by the Governing Board of the Chaffey Community College District at Rancho Cucamonga, California, this 13th day of December 2018, at a regular meeting by the following vote:

Ayes:
Noes:
Abstentions:
Absent:

I, Gary Ovitt, Clerk of the Governing Board of the Chaffey Community College District of San Bernardino County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly adopted by said board at the regular meeting thereof at the date and place and by vote stated, which resolution is on file and of record in the office of said board.

Gary Ovitt
Clerk, Governing Board

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

December 13, 2018

Board Meeting Date

TOPIC APPROVAL TO PURCHASE MATERIALS THROUGH OTHER PUBLIC AGENCY CONTRACTS

Communication No. IV.E.3.b

SUPPORTS BOARD POLICIES

Supports and complies with Policies: 2710 Conflict of Interest, 6100 Delegation of Authority, 6330 Purchasing, 6340 Contracts, and 6600 Capital Construction.

PROPOSAL

To determine that it is in the District's best interest to make procurements by means of existing public agency contracts pursuant to California Public Contract Code Sections 20118 and 20652 and to authorize the District to make such procurements under Sections 20118 and 20652 as needed in the District's best interest for the calendar year ending on December 31, 2019.

BACKGROUND

California Public Contract Code Sections 20118 and 20652 authorizes the Governing Board, without advertising for bids, to contract for the lease or purchase of materials, supplies, equipment, automobiles, tractors and other personal property for the District through contracts let by other public agencies (commonly referred to as "piggy-backing" contracts). San Bernardino County requires the Governing Board to take specific action to determine that it is the best interest of the District to utilize an existing bid or contract to make procurements pursuant to Sections 20118 and 20652, rather than receiving bids on its own behalf.

This action provides the District the option to make procurements using existing public agency contracts as the need arises and is in the best interest of the District pursuant to California Public Contract Code Sections 20118 and 20652.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board determine that it is in the District's best interest to make procurements by means of existing public agency contracts pursuant to California Public Contract Code Sections 20118 and 20652, and to authorize the District to make such procurements under Sections 20118 and 20652 as needed in the District's best interest for the calendar year ending on December 31, 2019.

Prepared by:	Eva Ramirez, Interim Director, Purchasing Services
Reviewed by:	Kim Erickson, Executive Director, Business Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services & Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

December 13, 2018

Board Meeting Date

TOPIC **CENTER OF EXCELLENCE (COE) FOR LABOR MARKET RESEARCH DESERT REGION / INLAND
 EMPIRE GRANT AGREEMENT 18-305-006**

Communication No. IV.E.3.c

SUPPORTS BOARD POLICY

Board Policy 3280 Grants – The Governing Board shall be informed about all grant awards received by the District. The Superintendent/President shall establish procedures to assure the timely application and processing of grant proposal applications and awards, and that the grants that are submitted directly support the purposes of the District.

PROPOSAL

To approve the Center of Excellence (COE) Grant Agreement 18-305-006 between Rancho Santiago Community College District and Chaffey College in the amount of \$100,000 for the Economic Workforce Development project. The performance period is January 01, 2019 through June 30, 2019.

BACKGROUND

Integral to the Economic and Workforce Development Program and the Strong Workforce initiative, the mission of the Centers of Excellence for Labor Market Research (COE) is to provide quality labor market data and information to help the California Community Colleges respond to local workforce needs. The COE supports the colleges by producing labor market reports for new and existing programs of study, providing on-call data support for investments funded through statewide programs (such as Strong Workforce), facilitating workshops on how to use labor market information, collaborating on the development of data tools and dashboards, and serving as a research advisor to regional educational institutions, workforce agencies, or other community partners. The COE hosted at Chaffey College is receiving a six-month grant award of \$100,000 to support the Center of Excellence for Labor Market Research initiative serving the 12 local community colleges in Region F.

