



AGENDA
MEETINGS OF THE GOVERNING BOARD
CHAFFEY COMMUNITY COLLEGE DISTRICT
Thursday, June 28, 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. 2018-2019 Tentative Budget
 - 2. Facilities Master Plan Addendum
 - 3. Future Bond Considerations Update

- 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. Presentations
 - a. Presentation of Plaque
 - 4. Foundation
 - D. REPORTS
 - 1. Closed Session Actions
 - 2. Monitoring
 - a. Child Development Center: Program Self-Evaluation and Annual Report
 - b. Curriculum Report
 - c. Facilities Master Plan Addendum
 - d. Information Technology Services Monitoring Report
 - e. President's Equity Council Monitoring Report
 - E. CONSENT AGENDA
 - 1. Governance Process
 - a. Approval of Minutes, May 24, 2018
 - b. Resolution – Compensation for Trustee When Absent

2. Academic Affairs
 - a. College and Career Access Pathways Partnership Agreement for Dual Enrollment – Baldy View Regional Occupational Program
 - b. College and Career Access Pathways Partnership Agreement for Dual Enrollment – Chino Valley Unified School District
3. Business/Fiscal Affairs
 - a. 2018-2019 California State Preschool Program (CSPP-8419) Contract
 - b. 2018-2019 General Child Care and Development Programs (CCTR-8190) Contract
 - c. 2018-2019 Tentative Budget
 - d. Approval to Authorize Increase to Agreement with Developing Leaders, Inc. for Training and Consulting Services
 - e. Center of Excellence (COE) RFA 17-305-006 – Amendment 1
 - f. Department of Veterans Affairs Grant
 - g. Disposal of District Property: Electronic Equipment
 - h. Renewing Communities Project Grant 2018-2019 – Amendment 2
 - i. Riverside Community College District Employment Training Panel (ETP) Contract
4. Human Resources
 - a. Athletic Department Professional Expert Personnel Plan
 - b. Interjurisdictional Exchange Agreement
 - c. Management Personnel Plan/Employment Contracts
 - d. Management Professional Development/Evaluation Personnel Plan Revision
 - e. Memorandum of Understanding – Chaffey College Faculty Association
 - f. Professional Expert Compensation
 - g. Update to Interjurisdictional Exchange Agreement

F. ACTION AGENDA

1. Business/Fiscal Affairs
 - a. Contract, Purchase Order, and Warrant Lists
 - b. Emergency Repair of Chillers at Central Plant

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, July 26, 2018.

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)

June 28, 2018

Board Meeting Date

TOPIC CHILD DEVELOPMENT CENTER: PROGRAM SELF-EVALUATION AND ANNUAL REPORT

Communication No. IV.D.2.a

SUPPORTS BOARD POLICY

Board Policy 3225 Institutional Effectiveness - The Board is committed to developing goals that measure the ongoing condition of the District's operational environment. The Board regularly assesses the District's institutional effectiveness through goals that address (1) accreditation status; (2) fiscal viability; (3) student performance and outcomes; and (4) programmatic compliance with state and federal guidelines.

PROPOSAL

The Child Development Center has completed and submitted the report for General Child Care and Development Programs and the Program Self-Evaluation Report for the California State Pre-School Program to be submitted to the California Department of Education.

BACKGROUND

During the 2017-18 Fiscal Year, the Child Development Center conducted two reviews of the Toddler and Preschool classrooms using the Thelma Harms Environmental Rating Scale. The first evaluation was conducted in fall 2017, and the second in spring 2018. Classroom assessments concluded in May 2018, and all findings were reviewed, discussed with the teachers, and documented. In addition, an annual parent survey was conducted in May 2018.

In spring 2018, all findings were summarized and used to complete the Summary and Action Plan for the Annual Report. Both documents are then submitted to the California Department of Education.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board review the report for General Child Care and Development Programs and the Program Self-Evaluation Report for the California State Pre-School Program.

Prepared by:	Birgit Monks, Director, Child Development Center
Submitted by:	Meridith Randall, Vice President, Instruction and Student Services
Recommended by:	Henry D. Shannon, Superintendent/President

**Program Self-Evaluation Process
Fiscal Year 2017-18**

Contractor Legal Name: (Full Spelling of Legal Name only; no acronyms or site names)
Chaffey Community College District

Four-Digit Vendor Number:
6766

Contract Type(s): (CSPP, CCTR, CHAN, CFCC, CMIG, CRRP, CAPP, C2AP, C3AP, CMAP)
 CSPP CCTR CHAN CFCC CMIG CRRP CAPP C2AP C3AP CMAP

Age Group(s):
 Infant/Toddler Preschool School Age

Program Director Name (as listed in the Child Development Management Information System):
Birgit Monks

Program Director Phone Number:
(909) 652-6876

Program Director E-mail:
birgit.monks@chaffey.edu

Check each box verifying the collection, analysis, and integration of each assessment data toward ongoing program improvement for all applicable contract types.

- Program Review Instrument FY 2017-18 – All Contract Types:
<https://www.cde.ca.gov/ta/cr/documents/eesos1718.pdf>
- Desired Results Parent Survey – All Contract Types:
<https://www.cde.ca.gov/sp/cd/ci/documents/parentsurvey.doc>
- Age Appropriate Environment Rating Scales – Center-based/CFCC Contracts Types:
<http://www.ersi.info/ecers.html>
- Desired Results Developmental Profile and DRDPtech Reports - Center-based/CFCC Contracts Types:
<https://www.desiredresults.us/drdp-forms>

Statement of Completion: I certify that all documents required as a part of the PSE have been completed and are available for review and/or submittal upon request.

Name of Executive or Program Director as listed in the Child Development Management Information System:
Birgit Monks

Signature of Executive or Program Director listed above:



Phone Number:
(909) 652-6876

Date:
05/22/18

Scan and submit the signed PSE, all four (4) pages, together including additional pages, to FY1718PSE@CDE.CA.GOV using the fiscal year and the contractor's legal name in the subject line (example: 17-18 XYZ School District).

Summary of Program Self-Evaluation Fiscal Year 2017–18

Using a narrative format, summarize the staff and board member participation in the PSE process: **Answers are not limited to space provided. Attach additional sheets as necessary.**

Classroom Lead Teachers complete and compile individual DRDP assessments and submit classroom scores and action plans twice per fiscal year to the director. The Director reviews the information and develops Program Action Plans which are submitted annually to EESD. ECERS/ITERS evaluations are compiled and reviewed as the DRDP procedure described above. The annual parent survey was conducted during the months of February and March of 2018. A hard copy was provided to all parents who completed the survey and anonymously dropped it into a SURVEY Box, located at the front office at the center. The results of the parent survey were summarized and evaluated by the research department at Chaffey College and action steps developed and included in the annual self-evaluation for the center.

The Chaffey College Governing Board members participate in center activities, but do not participate in the annual self-evaluation process. Upon completion, the agency's self-evaluation report is submitted the Governing Board for review.

1. Provide a summary of the program areas that did not meet standards and a list of tasks needed to improve those areas. **Answers are not limited to space provided. Attach additional sheets as necessary.**

A comprehensive ECRS/ITERS evaluation was conducted by an independent contractor for all eight classrooms at the center. Although the overall results were good, it appeared that appropriate handwashing procedures need to be monitored and reinforced in all of the classrooms (Diapering, Score 2).

A handout was provided to all staff members. It shows proper hand-washing procedures require 20 seconds lathering and turning off the faucet with a paper towel instead with their bare hands. This will ensure that clean hands aren't re-contaminated after washing.

Another area that scored low in the ECERS/ITERS evaluation was Indoor Space, Score 2. Several classrooms showed peeled paint and exposed drywalls. The college is working on making suggested repairs immediately.

2. Provide a summary of areas that met standards and a summary of procedures for ongoing monitoring to ensure that those areas continue to meet standards. **Answers are not limited to space provided. Attach additional sheets as necessary.**

Program Review Instrument

A Program Monitoring Review (CMR) and Governance and Administration Review (GAU) was conducted in November/December of 2017 by the Department of Education. All areas were reviewed and an action plan was submitted to the EESD. Staff receives ongoing training by attending meetings and workshops provided by CCDAA (California Child Development Administrators Association) or the California Department of Education. Weekly meetings to discuss policies and procedures and review updates are held with administrative staff. Periodically, throughout the year, the director, conducts spot checks to maintain compliance and remain pro-active. In addition, program administrators continue to implement a double check system to detect and correct errors before they may become a compliance issue.