BUDGET IMPLICATIONS

Funding Source – California Community Colleges Chancellor’s Office with Rancho Santiago Community College District as the fiscal agent

Status of Funds – The 2018-2019 restricted general fund budget will be increased by \$100,000 as indicated below:

48xxx	Income	<u>\$100,000</u>
52xxx	Classified Salaries	\$63,681
53xxx	Benefits	25,323
54xxx	Supplies	250
55xxx	Other Services	10,546
56xxx	Capital Outlay	<u>200</u>
	Total	<u>\$100,000</u>

Future Implications – None

RECOMMENDATION

It is recommended that the Governing Board approve the award to the Center of Excellence (COE) for Labor Market Research Grant Agreement 18-305-006, between Rancho Santiago Community College District and Chaffey College, in the amount of \$100,000 for a six-month period. The performance period shall be January 01, 2019 through June 30, 2019.

Prepared by:	<u>Michael Goss, Director, Center of Excellence</u>
Submitted by:	<u>Jim Fillpot, Dean, Institutional Research, Policy and Grants</u>
Reviewed by:	<u>Lisa Bailey, Associate Superintendent, Business Services and Economic Development</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

December 13, 2018
 Board Meeting Date

TOPIC DEPUTY SECTOR NAVIGATOR, ADVANCED MANUFACTURING GRANT

Communication No. IV.E.3.d

SUPPORTS BOARD POLICY

Board Policy 3280 Grants – The Governing Board shall be informed about all grant awards received by the District. The Superintendent/President shall establish procedures to assure the timely application and processing of grant proposal applications and awards, and that the grants that are submitted directly support the purposes of the District.

PROPOSAL

To approve the Deputy Sector Navigator Advanced Manufacturing 2018-2019 grant award in the amount of \$200,000.

BACKGROUND

In response to the Chancellor’s Office campaign, *Doing What Matters for Jobs and the Economy*, the purpose of this grant funding is to supply in-demand skills for employers by convening regional industry employer led skills panels and advisory groups to create relevant career pathways and stackable credentials, promote student success, and get Californians into open jobs. Key activities under this framework include: a focus on regional priority/emergent sectors and industry clusters in the area of Advanced Manufacturing; take effective strategies to scale statewide; integrate and leverage programming between funding streams; promote common metrics for student success; remove structural barriers to execution.

BUDGET IMPLICATIONS

Funding Source – California Community Colleges Chancellor’s Office with Rancho Santiago Community College District as the fiscal agent.

Status of Funds – The 2018-2019 restricted general fund budget will be increased by \$200,000 for this grant as indicated below:

48xxx	Income	<u>\$200,000</u>
52xxx	Classified Salaries	\$140,180
53xxx	Benefits	39,720
54xxx	Supplies	408
55xxx	Other Services	<u>19,692</u>
	Total	<u>\$200,000</u>

Future Implications – none

RECOMMENDATION

It is recommended that the Governing Board approve acceptance of the Deputy Sector Navigator, Advanced Manufacturing 2018-2019 grant award in the amount of \$200,000.

Prepared by:	Sandra Sisco, Director, Economic Development Joy Haerens, Dean, Economic Development
Submitted by:	Jim Fillpot, Dean, Institutional Research, Policy and Grants
Reviewed by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

December 13, 2018

Board Meeting Date

TOPIC **DISPOSAL OF DISTRICT PROPERTY: ELECTRONIC EQUIPMENT
AND MISCELLANEOUS MATERIALS**

Communication No. IV.E.3.e

SUPPORTS BOARD POLICIES

Supports and complies with Policies: 2710 Conflict of Interest, 6100 Delegation of Authority, 6330 Purchasing, 6340 Contracts, and 6550 Disposal of Property.

PROPOSAL

To adopt attached Resolution 121318A, which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the electronic equipment and miscellaneous materials listed in Exhibit A of the resolution, and to execute all documents in connection therewith, in accordance with the terms and conditions of the resolution.

BACKGROUND

The Chaffey Community College District is owner of the electronic equipment and miscellaneous materials listed on Exhibit A, attached to the resolution. The listed items have exceeded their useful life and are no longer suitable for district purposes and may be disposed of through auction sale.

Pursuant to California Education Code Section 81450 et seq., the resolution must be adopted by majority vote of those members present to be valid.

In accordance with the district's Governing Board Policy 6550 and California Education Code Section 81450 et seq., Resolution 121318A delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the listed items and to execute all documents in connection therewith, subject to the terms and conditions of the resolution.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board adopt Resolution 121318A, which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the electronic equipment and miscellaneous materials listed in Exhibit A of the resolution, and to execute all documents in connection therewith, in accordance with the terms and conditions of the resolution.

Attachment: Resolution 121318A

Prepared by:	Kim Erickson, Executive Director, Business Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

RESOLUTION NO. 121318A

**A RESOLUTION OF THE GOVERNING BOARD OF CHAFFEY
COMMUNITY COLLEGE DISTRICT AUTHORIZING THE DISPOSAL OF
ELECTRONIC EQUIPMENT AND MISCELLANEOUS MATERIALS**

WHEREAS, the Chaffey Community College District (“District”) is owner of the electronic equipment and miscellaneous materials listed on the attached Exhibit A; and

WHEREAS, the listed items have exceeded their useful life and are no longer suitable for district purposes and may be disposed of through auction sale; and

WHEREAS, pursuant to California Education Code Section 81450 et seq., this resolution must be adopted by majority vote of those members present to be valid; and

WHEREAS, in accordance with the District’s Governing Board Policy 6550, this resolution delegates authority to the superintendent/president, or his designee, to sell or otherwise dispose of the listed items, and to execute all documents in connection therewith, in accordance with Education Code Sections 81450 and 81452.

NOW, THEREFORE, BE IT RESOLVED BY CHAFFEY COMMUNITY COLLEGE DISTRICT, AS FOLLOWS:

Section 1. The Governing Board finds and determines that all of the recitals set forth above are true and correct.

Section 2. The Governing Board approves the delegation of authority to the district’s superintendent/president, or his designee, to sell or otherwise dispose of the electronic equipment and miscellaneous materials listed in the attached Exhibit A, and to execute all documents in connection therewith, in accordance with Education Code Sections 81450 and 81452.

Section 3. That this delegation of authority shall be valid for the sale or disposal of the items listed in the attached Exhibit A, or until rescinded by the Governing Board.

Section 4. That this resolution shall become effective upon its adoption.

PASSED AND ADOPTED by the Governing Board of the Chaffey Community College District at Rancho Cucamonga, California, this 13th day of December, 2018, at a regular meeting by the following vote:

Ayes:
Noes:
Abstentions:
Absent:

I, Gary Ovitt, Clerk of the Governing Board of the Chaffey College Community College District of San Bernardino County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly adopted by said board at the regular meeting thereof at the date and place and by vote stated, which resolution is on file and of record in the office of said board.

Gary Ovitt
Clerk, Governing Board

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

December 13, 2018
Board Meeting Date

TOPIC LEASE EXTENSION: CHAFFEY COLLEGE CHINO CENTER

Communication No. IV.E.3.f

SUPPORTS BOARD POLICIES

Supports and complies with policies: 2710 Conflict of Interest/Principles, 6100 Delegation of Authority, 6330 Purchasing, 6340 Contracts, and 6700 Civic Center and Other Facilities Use.

PROPOSAL

To ratify the District's action for a second extension to the existing lease agreement for an additional 6-year period with the City of Chino for the Chaffey College Chino Center located at 13106 Central Avenue, Chino, California, commencing January 3, 2018.

BACKGROUND

Since June 15, 1999 the District has been a party to a lease agreement with the City of Chino for property located at 13106 Central Avenue, Chino, California, generally described as the former Bank of America building and adjacent lot at the southwest corner of "C" Street and Central Avenue, for the annual payment of \$1.00 per year.

The existing lease with the City of Chino for the property had an end date of January 3, 2012. However, the existing lease agreement also had a renewal option, which allowed the District to extend the term of the lease for up to two (2) additional 6-year periods. On December 12, 2011, the Board ratified the District's action for a first extension to the lease agreement, extending the term to January 3, 2018.

On November 19, 2018, the District notified the City of Chino its request for a second lease extension for a 6-year term with the intent that the City of Chino would execute an amendment to the existing lease agreement. The City of Chino approved the District's request and the City's subsequent approval letter dated November 20, 2018 satisfies the requirements needed for the second lease extension, commencing January 3, 2018.

Upon completion of due diligence review, the District has determined that extending the lease agreement with the City of Chino for the above-referenced property best serves the interests of the community and advances the District's mission.

BUDGET IMPLICATIONS

Funding Source – Unrestricted General Fund.

Status of Funds – Appropriations to cover expenditures for annual rent of \$1.00 are included in the 2018–2019 unrestricted general fund budget.