Parent Survey

The annual parent survey for the 2017/18 fiscal year was conducted during the months of February and March of 2018. The survey was available on a hard copy in the front office. Parents were able to anonymously submit the survey into a survey box located in the front office. Results were summarized and evaluated by the research department at Chaffey College and considered in the annual self-evaluation and action plan for the center. This process works very well, in order to ensure all parents receive the survey, front office staff developed a check list and the teachers monitor to make sure all parents received the survey. Although not all parents submitted a survey, a substantial amount of surveys was collected.

DRDP

The DRDP annual assessment process starts every year in July. Lead Teachers work on action plans from June of the previous fiscal year and complete updated assessments and action plans during Fall and Spring of each year.

Classroom Action plans were updated in October of 2017 and reviewed and completed in May of 2018 by the classroom lead teachers. The program director completed the program summary of findings and action plans that are submitted by June 1st of 2018. The DRDP process is monitored and reviewed throughout the year by the director and revised as needed. Lead teachers are provided with ongoing training opportunities as needed.

ECERS/ITERS

During the 2017/18 fiscal year all four Toddler and Preschool classrooms were reviewed twice using the Thelma Harms Environmental Rating Scale. The fall evaluation was conducted by the classroom lead teachers as well as by our EESD consultant, Linda Morales (for 2 classrooms) and the spring evaluation was conducted by a certified reliable ECERS/ITERS consultant, Melissa Holcombe. Having an outside consultant provides a different perspective and ensures objective observations. All results and action plans were filed into a CMR box. Lead teachers will continuously work on program improvement and while implementing the action plans. To ensure progress and monitor progress, the center voluntarily conducts two environmental evaluations per fiscal year. Due to the high costs of consultants, the mid-year evaluation will be conducted by the floating lead teacher/ the classroom lead teachers, and the director. The mandatory review will be conducted by an outside consultant.

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

June 28, 2018

Board Meeting Date

TOPIC **CURRICULUM REPORT**

Communication No. IV.D.2.b

SUPPORTS BOARD POLICY

BP 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.

ACTIVITIES THAT ADDRESS THE BOARD POLICY

AB 1725 and Section 52300(c) of Title 5 define the role of the Faculty Senate in assuming primary responsibility for making recommendations in areas of curriculum and academic standards. The Curriculum Monitoring Report provides a summary of the 2017-18 actions of the district's Curriculum Committee.

MEANS OF ASSESSMENT

The detailed report is attached.

SUMMARY OF EVIDENCE

During the fall 2017 and spring 2018 terms, the Curriculum Committee reviewed proposals for 47 new courses, 389 course modifications, 3 course reactivations, 45 course deactivations, and 66 distance education courses. The Curriculum Committee also reviewed proposals for 8 new programs, 33 modified programs, and 3 deactivated programs.

USE OF RESULTS FOR PLANNING

In addition to completing the above curriculum review, the Curriculum Committee has been working to ensure that all curriculum has been reviewed in accordance with the appropriate six-year cycle.

Prepared by:	Marie Boyd, Curriculum Chairperson
Submitted by:	Meridith Randall, Associate Superintendent, Instruction and Institutional Effectiveness
Recommended by:	Henry D. Shannon, Superintendent/President

Curriculum 2017-2018

NEW COURSES					
	Discipline	Course ID	TOP Code	Title	Units
1.	Business and Office Technologies	BUSOT-410	0614.50	MS Publisher Comprehensive	3
2.	Computer Information Systems: Networking	CISNTWK-20	0708.10	Introduction to Cybersecurity: Ethical Hacking	3
3.	Dance	DANCE-12	1008.00	Introduction to Dance	3
4.	Dance	DANCE-450	1008.00	Student Choreography for Performance	0.75
5.	English	ENGL-495	1501.00	College Reading and Writing	4
6.	English	ENGL-73	1503.00	LGBT Literature	3
7.	Gerontology	GERO-455	1309.00	Resources and Services for Older Adults	3
8.	Hospitality Management	HOTFS-450	1307.00	Principles of Public Events and Convention Management	3
9.	Hospitality Management	HOTFS-451	1307.00	Social Events and Private Event Management	3
10.	Hospitality Management	HOTFS-452	1307.00	Event Sales, Marketing and Financial Management	3
11.	Heating, Ventilation, Air Conditioning and Refrigeration	HVACR-600	0946.00	Introduction to Heating Ventilation and Air Conditioning	0
12.	Heating, Ventilation, Air Conditioning and Refrigeration	HVACR-601	0946.00	HVAC Piping Practices	0
13.	Heating, Ventilation, Air Conditioning and Refrigeration	HVACR-602	0946.00	HVAC Electrical Systems	0
14.	Heating, Ventilation, Air Conditioning and Refrigeration	HVACR-603	0946.00	Environmental Protection Agency Certification	0
15.	Heating, Ventilation, Air Conditioning and Refrigeration	HVACR-604	0946.00	HVAC Compressors and Refrigerants	0
16.	Heating, Ventilation, Air Conditioning and Refrigeration	HVACR-605	0946.00	HVAC Metering Devices, Heat Pumps and Basic Maintenance	0
17.	Industrial Electrical Technology	IET-414	0934.40	Advanced Programmable Logic Controllers	3
18.	Industrial Maintenance Mechanic	INDMM-600	0945.00	Intro to Construction Safety, Trade Math, Rigging, and Tools	0
19.	Industrial Maintenance Mechanic	INDMM-609	0945.00	Advanced Alignment	0

20.	Kinesiology: Activity	KINACT-26	0835.10	Beginning Pilates Matwork	1
21.	Kinesiology: Activity	KINACT-32	0835.10	Beginning Jiu-Jitsu	1
22.	Kinesiology: Team	KINTM-2A	0835.50	Volleyball Team Activity, Women	0.5
23.	Kinesiology: Team	KINTM-60	0835.50	Volleyball Strength and Conditioning for Athletes	1
24.	Kinesiology: Team	KINTM-60A	0835.50	Volleyball Strength and Conditioning for Athletes	0.5
25.	Kinesiology: Team	KINTM-66	0835.50	Baseball Strength and Conditioning for Athletes	1
26.	Mathematics	MATH-17	1701.00	Statway II	4
27.	Mathematics	MATH-415	1701.00	Statway I	6
28.	Mathematics	MATH-420B	1701.00	Bridge to STEM+ from Intermediate Algebra	1
29.	Mathematics	MATH-450	1701.00	Intermediate Algebra: A Critical Thinking Approach	5
30.	Mathematics	MATH-550	1701.00	Introduction to Algebra	4
31.	Mathematics	MATH-642	1702.00	Skill Building for Math 420	0
32.	Mathematics	MATH-645	1702.00	Skill Building for Math 450	0
33.	Mathematics	MATH-650	1702.00	Mathematical Foundations	0
34.	Nursing: Vocational Nursing	NURVN-414	1230.20	Acute Care Nursing Assistant: Vocational Nursing Foundations	6
35.	Pharmacy Technician	PHARMT-481	1221.00	Clinical Externship Seminar	1
36.	Philosophy	PHIL-79	1509.00	Philosophy of Consciousness	3
37.	Photography	PHOTO-429	1012.00	Wedding, Quinceañera, and Event Photography	4
38.	Photography	PHOTO-439	1012.00	Wedding, Quinceañera, and Event Photography Portfolio	4
39.	Photography	PHOTO-475	1012.00	Laboratory Practice in Photography	1
40.	Photography	PHOTO-677	1011.00	Workforce Preparation in Photography	0
41.	Radiologic Technology	RADTEC-41	1225.00	Radiographic Clinical Education II	7
42.	Radiologic Technology	RADTEC-71	1225.00	Radiographic Clinical Education V	10
43.	Theatre	THEATRE- 496ABCD	1006.00	Internships in Technical Theatre and Entertainment Design	1-4
44.	Theatre	THEATRE-52	1006.00	Main Stage Production Workshop- Technical Theatre	2
45.	Theatre	THEATRE-62	1007.00	Showcase Development Workshop	1
46.	Theatre	THEATRE-8	1007.00	Voice and Movement for the Actor	3
47.	Welding	WELD-70	0956.50	Beginning Arc Welding	5
COURSES - MODIFICATIONS					
	Discipline	Course ID	TOP Code	Title	Units
1.	Accounting	ACCTG-70	0502.00	Cost Accounting	3
2.	Aviation Maintenance Technology	AMT-15	0950.00	Introduction to Aviation Maintenance for Airframe and Powerplant	14
3.	Aviation Maintenance Technology	AMT-16A	0950.00	Aviation Materials, Processes, Inspections & Regulations	1