Future Implications – This is an ongoing expense.

RECOMMENDATION

It is recommended that the Governing Board ratify the District's action for a second extension to the existing lease agreement with the City of Chino for the property located at 13106 Central Avenue, Chino, California for an additional 6-year term for the purpose of maintaining the Chaffey College Chino Center in the City of Chino.

Prepared by:	<u>Eva Ramirez, Interim Director of Purchasing Services</u>
Reviewed by:	<u>Kim Erickson, Executive Director, Business Services</u>
Submitted by:	<u>Lisa Bailey, Associate Superintendent, Business Services and Economic Development</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

December 13, 2018

Board Meeting Date

TOPIC MEASURE L BOND CITIZENS' OVERSIGHT COMMITTEE MEMBERSHIP

Communication No. IV.E.3.g

SUPPORTS BOARD POLICY

Board Policy 6740 Citizens' Bond Oversight Committee — If a bond measure has been authorized pursuant to the conditions of Proposition 39 as defined in the California Constitution, the Superintendent/President shall establish a Citizens' Bond Oversight Committee in accordance with the applicable law and necessary regulations.

PROPOSAL

To consider a recommendation for one existing member to serve a third term on the Measure L Bond Citizens' Oversight Committee.

BACKGROUND

The Citizens' Oversight Committee monitors and reports to the public on an annual basis the proper expenditure of bond revenues. The committee provides oversight that the bond revenues are expended only for projects identified in the Chaffey College Facilities Assessment Report.

Existing member recommended to serve a third term is indicated in bold.

Member	Residence	Occupation	Category	Term
Moises Rosales	Colton	Student/Chaffey College	Member	1
Ed Cook	Montclair	Public Service and Business Owner	Member	3
Audrey Voigt	Upland	Senior Advisory	Member	1
Jamie Harwood	Chino	Business Organization	Member	3
Richard Riley	Ontario	Taxpayer's Organization	Member	1
Loren E. Sanchez	Upland	Advisory/Foundation	Member	2
Aaron T. Skeers	Rancho Cucamonga	Business Organization	Member	3
Ester Vargas Pipersky	Montclair	Public Service	Member	3

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

To approve one existing member to serve a third term on the Measure L Bond Citizens' Oversight Committee.

Submitted by:	Henry D. Shannon, Superintendent/President
Recommended by:	Henry D. Shannon, Superintendent/President

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

December 13, 2018
Board Meeting Date

TOPIC RENTAL AGREEMENT: ONTARIO HIGH SCHOOL

Communication No. IV.E.3.h

SUPPORTS BOARD POLICIES

Supports and complies with Policies: 2710 Conflict of Interest/Principles, 6100 Delegation of Authority, 6330 Purchasing, 6340 Contracts, and 6700 Civic Center and Other Facilities Use.

PROPOSAL

To approve and authorize the district to enter into a rental agreement with Chaffey Joint Union High School District ("CJUHS"), for classroom space located at Ontario High School, 901 West Francis Street, Ontario, California, as a temporary facility for educational classes for the periods of January 14, 2019, through May 22, 2019, and a total rental fee of \$15,398.70, in accordance with the CJUHS application and permit for use of school premises terms and conditions.

BACKGROUND

Since August 2007 the district has been a party to a rental agreement at Ontario High School for the rental of classroom space. Over the period of approximately eighteen weeks, five instructional classes will be scheduled at the school's facilities during various hours, Monday and Wednesday.

The proposed total rental fee of \$15,398.70 is based upon an hourly rate of \$35 per hour for the first hour and \$25 per hour every hour thereafter for each classroom, plus \$50.10 per hour for security services. The district intends to rent the facility from January 14, 2019, through May 22, 2019. The rates are established by CJUHS board policy through the Civic Center Act under California Education Code Sections 38130, et seq., and permits the district to enter the proposed rental agreement for educational purposes.

Upon completion of due diligence review, the district has determined that continuing the rental agreement with CJUHS for the property located at Ontario High School would best serve the interests of the community and advance the district's mission.

BUDGET IMPLICATIONS

Funding Source – Unrestricted General Fund.

Status of Funds – Funds of \$15,398.70 for this agreement are included in the 2018-2019 unrestricted general fund budget.

Future Implications – N/A

RECOMMENDATION

It is recommended that the Governing Board approve and authorize the district to enter into a rental agreement with Chaffey Joint Union High School District (“CJUHS”), for classroom space located at Ontario High School, 901 West Francis Street, Ontario, California, as a temporary facility for educational classes, for the periods of January 14, 2019, through May 22, 2019, and a total rental fee of \$15,398.70, in accordance with the CJUHS application and permit for use of school premises terms and conditions.

Prepared by:	<u>Eva Ramirez, Interim Director of Purchasing Services</u>
Reviewed by:	<u>Kim Erickson, Executive Director, Business Services</u>
Submitted by:	<u>Lisa Bailey, Associate Superintendent, Business Services and Economic Development</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

December 13, 2018
Board Meeting Date

TOPIC **CONTRACT, PURCHASE ORDER, AND WARRANT LISTS**

Communication No. IV.F.1.a

SUPPORTS BOARD POLICY

Board Policy 6310 Accounting – Present to the Governing Board at a regular Governing Board meeting a list of all purchase orders and/or District warrants for Governing Board review and ratification.

PROPOSAL

To ratify the contract, purchase order, and warrant lists as presented.

BACKGROUND

The attached reports represent all contracts, purchase orders, and district warrants for the month of November 2018.

BUDGET IMPLICATIONS

Funding Source – All Funds

Status of Funds – Funding for these contracts, purchase orders, and warrants are included in the 2018-2019 adopted district budgets.

Future Implications – None

RECOMMENDATION

It is recommended the Governing Board ratify the attached contract, purchase order, and warrant lists.

Prepared by:	Eva Ramirez, Interim Director, Purchasing Services
Reviewed by:	Kim Erickson, Executive Director, Business Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry Shannon, Superintendent/President

CONTRACT AND CHANGE ORDER LIST¹

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2019CS309	1099 Pro, Inc.	Calabasas, CA	Annual software agreement for the use of 1099 Pro 2018 software, to generate 1098-T and student copy B forms, for the 2018-2019 fiscal year, as approved by Information Technology Services.	\$24,041.00	Unrestricted General Fund
2019CS341	Arly Productions	Riverside, CA	For a not-to-exceed amount, provide video recording and editing services for workshop titled "Microaggressions in Education" on September 28, 2018, as approved by Special Populations and Equity. ²	950.00	Restricted General Fund
2019CS314	Brian Boudreaux	Upland, CA	For a not-to-exceed amount, to provide photography services for a Student Services Expo on October 3, 2018, as approved by Visual and Performing Arts.	75.00	Unrestricted General Fund
2019CS158	CEPA Operations, Inc.	Ontario, CA	For a not-to-exceed amount, provide District-wide fume hood testing and certification services, for the period of August 1, 2018 through June 30, 2019, as approved by Facilities/Physical Plant.	1,850.00	Unrestricted General Fund
2019CS320	Fiori Barton	Rancho Cucamonga, CA	For a not-to-exceed amount, provide creative paint therapy for student veterans during Veterans Appreciation Week, on November 7, 2018, as approved by Special Populations and Equity. ³	575.00	Restricted General Fund
2019CS308	Jenny Yee	Los Angeles, CA	For a not-to-exceed amount, serve as guest lecturer for a digital media course, on October 18, 2018, as approved by Visual and Performing Arts.	150.00	Unrestricted General Fund
2019CS321	Joel M. Daniel	Twentynine Palms	For a not-to-exceed amount, provide bagpipe performance music services for events held during <i>International Education Week</i> , for the period of November 13, 2018 through November 15, 2018, as approved by International Students.	599.99	Auxiliary Services Fund
2019CS292	Jose Victor Abalos	Hacienda Heights, CA	For a not-to-exceed amount, to provide video production and editing services at Workforce Development and Partnership meetings for the Statewide Director and Sector Navigator, Energy, Construction and Utilities (ECU), for the period of October 16, 2018 through December 15, 2018, as approved by Economic Development. ⁴	6,610.00	Restricted General Fund
2019CS291	Liebert Cassidy Whitmore	Los Angeles, CA	For a not-to-exceed amount, present a workshop titled "Harassment/Title IX" on Monday, November 5, 2018 to the District's Governing Board members and Superintendent/President, as approved by Human Resources.	3,000.00	Unrestricted General Fund

¹ Funding for all contracts and change orders on this list are included in the 2018-2019 adopted district budgets.