4.	Aviation Maintenance Technology	AMT-16B	0950.00	Aviation Science	1
5.	Aviation Maintenance Technology	AMT-25	0950.20	Powerplant: Aircraft Reciprocating Engines	7
6.	Aviation Maintenance Technology	AMT-26	0950.20	Powerplant: Engine Instrumentation, Lubrication, Electrical	7
7.	Aviation Maintenance Technology	AMT-27	0950.20	Powerplant: Reciprocating Engine Fuel & Auxiliary Systems	7
8.	Aviation Maintenance Technology	AMT-28A	0950.20	Powerplant: Reciprocating Engine Inspection	1
9.	Aviation Maintenance Technology	AMT-28B	0950.20	Powerplant: Electrical Systems	1
10.	Aviation Maintenance Technology	AMT-28C	0950.20	Powerplant: Turbine Engine Auxiliary System	1
11.	Aviation Maintenance Technology	AMT-35	0950.10	Airframe Structures: Fabrication, Inspection and Repair	7
12.	Aviation Maintenance Technology	AMT-36	0950.10	Airframe Primary Systems	7
13.	Aviation Maintenance Technology	AMT-37	0950.10	Airframe Secondary Systems	7
14.	Aviation Maintenance Technology	AMT-38A	0950.50	Airframe Structure: Structure Fabrication	1
15.	Aviation Maintenance Technology	AMT-38B	0950.10	Airframe Structure: Hydraulic Systems	1
16.	Aviation Maintenance Technology	AMT-38C	0950.10	Airframe Structure: Aircraft Secondary Systems and Components	1
17.	Anthropology	ANTHRO-1	2202.00	Introduction to Biological Anthropology	3
18.	Anthropology	ANTHRO-2	2202.20	Introduction to Archaeology	3
19.	Anthropology	ANTHRO-3	2202.00	Introduction to Social and Cultural Anthropology	3
20.	Art	ART-12	1002.00	Fundamentals of Design in Three Dimensions	4
21.	Art	ART-18	1002.30	Introduction to Ceramics	3
22.	Art	ART-20	1002.30	Ceramic Sculpture	4
23.	Art	ART-34	1002.10	Intermediate Painting	4
24.	Art	ART-35	1002.30	Intermediate Ceramics	3
25.	Art	ART-40	1002.30	Advanced Ceramics	3
26.	Art	ART-44	1002.00	Mixed-Media Studio and Theory	3
27.	Art	ART-474	1030.00	Identity System Design	4
28.	Art	ART-62A	1013.00	Illustration I	3
29.	Art	ART-62B	1013.00	Illustration II	3
30.	Art	ART-63	0614.60	Introduction to Graphic Design	4
31.	Art	ART-83	0614.30	Web Design	4
32.	Art	ART-83	0614.30	Web Design	4

33.	Art	ART-89	1001.00	Student Invitational Exhibition	4
34.	Art History	ARTH-11	1001.00	Survey of Asian Arts	3
35.	Art History	ARTH-19	1001.00	Contemporary Art: 1945-Present	3
36.	Art History	ARTH-3	1001.00	Survey of Western Art from Prehistory through the Middle Ages	3
37.	Art History	ARTH-5	1001.00	Survey of Western Art from Renaissance to Contemporary	3
38.	Art History	ARTH-7	1001.00	Arts of Africa, Oceania, and Indigenous North America	3
39.	Art History	ARTH-9	1001.00	Art of the Ancient Americas	3
40.	Astronomy	ASTRON-26	1911.00	Stars and Galaxies	3
41.	Astronomy	ASTRON-27	1911.00	Life in the Universe	3
42.	Astronomy	ASTRON-35	1911.00	Planets and the Solar System with Lab	4
43.	Automotive Technology	AUTOTEC-10	0948.00	Service and Repair	4
44.	Automotive Technology	AUTOTEC-407	0948.40	Introduction to Hybrid Vehicles	2.5
45.	Automotive Technology	AUTOTEC-416	0948.00	Basic Automotive Air Conditioning Systems	2
46.	Automotive Technology	AUTOTEC-422	0948.00	Fuel, Ignition, and Emission Control Systems	5
47.	Automotive Technology	AUTOTEC-423	0948.00	Engine Management Systems and Drivability	4
48.	Automotive Technology	AUTOTEC-427	0948.00	Engine Operation and Service	5
49.	Automotive Technology	AUTOTEC-430	0948.00	Engine Rebuilding - Upper Engine	5
50.	Automotive Technology	AUTOTEC-431	0948.00	Engine Rebuilding - Lower Engine	5
51.	Automotive Technology	AUTOTEC-435	0948.00	High Performance Engine Rebuilding and Blueprinting	5
52.	Automotive Technology	AUTOTEC-443	0948.00	Engine and Emission Control Training Level 1	4
53.	Biology	BIOL-2	0301.00	Environmental Biology	4
54.	Biology	BIOL-20	0410.00	Human Anatomy	4
55.	Biology	BIOL-23	0403.00	General Microbiology	3
56.	Biology	BIOL-23L	0403.00	General Microbiology Laboratory	2
57.	Biology	BIOL-61	0401.00	Introduction to Cell and Molecular Biology	5
58.	Biology	BIOL-92A-H	0401.00	Special Topics: Biology	1
59.	Biology	BIOL-92LA-H	0401.00	Special Topics Laboratory: Biology	1
60.	Biology	BIOL-98ABC	0401.00	Independent Study: Biology	1-3
61.	Broadcasting	BRDCAST-3	0604.00	Introduction to Electronic Media	3
62.	Broadcasting	BRDCAST-55	0604.00	Beginning Audio Production	3
63.	Broadcasting	BRDCAST-60	0604.20	Beginning Single Camera Production	3
64.	Broadcasting	BRDCAST-62	0604.20	Beginning TV Studio Production	3
65.	Broadcasting	BRDCAST-67	0604.10	Beginning Radio Production	3
66.	Broadcasting	BRDCAST-70	0604.20	Postproduction for Broadcasting & Cinema	3
67.	Broadcasting	BRDCAST-74	0604.20	High Definition Cinematography	3
68.	Business	BUS-49	0501.00	Business Decisions Using Basic Quantitative Tools	3
69.	Business	BUS-60	0506.00	Business Ethics	3

70.	Business	BUS-61	0508.00	Introduction to Global Business	3
71.	Business: Legal Studies	BUSL-10	1401.00	Introduction to Law and the Legal Process	3
72.	Business Management	BUSMGT-11	0506.50	Retail Merchandising and Management	3
73.	Business Management	BUSMGT-40	0506.50	Introduction to Management	3
74.	Business Management	BUSMGT-430	0510.00	Warehouse Management and Material Handling	3
75.	Business Management	BUSMGT-436	0510.00	Introduction to Logistics Management	3
76.	Business Management	BUSMGT-44	0506.30	Introduction to Human Relations	3
77.	Business Management	BUSMGT-440	0506.30	Principles of Leadership	2
78.	Business Management	BUSMGT-45	0506.40	Small Business Ownership and Management	3
79.	Business Management	BUSMGT-480	0506.30	Principles of Supervision	3
80.	Business Marketing	BUSMKT-402	0508.00	Introduction to Import/Export	3
81.	Business Marketing	BUSMKT-405	0508.00	International Marketing	3
82.	Business Marketing	BUSMKT-55	0509.10	Advertising	3
83.	Business and Office Technologies	BUSOT-400	0514.00	Job Search and Interviewing Technique	1.5
84.	Business and Office Technologies	BUSOT-40B	0514.00	Computer Keyboarding: Speed and Accuracy Development	3
85.	Business and Office Technologies	BUSOT-452	0514.00	Office Financial Bookkeeping	3
86.	Business and Office Technologies	BUSOT-455	0514.00	Fundamentals of English for Business	3
87.	Business and Office Technologies	BUSOT-460	0514.00	Proofreading: Text-Editing Skills	3
88.	Business and Office Technologies	BUSOT-462	0514.00	Digital Transcription and Voice Recognition	3
89.	Business and Office Technologies	BUSOT-470	0514.40	Office Systems and Procedures	3
90.	Business and Office Technologies	BUSOT-471	0514.40	Administrative Office Management	3
91.	Business and Office Technologies	BUSOT-60A	0514.00	Microsoft Office Word - Specialist	3
92.	Business and Office Technologies	BUSOT-60B	0514.00	Microsoft Office Word	3
93.	Business and Office Technologies	BUSOT-61	0514.00	Microsoft Office PowerPoint	1.5
94.	Business and Office Technologies	BUSOT-62	0514.00	Microsoft Office Outlook	1.5