² Funded by Student Equity budget.

³ Funded by Student Equity budget.

⁴ Funded by Economic Development grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
16C139	M. Arthur Gensler	Los Angeles, CA	Amendment 1 to extend the term end date to December 31, 2018, for additional consulting services for capital outlay planning, as approved by Administrative Affairs.	No Cost Impact	
2019CS322	Maria Ramirez	Union City, CA	For a not-to-exceed amount, to provide a presentation for the <i>Chicana History</i> event on October 19, 2018, as approved by Special Populations and Equity. ⁵	\$500.00	Restricted General Fund
2019CS304	Mildred M. Douthit	Highland, CA	For a not-to-exceed amount, provide an independent review and assessment of case notes, for the period of October 29, 2018 through November 21, 2018, as approved by Human Resources.	1,500.00	Unrestricted General Fund
2019CS167	NCS Pearson Inc.	Chicago, IL	Amendment 1 to increase the not-to-exceed amount, for additional online tutoring hours, as approved by Distance Education.	9,984.00	Unrestricted General Fund
2019CS296	NEOGOV, Inc.	El Segundo, CA	Annual License Subscription Agreement to add online testing and a testing package to the District's online employment application platform, for the period of September 14, 2018 through September 14, 2019, as approved by Human Resources. ⁶	8,770.00	Restricted General Fund
2019CS343	Pacific Parking Systems, Inc.	Irvine, CA	For a not-to-exceed amount, to inspect and maintain parking pay stations at the Rancho Cucamonga, Chino, and Fontana Campuses, for the period of January 31, 2019 through January 30, 2020, as approved by Campus Police. ⁷	11,000.00	Restricted General Fund
2019CS283	Penny Eccles	Azusa, CA	For a not-to-exceed amount, to prepare and deliver a report to the District's program development committee and college administration that addresses key considerations for the college in offering a Physical Therapy Assistant program, for the period of July 1, 2018 through June 30, 2019, as approved by Health Sciences. ⁸	12,000.00	Restricted General Fund
2018CS243	Pro-Craft Construction	Redlands, CA	For a not-to-exceed amount, to repair the roof drain at Center for the Arts (CAA) Building, at the Rancho Cucamonga Campus, for the period of September 1, 2018 through December 30, 2018, as approved by Facilities/Physical Plant.	2,566.00	Capital Projects Fund
16C146	Public Economics, Inc.	Orange, CA	Amendment 3 to increase the not-to-exceed amount and to extend the end date to June 30, 2019, for additional consulting services related to payments from former redevelopment agencies, as approved by Administrative Affairs.	24,343.00	Capital Projects Fund

⁵ Funded by Student Equity budget.

⁶ Funded by Staff Diversity funds.

⁷ Funded by restricted Parking budget.

⁸ Funded by Economic Development grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018PW40	R.C. Construction Services Inc.	Rialto, CA	<p>Change Request 5 to increase the not-to-exceed amount for the Measure L Build-Out Projects. The Change Orders (CO) include:</p> <p>Campus Center Shade Structure (CO#3) - 1) for a second screw attachment of the composite wood decking to the underside of the shade structure canopy, 2) deletion of a portion of the rain screen pony wall at the south end of the shade structure, resulting in a deduction, 3) extension of canopy scaffolding rental due to waiting for DSA approval on framing details.</p> <p>Planetarium Renovation (CO#4) - 1) additional wall framing, addition of a data drop and the necessary electrical power, relocation of a fire alarm device, all due to unforeseen field conditions, 2) revised fiber conduit pathway to minimize exposed conduit on the Health Science overhangs, 3) marker board attachment on the walls of the Planetarium room required to be revised for the curved wall application.</p> <p>Museum Renovation (CO#5) - 1) existing exterior receptacles require to be back fed from the project space room in the building, due to unforeseen field conditions, 2) DSA oversight review required a hold down bracket in the mechanical room, 3) DSA structural review required additional framing work 4) addition of electrical power for the toilet and sink sensors.</p> <p>Theatre Wings Renovation (CO#5) - 1) installation of new fencing and gates to provide a safety protection area of the electrical equipment and for separation for the theatre props storage area, 2) a concrete slab infill in the West Wing area to match up to the surrounding finish floor in the hallway, 3) installation of the required rebar, dowels, and concrete for a complete floor installation in the Green Room area, 4) removal of an unforeseen steel post and beam in room 150, 5) existing light switches, receptacles, and data/T-stats to be extended to be flush on the furred wall 6) owner request for nineteen sign revisions.</p> <p>This Change Request was approved by Administrative Affairs.</p>	\$41,570.92	Measure L Fund
2019CS24	Richard Cortez	Rancho Cucamonga, CA	<p>Amendment 2 to increase the not-to-exceed amount, for additional training services for District's business clients and community partners, as approved by Economic Development.⁹</p>	24,000.00	Restricted General Fund

⁹ Funded by Economic Development grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018PW233	Smith-Emery Laboratories	Los Angeles, CA	Amendment 2 to increase the not-to-exceed amount, to provide additional Division of State Architect Material Testing and Special Inspection services for the Measure L Build Out Project, as approved by Administrative Affairs.	\$10,000.00	Measure L Bond
2019CS319	Stephanie Serrano	La Puente, CA	For a not-to-exceed amount, provide face painting services for the <i>Dia de Los Muertos</i> event on the Rancho Cucamonga Campus on October 30, 2018, as approved by Special Populations and Equity. ¹⁰	300.00	Restricted General Fund
2019CS298	Sun Ridge Systems Inc.	El Dorado Hills, CA	For a not-to-exceed amount, to separate the Chaffey College public safety software (RIMS) data from the multi-agency RIMS system at CSU San Bernardino and to merge it with the existing RIMS system at Fontana Unified School District (FUSD), for the period of October 23, 2018 through June 30, 2019, as approved by Campus Police. ¹¹	36,920.00	Restricted General Fund
2019CS281	Susan Shore	Claremont, CA	For a not-to-exceed amount, to prepare and deliver a report to the District's program development committee and college administration that addresses key considerations for the college in offering a Physical Therapy Assistant program, for the period of July 1, 2018 through June 30, 2019, as approved by Health Sciences. ¹²	11,700.00	Restricted General Fund
2019CS214	Thor Safety	Corona, CA	Amendment 2 to increase the not-to-exceed amount, for additional InTech Center training services for District's business clients and community partners, as approved by Economic Development.	1,800.00	Restricted General Fund
2019CS332	Western Exterminator Company	Chino, CA	For a not-to-exceed amount, to provide as-needed pest control and related services at the Rancho Cucamonga, Fontana, and Chino Campuses and off-campus centers, for the period of July 1, 2018 through June 30, 2019, as approved by Facilities/Physical Plant.	2,500.00	Unrestricted General Fund

List reflects contracts entered into and change orders to existing contracts for the month of November 2018.¹³

¹⁰ Funded by Student Equity budget.

¹¹ Funded by restricted Parking budget.

¹² Funded by Economic Development grant funds.

¹³ Funding for all contracts and change orders on this list are included in the 2018-2019 adopted district budgets.

CHAFFEY COMMUNITY COLLEGE

WARRANT REGISTER REPORT

FOR THE MONTH OF NOVEMBER 2018

GENERAL FUNDS (10)

PAYROLL	7,454,294.05	
COMMERCIAL	<u>5,867,287.11</u>	
TOTAL FUND (10)		13,321,581.16

SCHEDULED MAINTENANCE FUND (42) 28,705.59

BUILDING FUND (40) 139,117.00

EARLY RETIREMENT FUND (61) -

VACATION LIABILITY (69) -

CAPITAL OUTLAY PROJECT FUND (41) 642,591.95

CHILD DEVELOPMENT FUND (33)

PAYROLL	89,065.41	
COMMERCIAL	<u>136,118.47</u>	
TOTAL FUND (33)		225,183.88

TOTAL ALL FUNDS \$ 14,357,179.58

PAYROLL WARRANT/ADVICE NUMBERS

124801-124957 394716-396707

COMMERCIAL WARRANT NUMBERS

1012891-1013022 1709651-1710687

PURCHASE ORDER NUMBERS

BPO's	13809-13829	\$	54,359.63
PO's	51096-51259	\$	573,139.99