95.	Business and Office Technologies	BUSOT-63	0514.00	Microsoft Office Excel - Comprehensive	3
96.	Business and Office Technologies	BUSOT-64	0514.00	Microsoft Office Access-Comprehensive	3
97.	Child Development Education	CDE-1	1305.00	Principles & Practices in Early Childhood Education	3
98.	Child Development Education	CDE-2	1305.00	Child Growth and Development	3
99.	Child Development Education	CDE-23	1305.20	Introduction to Children with Special Needs	3
100.	Child Development Education	CDE-3	1305.00	Observation and Assessment	3
101.	Child Development Education	CDE-4	1305.00	Child, Family, and Community	3
102.	Child Development Education	CDE-415	1305.00	Dynamics of Play	3
103.	Child Development Education	CDE-416	1305.00	Brain Research and the Implications for Classroom Teaching	3
104.	Child Development Education	CDE-5	1305.40	Health, Safety and Nutrition	3
105.	Child Development Education	CDE-6	1305.00	Teaching in a Diverse Society	3
106.	Child Development Education	CDE-7	1305.00	Curriculum Development: The Creative Arts	3
107.	Child Development Education	CDE-8	1305.00	Curriculum Development: Math and Sciences	3
108.	Chemistry	CHEM-10	1905.00	Introductory Chemistry	4
109.	Chemistry	CHEM-12	1905.00	Elementary Organic and Biochemistry	4
110.	Chemistry	CHEM-24A	1905.00	General Chemistry I	5
111.	Chemistry	CHEM-24B	1905.00	General Chemistry II	5
112.	Chemistry	CHEM-7	1905.00	Chemistry in Everyday Life with Lab	4
113.	Chemistry	CHEM-70	1905.00	Quantitative Analysis	4
114.	Chemistry	CHEM-75A	1905.00	Organic Chemistry I	5
115.	Chemistry	CHEM-75B	1905.00	Organic Chemistry II	5
116.	Chemistry	CHEM-8	1905.00	Chemistry in Society	3
117.	Chemistry	CHEM-9	1905.00	Health Science Chemistry	5
118.	Chinese	CHIN-1	1107.00	Elementary Mandarin Chinese I	4
119.	Chinese	CHIN-2	1107.00	Elementary Mandarin Chinese II	4
120.	Cinema	CINEMA-20	0612.20	Screenwriting - Cinema	3
121.	Cinema	CINEMA-22	0604.00	Introduction to Media Writing	3
122.	Cinema	CINEMA-25	0612.10	Survey of World Cinemas	3
123.	Cinema	CINEMA-26	0612.10	Survey of American Cinema	3

124.	Cinema	CINEMA-30	0612.20	Beginning Motion Picture Production	3
125.	Cinema	CINEMA-80	0604.00	Producing for Broadcast and Cinema	3
126.	Cinema	CINEMA-96	0604.00	Internships in Cinema, Television or Radio	3
127.	Computer Information Systems	CIS-68	0709.00	Internet Technologies	1.5
128.	Computer Information Systems: Programming	CISCO-420	0708.00	Cisco Internetworking X	4
129.	Computer Information Systems: Game Development	CISGAME-1	0707.00	Fundamentals of Game Development	3
130.	Computer Information Systems: Game Development	CISGAME-403	0707.10	Fundamentals of Game Programming	3
131.	Computer Information Systems: Game Development	CISGAME-420	0707.10	Mobile/Web Game Development	3
132.	Computer Information Systems: Hardware and Support	CISHDSP-40	0708.20	Microcomputer Hardware	3
133.	Computer Information Systems: Internet and Web Development	CISIWEB-424	0709.00	WordPress Web Development	1.5
134.	Computer Information Systems: Internet and Web Development	CISIWEB-72	0707.10	Web Page Development and Publishing	3
135.	Computer Information Systems: Programming	CISPROG-1	0707.10	Introduction to Computer Programming	3
136.	Criminal Justice	CJ-3	2105.00	Criminal Court Process	3
137.	Criminal Justice	CJ-412	2105.00	Writing for Criminal Justice Professionals	3
138.	Criminal Justice	CJ-412	2105.10	Writing for Criminal Justice Professionals	3
139.	Criminal Justice	CJ-412	2105.00	Writing for Criminal Justice Professionals	3
140.	Criminal Justice	CJ-52	2105.00	Control and Supervision of Inmates	3
141.	Computer Science	COMPSCI-4	0706.00	Discrete Structures	3
142.	Communication Studies	COMSTD-12	0610.00	Mass Communication and Society	3
143.	Communication Studies	COMSTD-2	1506.00	Fundamentals of Effective Speaking	3
144.	Communication Studies	COMSTD-6	1506.00	Fundamentals of Small Group Communication	3
145.	Communication Studies	COMSTD-74	1506.00	Intercultural Communication	3

146.	Communication Studies	COMSTD-76	1506.00	Gender and Communication	3
147.	Communication Studies	COMSTD-78	1506.00	Family Communication	3
148.	Communication Studies	COMSTD-78	1506.00	Family Communication	3
149.	Communication Studies	COMSTD-8	1506.00	Fundamentals of Speech Communication	3
150.	Cooperative Education	COOPED-497ABCD	4932.00	Cooperative Education: General Work Experience	1-4
151.	Dance	DANCE-1	1008.00	Survey of Dance	3
152.	Dance	DANCE-10A	1008.00	Jazz Dance IA	1
153.	Dance	DANCE-10B	1008.00	Jazz Dance IB	1
154.	Dance	DANCE-2	1008.00	Theatrical Dance	3
155.	Dance	DANCE-30A	1008.00	Tap Dance IA	1
156.	Dance	DANCE-50A	1008.00	Jazz Dance IIA	1
157.	Dance	DANCE-50B	1008.00	Jazz Dance IIB	1
158.	Dance	DANCE-60A	1008.00	Tap Dance IIA	1
159.	Dental	DENTAL-400	1240.10	Dental Assisting Core Sciences	6
160.	Dental	DENTAL-410	1240.10	Dental Assisting Preclinical Sciences	6
161.	Dental	DENTAL-420	1240.10	Radiography for Dental Assistants	6
162.	Dental	DENTAL-430	1240.10	Clinical Practice	6
163.	Drafting	DRAFT-20	0953.00	Computer-Aided Drafting and Design	4
164.	Drafting	DRAFT-21	0953.40	Mechanical Design I	3
165.	Drafting	DRAFT-41	0953.40	Mechanical Design and Drafting II	4
166.	Drafting	DRAFT-43	0953.00	Advanced CAD Modeling and Applications	3
167.	Drafting	DRAFT-50	0953.10	Architectural Design I	3
168.	Drafting	DRAFT-51	0953.10	Architectural Design II	3
169.	Drafting	DRAFT-53	0953.10	Architectural Applications of CAD	4
170.	Drafting	DRAFT-78	0953.00	Advanced Mechanical Design Applications	4
171.	Economics	ECON-2	2204.00	Principles of Macroeconomics	3
172.	Economics	ECON-4	2204.00	Principles of Microeconomics	3
173.	Economics	ECON-8	2204.00	History of Economic Ideas	3
174.	Education	ED-10	0801.00	Elementary Classroom Fieldwork	3
175.	Education	ED-400	0802.00	Introduction to Education and Teaching	3
176.	Engineering Technology	EGTECH-10	0924.00	Introduction to Engineering Design/Graphics	4
177.	Engineering Technology	EGTECH-12	0924.00	Principles of Engineering	4
178.	Engineering Technology	EGTECH-12	0924.00	Principles of Engineering	4
179.	Engineering Technology	EGTECH-14	0924.00	Electronics for Engineering Technologists I	3
180.	Engineering Technology	EGTECH-14	0924.00	Electronics for Engineering Technologists I	3
181.	Engineering Technology	EGTECH-16	0924.00	Computer Integrated Manufacturing - CNC Material Removal	3

182.	Emergency Medical Technician	EMT-405	1250.00	Emergency Medical Responder	3
183.	Emergency Medical Technician	EMT-411	1250.00	Emergency Medical Technician	7
184.	Emergency Medical Technician	EMT-411	1250.00	Emergency Medical Technician	7
185.	Engineering	ENGIN-26	0953.00	Engineering Graphics and CAD	3
186.	English	ENGL-1A	1501.00	Composition	3
187.	English	ENGL-33	1503.00	Introduction to Poetry	3
188.	English	ENGL-35	1507.00	Literary Magazine Production	4
189.	English	ENGL-475	1501.00	Fundamentals of College Reading and Writing	4
190.	English	ENGL-495	1501.00	College Reading and Writing	4
191.	English	ENGL-68	1503.00	Mythology	3
192.	English	ENGL-74	1503.00	Asian-American Literature	3
193.	English	ENGL-76	1503.00	African-American Literature	3
194.	English	ENGL-7A	1507.00	Creative Writing: Short Fiction	3
195.	English	ENGL-7A	1507.00	Creative Writing: Short Fiction	3
196.	English	ENGL-7B	1507.00	Creative Writing: Fiction	3
197.	English	ENGL-7B	1507.00	Creative Writing: Fiction	3
198.	English	ENGL-7D	1507.00	Creative Writing: Poetry	3
199.	English	ENGL-7D	1507.00	Creative Writing: Poetry	3
200.	English	ENGL-7E	1507.00	Creative Writing: Nonfiction	3
201.	English	ENGL-7E	1507.00	Creative Writing: Nonfiction	3
202.	Earth Science	ESC-5	1919.00	Oceanography	3
203.	Earth Science	ESC-5L	1919.00	Oceanography Laboratory	1
204.	English as a Second Language	ESL-475	4930.87	Fundamentals of College Reading and Writing for ESL Students	4
205.	Fashion Design	FASHD-20	1303.00	History of Fashion	3
206.	Fashion Design	FASHD-428	1303.10	Computer-Aided Design	2
207.	Fashion Design	FASHD-61	1303.10	Pattern Drafting I	3
208.	Fashion Merchandising	FASHM-10	1303.20	Introduction to the Fashion Industry	3
209.	Fashion Merchandising	FASHM-11	1303.20	Fashion Retail Merchandising and Management	3
210.	Fashion Merchandising	FASHM-12	1303.20	Visual Merchandising	3
211.	Fashion Merchandising	FASHM-15	1303.20	Image and Fashion Selection	3
212.	Fashion Merchandising	FASHM-60	1303.20	Textiles	3
213.	Fire Technology	FIRETEC-10	2133.10	Wildland Fire Control	3
214.	Fire Technology	FIRETEC-2	2133.00	Fire Behavior and Combustion	3
215.	Fire Technology	FIRETEC-3	2133.00	Fire Protection Systems	3
216.	Fire Technology	FIRETEC-4	2133.00	Building Construction for Fire Protection	3
217.	Fire Technology	FIRETEC-420	2133.50	Fire Inspector 1A – Duties and Administration	2
218.	Fire Technology	FIRETEC-420	2133.50	Fire Inspector 1A - Duties and Administration	2

219.	Fire Technology	FIRETEC-421	2133.50	Fire Inspector 1B, Fire and Life Safety	2
220.	Fire Technology	FIRETEC-422	2133.50	Fire Inspector 1C - Field Inspection	1.5
221.	Fire Technology	FIRETEC-423	2133.50	Fire Inspector 1D: Field Inspection-California Specific	1
222.	Fire Technology	FIRETEC-5	2133.00	Fire Prevention	3
223.	Fire Technology	FIRETEC-6	2133.00	Fire Apparatus and Equipment	3
224.	Fire Technology	FIRETEC-7	2133.00	Strategies and Tactics	3
225.	Fire Technology	FIRETEC-9	2133.00	Principles of Fire and Emergency Services Safety & Survival	3
226.	French	FR-1	1102.00	Elementary French I	4
227.	French	FR-2	1102.00	Elementary French II	4
228.	Geology	GEOL-2	1914.00	Historical Geology	4
229.	Gerontology	GERO-11	1309.00	Introduction to Gerontology	3
230.	Gerontology	GERO-18	1309.00	Aging and the Life Course	3
231.	Gerontology	GERO-23	1309.00	Aging and Older Adulthood	3
232.	Gerontology	GERO-400	1309.00	Principles of Caregiving: Older Adults and Their Care	3
233.	Gerontology	GERO-404	1309.00	Health and Wellness for Older Adults	3
234.	Gerontology	GERO-405	1309.00	Resources and Services for Older Adults	2
235.	Gerontology	GERO-462	1309.00	Activity Coordinator Training	3
236.	Gerontology	GERO-462	1309.00	Activity Coordinator Training	4
237.	Gerontology	GERO-463	1309.00	Social Work Designee/Assistant Training	3
238.	History	HIST-1	2205.00	World History: Pre-Civilization to 1500	3
239.	History	HIST-17	2205.00	United States History through 1877	3
240.	History	HIST-18	2205.00	United States History from 1865	3
241.	History	HIST-2	2205.00	World History: 1500 to Present	3
242.	History	HIST-20	2205.00	History of the United States from 1945-Present	3
243.	History	HIST-37	2205.00	California History	3
244.	History	HIST-7	2205.00	History of the Middle East	3
245.	Homeland National Security	HNS-10 (Formerly known HNS-400)	2105.30	Introduction to Homeland Security	3
246.	Homeland National Security	HNS-11 (Formerly known HNS-401)	2105.30	Intelligence Analysis and Security Management	3
247.	Homeland National Security	HNS-12 (Formerly known HNS-402)	2105.30	Transportation and Border Security	3
248.	Hospitality Management:	HOTFS-14	1307.10	Quantity Food Production Management	3
249.	Humanities	HUMAN-20	2205.00	The Holocaust: History and Philosophy	3
250.	Humanities	HUMAN-5	1504.00	Arts and Ideas: Antiquity to Renaissance	3
251.	Humanities	HUMAN-6	1504.00	Arts and Ideas: Renaissance to Modern	3
252.	Interior Design	ID-10	1302.00	Introduction to Interior Design	3
253.	Interior Design	ID-11	1302.00	History of Architecture and Interiors I	3
254.	Interior Design	ID-12	1302.00	History of Architecture and Interiors II	3

255.	Interior Design	ID-16	1302.00	Quick Sketching for Interior Designers	2.5
256.	Interior Design	ID-17	1302.00	Introduction to Lighting	3
257.	Interior Design	ID-21	1302.00	Space Planning	3
258.	Interior Design	ID-22	1302.00	Interior Design Materials	3
259.	Interior Design	ID-30	1302.00	Interior Design Studio	3.5
260.	Interior Design	ID-427	1302.00	Computer Drafting & Design for Interiors	3
261.	Industrial Electrical Technology	IET-401A	0934.40	Introduction to Electricity	2.5
262.	Industrial Electrical Technology	IET-401A	0934.40	Introduction to Electricity	2.5
263.	Industrial Electrical Technology	IET-401B	0934.40	Industrial Basic Controls	2.5
264.	Industrial Electrical Technology	IET-403B	0934.40	Electrical Motors and Controls II	2.5
265.	Industrial Electrical Technology	IET-405	0934.00	National Electric Code	3
266.	Industrial Electrical Technology	IET-407	0934.40	Electrical Blueprints	3
267.	Industrial Electrical Technology	IET-413	0934.40	Intermediate Programmable Logic Controllers	3
268.	Industrial Electrical Technology	IET-417	0934.40	Electrical Troubleshooting	3
269.	Industrial Electrical Technology	IET-421	0934.40	AC Variable Frequency Speed Drive	1.5
270.	Industrial Electrical Technology	IET-482	0934.40	Internship in Industrial Electricity	1-1
271.	Industrial Electrical Technology Electromechanical Technology	IETELMT-430	0935.00	Hydraulic Fundamentals	2
272.	Industrial Electrical Technology Electromechanical Technology	IETELMT-432	0935.00	Electrical Control of Hydraulic Systems	2
273.	Journalism	JOUR-10	0602.00	Newswriting	3
274.	Journalism	JOUR-10	0602.00	Newswriting	3
275.	Journalism	JOUR-11	0602.00	Multimedia Reporting	3
276.	Journalism	JOUR-30	0602.00	Student Media Practicum I	3
277.	Journalism	JOUR-30	0602.00	Student Media Practicum I	3
278.	Journalism	JOUR-31	0602.00	Student Media Practicum II	3
279.	Kinesiology: Lecture	KINLEC-11	0835.00	Theory and Analysis of Football	2
280.	Kinesiology: Lecture	KINLEC-14	0835.00	Lifeguard Training	3

281.	Kinesiology: Lecture	KINLEC-18	0835.00	Introduction to Kinesiology	3
282.	Kinesiology: Lecture	KINLEC-19	1228.00	Practical Applications in Athletic Training I	2
283.	Kinesiology: Lecture	KINLEC-21	1228.00	Practical Applications in Athletic Training II	2
284.	Kinesiology: Lecture	KINLEC-22	1228.00	Practical Applications in Athletic Training III	2.5
285.	Kinesiology: Lecture	KINLEC-24	0835.00	Biomechanics	3
286.	Kinesiology: Lecture	KINLEC-32	0835.10	Outdoor Adventures	2
287.	Mathematics	MATH-25	1701.00	College Algebra	4
288.	Mathematics	MATH-25	1701.00	College Algebra	4
289.	Mathematics	MATH-4	1701.00	Mathematical Concepts for Elementary School Teachers	4
290.	Mathematics	MATH-401	1701.00	Mathematics for Health Science	1
291.	Mathematics	MATH-410	1701.00	Elementary Algebra	4
292.	Mathematics	MATH-417	1701.00	Statway I	5
293.	Mathematics	MATH-420	1701.00	Essentials of Intermediate Algebra	4
294.	Mathematics	MATH-450	1701.00	Intermediate Algebra: A Critical Thinking Approach	5
295.	Mathematics	MATH-550	1701.00	Introduction to Algebra	4
296.	Music	MUSIC-15	1005.00	Introduction to Music Business	3
297.	Music	MUSIC-16	1005.00	Introduction to Recording Arts	3
298.	Music	MUSIC-18	1005.00	Computer Assisted Recording and Editing	3
299.	Music	MUSIC-22	1004.00	History and Survey of Rock Music	3
300.	Nutrition and Food	NF-19	1306.00	Nutrition II: Modified Diets	3
301.	Nutrition and Food	NF-22	1301.00	Nutrition and the Active Person	3
302.	Nutrition and Food	NF-27	1301.00	Healthy Cooking	2
303.	Nursing: Associate Degree	NURADN-27L	1230.10	Nursing Process 2 Laboratory	3
304.	Nursing: Associate Degree	NURADN-34	1230.10	Nursing Process 3	4
305.	Pharmacy Technician	PHARMT-421L	1221.00	Community Pharmacy Operations Laboratory	1
306.	Pharmacy Technician	PHARMT-431L	1221.00	Institutional Pharmacy Operations Laboratory	1
307.	Pharmacy Technician	PHARMT-401	1221.00	Pharmacology of the Body Systems I	3
308.	Pharmacy Technician	PHARMT-402	1221.00	Principles of Community Pharmacy Practice	3
309.	Pharmacy Technician	PHARMT-403	1221.00	Principles of Community Pharmacy Practice	1.5
310.	Pharmacy Technician	PHARMT-404	1221.00	Principles of Institutional Pharmacy Practice	1.5
311.	Pharmacy Technician	PHARMT-405	1221.00	Sterile Products	2
312.	Pharmacy Technician	PHARMT-410	1221.00	Over-The-Counter Products	2
313.	Pharmacy Technician	PHARMT-415	1221.00	Pharmaceutical Calculations	2
314.	Pharmacy Technician	PHARMT-415	1221.00	Pharmaceutical Calculations	2

315.	Pharmacy Technician	PHARMT-421	1221.00	Community Pharmacy Operations	3
316.	Pharmacy Technician	PHARMT-431	1221.00	Institutional Pharmacy Operations	3
317.	Pharmacy Technician	PHARMT-482	1221.00	Clinical Externship	4.5
318.	Philosophy	PHIL-70	1509.00	Introduction to Philosophy	3
319.	Philosophy	PHIL-71	1509.00	Philosophy of Feminism	3
320.	Philosophy	PHIL-72	1509.00	Seminar in Ethics	3
321.	Philosophy	PHIL-73	1509.00	Seminar in Contemporary American Philosophy	3
322.	Philosophy	PHIL-77	1509.00	History of Ancient Philosophy	3
323.	Philosophy	PHIL-78	1509.00	History of Philosophy: Modern	3
324.	Philosophy	PHIL-80	1510.00	Introduction to Religion	3
325.	Philosophy	PHIL-81	1510.00	Introduction to Eastern Philosophy	3
326.	Philosophy	PHIL-82	1510.00	Introduction to Monotheistic Religions: Judaism/Christianity/Islam	3
327.	Photography	PHOTO-10	1012.00	Beginning Photography	4
328.	Photography	PHOTO-11	1012.00	Intermediate Photography	4
329.	Photography	PHOTO-12	1012.00	Studio Lighting	4
330.	Photography	PHOTO-13	1012.00	Fine Art Photography	4
331.	Photography	PHOTO-20	1012.00	Photography for Media	4
332.	Photography	PHOTO-430	1012.00	Fine Art Photography	4
333.	Photography	PHOTO-436	1012.00	Studio Lighting Portfolio	4
334.	Photography	PHOTO-438	1012.00	Photography for Media Portfolio	4
335.	Photography	PHOTO-50	1012.00	Introduction to Color Photography	4
336.	Photography	PHOTO-7	1012.00	Introduction to Digital Photography	4
337.	Photography	PHOTO-9	1012.00	Digital Imaging	4
338.	Physical Science	PHSCI-10	1901.00	Survey of Chemistry and Physics	4
339.	Physics	PHYS-5	1902.00	The Ideas of Physics	3
340.	Political Science	PS-1	2207.00	American Politics	3
341.	Political Science	PS-10	2207.00	Comparative Politics	3
342.	Political Science	PS-2	2207.00	Introduction to Political Science	3
343.	Political Science	PS-21	2207.00	Urban Politics	3
344.	Political Science	PS-25	2203.00	Latino Politics	3
345.	Political Science	PS-3	2207.00	California Politics and Culture	3
346.	Political Science	PS-32	2207.00	Law and Society	3
347.	Psychology	PSYCH-1	2201.00	Introduction to Psychology	3
348.	Psychology	PSYCH-20	2001.00	Developmental Psychology: Childhood and Adolescence	3
349.	Psychology	PSYCH-25	2001.00	Developmental Psychology: Lifespan Development	3
350.	Psychology	PSYCH-55	2001.00	Abnormal Psychology	3
351.	Radiologic Technology	RADTEC-10	1225.00	Anatomy and Radiographic Positioning I	3
352.	Radiologic Technology	RADTEC-10L	1225.00	Laboratory for Anatomy and Radiographic Positioning I	1
353.	Radiologic Technology	RADTEC-16	1225.00	Medical Procedures for Radiologic Technologists	3
354.	Radiologic Technology	RADTEC-16L	1225.00	Laboratory for Medical Procedures for Radiologic Technologists	1

355.	Radiologic Technology	RADTEC-20	1225.00	Radiologic Science and Protection	3
356.	Radiologic Technology	RADTEC-20L	1225.00	Laboratory for Radiologic Science and Protection	1
357.	Radiologic Technology	RADTEC-25	1225.00	Anatomy and Radiographic Positioning II	3
358.	Radiologic Technology	RADTEC-25L	1225.00	Laboratory for Anatomy and Radiographic Positioning II	1
359.	Radiologic Technology	RADTEC-31	1225.00	Radiographic Clinical Education I	2
360.	Radiologic Technology	RADTEC-34	1225.00	Radiographic Imaging	3
361.	Radiologic Technology	RADTEC-34L	1225.00	Laboratory for Radiographic Imaging	1
362.	Radiologic Technology	RADTEC-470	1225.00	Venipuncture for Imaging Professionals	1
363.	Radiologic Technology	RADTEC-470L	1225.00	Venipuncture Laboratory for Imaging Professionals	0.5
364.	Radiologic Technology	RADTEC-55	1225.00	Radiographic Equipment and Clinical Application	2
365.	Radiologic Technology	RADTEC-61	1225.00	Radiographic Clinical Education IV	8
366.	Radiologic Technology	RADTEC-66	1225.00	Anatomy and Radiographic Positioning III	3
367.	Radiologic Technology	RADTEC-66L	1225.00	Laboratory for Anatomy and Radiographic Positioning III	1
368.	Radiologic Technology	RADTEC-77	1225.00	Radiographic Pathology	3
369.	Radiologic Technology	RADTEC-82	1225.00	Radiographic Clinical Education VI	4
370.	Radiologic Technology	RADTEC-85	1225.00	Radiographic Review and Exam Preparation	2
371.	Social Science	SCSCI-10	2201.00	Statistics for Social Science	4
372.	Social Science	SCSCI-10	2201.00	Statistics for Social Science	4
373.	Sociology	SOC-10	2208.00	Introduction to Sociology	3
374.	Sociology	SOC-14	2208.00	Sociology of Gender	3
375.	Sociology	SOC-16	2208.00	Marriage, Family and Relationships	3
376.	Sociology	SOC-70	2208.00	Social Problems	3
377.	Spanish	SPAN-8	1105.00	Survey of Hispanic Literature: 1700 - Present	3
378.	Statistics	STAT-10	1701.00	Elementary Statistics	4
379.	Statistics	STAT-10	1701.00	Elementary Statistics	4
380.	Theatre	THEATRE-1	1007.00	Introduction to Theatre	3
381.	Theatre	THEATRE-2	1007.00	Theatrical Dance	3
382.	Theatre	THEATRE-36	1006.00	Stage Management	3
383.	Theatre	THEATRE-4	1007.00	Theatre History: Ancient to 1700	3
384.	Theatre	THEATRE-40	1006.00	Stage Costuming	3
385.	Theatre	THEATRE-42	1006.00	Theatrical Makeup	3
386.	Theatre	THEATRE-5	1007.00	Theatre History: 1700-present	3
387.	Theatre	THEATRE-50	1006.00	Main Stage Production Workshop - Rehearsal and Performance	3
388.	Theatre	THEATRE-57	1006.00	Community Outreach Theatre	3
389.	Theatre	THEATRE-7	1007.00	Theatrical Script Analysis	3

COURSE REACTIVATIONS					
	Discipline	Course ID	TOP Code	Title	Units
1.	Business	BUS-496 ABCD	0501.00	Internships in Business	1-4
2.	Business and Office Technologies	BUSOT-475	0514.20	Medical Office Procedures	3
3.	Mathematics	MATH-420	1701.00	Essentials of Intermediate Algebra	4
COURSE DEACTIVATIONS					
	Discipline	Course ID	TOP Code	Title	Units
1.	Administration of Justice	AJ-407	2105.00	California Substantive Law	3
2.	Art	ART-410	1002.30	Ceramic Glazes	3
3.	Art	ART-412	1002.30	Firing Techniques	3
4.	Business and Office Technologies	BUSOT-410A	0614.50	Microsoft Office Publisher - Specialist	1.5
5.	Business and Office Technologies	BUSOT-410B	0614.50	Microsoft Office Publisher - Expert	1.5
6.	Business and Office Technologies	BUSOT-64A	0514.00	Microsoft Office Access - Specialist	1.5
7.	Business and Office Technologies	BUSOT-64B	0514.00	Microsoft Office Access - Expert	1.5
8.	Computer Information Systems: Game Development	CISGAME-402	0707.10	Fundamentals of Game Development II	3
9.	Computer Information Systems: Hardware and Support	CISHDSP-401	0708.20	Microcomputer Hardware	3
10.	Computer Information Systems: Hardware and Support	CISHDSP-405	0708.20	A+ Certification Preparation	1.5
11.	Computer Information System: Internet and Web Development	CISIWEB-436	0709.00	Web Development: PHP/MySQL	3
12.	Computer Information System: Internet and Web Development	CISIWEB-438	0709.00	Web Development: Ruby on Rails	1.5
13.	Computer Information Systems: Programming	CISPROG-403	0707.10	Advanced Visual Basic Programming	3
14.	English as a Second Language	ESL-534	4930.86	Intermediate Oral Communication	3
15.	English as a Second Language	ESL-536	4930.85	Intermediate Reading and Vocabulary Skills	3

16.	English as a Second Language	ESL-538	4930.84	Intermediate Writing and Grammar	3
17.	English as a Second Language	ESL-544	4930.86	High-Intermediate Oral Communication	3
18.	English as a Second Language	ESL-546	4930.85	High-Intermediate Reading and Vocabulary Skills	3
19.	English as a Second Language	ESL-548	4930.84	High-Intermediate Writing and Grammar	3
20.	English as a Second Language	ESL-554	4930.86	Advanced Oral Communication	3
21.	English as a Second Language	ESL-556	4930.85	Advanced Reading and Vocabulary Skills	3
22.	English as a Second Language	ESL-558	4930.84	Advanced Writing and Grammar	3
23.	English as a Second Language	ESL-640	4930.87	Literacy-Level English	0
24.	English as a Second Language	ESL-641	4930.87	Everyday English	0
25.	Gerontology	GERO-405	1309.00	Resources and Services for Older Adults	2
26.	Kinesiology: Activity	KINACT-28	0835.10	Yoga	1
27.	Mathematics	MATH-610	1701.00	Preparation for the Study of Algebra	0
28.	Mathematics	MATH-625	1702.00	Preparation for the Study of College Algebra	0
29.	Nursing: Acute Care Technician	NURACT-420	1230.30	Acute Care Technician	4
30.	Nursing: Acute Care Technician	NURACT-420L	1230.30	Acute Care Technician Laboratory	2
31.	Nursing: Acute Care Technician	NURACT-450	1230.30	Professional Development for the Acute Care Technician	1
32.	Nursing: Vocational Nursing	NURVN-401	1230.20	Foundations of Vocational Nursing Practice	2
33.	Photography	PHOTO-21	1002.00	Public Relations Photography	2
34.	Photography	PHOTO-422	1012.00	Wedding Photography	2
35.	Photography	PHOTO-432	1012.00	Wedding Photography Portfolio	2
36.	Photography	PHOTO-434	1012.00	Public Relations Photography Portfolio	2
37.	Psychology	PSYCH-21	2001.00	Developmental Psychology: Adulthood and Aging	3
38.	Radiologic Technology	RADTEC-40	1225.00	Radiographic Clinical Education II	8
39.	Radiologic Technology	RADTEC-50	1225.00	Radiographic Clinical Education III	6
40.	Radiologic Technology	RADTEC-70	1225.00	Radiographic Clinical Education V	8
41.	Radiologic Technology	RADTEC-81	1225.00	Radiographic Clinical Education VI	5
42.	Theatre	THEATRE-21	1007.00	Directing for the Stage II	3
43.	Theatre	THEATRE-51	1006.00	Main Stage Production Workshop II	3
44.	Theatre	THEATRE-55	1006.00	Technical Theatre in Production	2
45.	Theatre	THEATRE-60	1007.00	Seminar: Acting	3
DISTANCE EDUCATION COURSES					
	Discipline	Course ID	TOP Code	Title	Units
1.	Art	ART-63	0614.60	Introduction to Graphic Design	4
2.	Art	ART-83	0614.30	Web Design	4
3.	Art	ART-83	0614.30	Web Design	4

4.	Art History	ARTH-19	1001.00	Contemporary Art: 1945-Present	3
5.	Art History	ARTH-3	1001.00	Survey of Western Art from Prehistory through the Middle Ages	3
6.	Art History	ARTH-5	1001.00	Survey of Western Art from Renaissance to Contemporary	3
7.	Business Management	BUSMGT-11	0506.50	Retail Merchandising and Management	3
8.	Business Management	BUSMGT-436	0510.00	Introduction to Logistics Management	3
9.	Business Management	BUSMGT-44	0506.30	Introduction to Human Relations	3
10.	Business and Office Technologies	BUSOT-400	0514.00	Job Search and Interviewing Technique	1.5
11.	Business and Office Technologies	BUSOT-40B	0514.00	Computer Keyboarding: Speed and Accuracy Development	3
12.	Business and Office Technologies	BUSOT-410	0614.50	MS Publisher Comprehensive	3
13.	Business and Office Technologies	BUSOT-455	0514.00	Fundamentals of English for Business	3
14.	Business and Office Technologies	BUSOT-460	0514.00	Proofreading: Text-Editing Skills	3
15.	Business and Office Technologies	BUSOT-470	0514.40	Office Systems and Procedures	3
16.	Business and Office Technologies	BUSOT-471	0514.40	Administrative Office Management	3
17.	Business and Office Technologies	BUSOT-60A	0514.00	Microsoft Office Word - Specialist	3
18.	Business and Office Technologies	BUSOT-61	0514.00	Microsoft Office PowerPoint	1.5
19.	Business and Office Technologies	BUSOT-62	0514.00	Microsoft Office Outlook	1.5
20.	Business and Office Technologies	BUSOT-63	0514.00	Microsoft Office Excel - Comprehensive	1.5
21.	Chemistry	CHEM-8	1905.00	Chemistry in Society	3
22.	Computer Information Systems: Hardware and Supports	CISHDSP-40	0708.20	Microcomputer Hardware	3
23.	Computer Information System: Internet and Web Development	CISIWEB-424	0709.00	WordPress Web Development	1.5
24.	Computer Information System: Internet and Web Development	CISIWEB-72	0707.10	Web Page Development and Publishing	3
25.	Criminal Justice	CJ-3	2105.00	Criminal Court Process	3

26.	Criminal Justice	CJ-412	2105.10	Writing for Criminal Justice Professionals	3
27.	Criminal Justice	CJ-52	2105.00	Control and Supervision of Inmates	3
28.	Communication Studies	COMSTD-12	0610.00	Mass Communication and Society	3
29.	Communication Studies	COMSTD-74	1506.00	Intercultural Communication	3
30.	Communication Studies	COMSTD-76	1506.00	Gender and Communication	3
31.	Communication Studies	COMSTD-78	1506.00	Family Communication	3
32.	Communication Studies	COMSTD-8	1506.00	Fundamentals of Speech Communication	3
33.	Economics	ECON-8	2204.00	History of Economic Ideas	3
34.	English	ENGL-1A	1501.00	Composition	3
35.	English	ENGL-495	1501.00	College Reading and Writing	4
36.	English	ENGL-73	1503.00	LGBT Literature	3
37.	English	ENGL-7A	1507.00	Creative Writing: Short Fiction	3
38.	English	ENGL-7B	1507.00	Creative Writing: Fiction	3
39.	English	ENGL-7D	1507.00	Creative Writing: Poetry	3
40.	English	ENGL-7E	1507.00	Creative Writing: Nonfiction	3
41.	Earth Science	ESC-5	1919.00	Oceanography	3
42.	Earth Science	ESC-5L	1919.00	Oceanography Laboratory	1
43.	Fire Technology	FIRETEC-420	2133.50	Fire Inspector 1A - Duties and Administration	2
44.	Fire Technology	FIRETEC-421	2133.50	Fire Inspector 1B, Fire and Life Safety	2
45.	Fire Technology	FIRETEC-422	2133.50	Fire Inspector 1C - Field Inspection	1.5
46.	Fire Technology	FIRETEC-423	2133.50	Fire Inspector 1D: Field Inspection-California Specific	1
47.	Gerontology	GERO-23	1309.00	Aging and Older Adulthood	3
48.	Gerontology	GERO-400	1309.00	Principles of Caregiving: Older Adults and Their Care	3
49.	Gerontology	GERO-455	1309.00	Resources and Services for Older Adults	3
50.	Gerontology	GERO-462	1309.00	Activity Coordinator Training	4
51.	Gerontology	GERO-463	1309.00	Social Work Designee/Assistant Training	3
52.	Homeland National Security	HNS-10	2105.30	Introduction to Homeland Security	3
53.	Homeland National Security	HNS-11	2105.30	Intelligence Analysis and Security Management	3
54.	Homeland National Security	HNS-12	2105.30	Transportation and Border Security	3
55.	Interior Design	ID-10	1302.00	Introduction to Interior Design	3
56.	Industrial Electrical Technology	IET-414	0934.40	Advanced Programmable Logic Controllers	3
57.	Journalism	JOUR-30	0602.00	Student Media Practicum I	3
58.	Mathematics	MATH-25	1701.00	College Algebra	4
59.	Mathematics	MATH-420	1701.00	Essentials of Intermediate Algebra	4
60.	Mathematics	MATH-420	1701.00	Essentials of Intermediate Algebra	4
61.	Mathematics	MATH-420B	1701.00	Bridge to STEM+ from Intermediate Algebra	1
62.	Mathematics	MATH-450	1701.00	Intermediate Algebra: A Critical Thinking Approach	5

63.	Mathematics	MATH-642	1702.00	Skill Building for Math 420	0
64.	Mathematics	MATH-645	1702.00	Skill Building for Math 450	0
65.	Music	MUSIC-22	1004.00	History and Survey of Rock Music	3
66.	Spanish	SPAN-8	1105.00	Survey of Hispanic Literature: 1700 - Present	3

PROGRAMS OF STUDY- NEW PROGRAMS

	Program of Study	AA/AS/C	TOP Code	Title	Units
1.	Aviation Maintenance Technology	Certificate of Achievement	0950.00	Aircraft Electrical and Avionics Technician	45
2.	Hospitality Management	A.S.	1306.30	Culinary Arts	36
3.	Hospitality Management	Certificate of Achievement	1307.00	Event Planning	25
4.	Business Management	Certificate of Achievement	0510.00	Facilities Management	28-32
5.	Heating, Ventilation, Air Conditioning and Refrigeration	Certificate of Competency	0946.00	Heating, Ventilation, Air Conditioning and Refrigeration Level 1	0
6.	Industrial Maintenance Mechanic	Certificate of Career Preparation	0945.00	Industrial Maintenance Mechanic	13.5
7.	Industrial Maintenance Mechanic	Certificate of Completion	0945.00	Industrial Maintenance Mechanic Skills Builder II	0
8.	Computer Information Systems	Certificate of Achievement	0702.00	Social Media Technician	24.5

PROGRAMS OF STUDY - MODIFICATIONS

	Program of Study	AA/AS/C	TOP Code	Title	Units
1.	Kinesiology	AA-T	1270.00	Associate in Arts in Kinesiology for Transfer	21-24
2.	Philosophy	AA-T	1509.00	Associate in Arts in Philosophy for Transfer	18
3.	Business and Office Technologies	Certificate of Achievement	0514.00	Business Information Worker (BIW) Stage Two	22.5
4.	Articulation	Certificate of Achievement	4901.10	California State University - General Education	39-49
5.	Gerontology	Certificate of Achievement (Chancellor's Office approved on 03/20/2018)	1309.00	Community Caregiver	15
6.	Computer Information Systems	A.S.	0702.00	Computer Information Systems	32.5
7.	Computer Information Systems	Certificate of Achievement	0702.00	Computer Information Systems	32.5
8.	Computer Information Systems	Certificate of Career Preparation	0708.20	Computer Support Technician (A+ Certification Preparation)	15
9.	Dance	A.A.	1008.00	Dance	18.75-26

10.	English	AA-T	1501.00	English	18-19
11.	Gerontology	A.S.	1309.00	Gerontology	24-25
12.	Gerontology	Certificate of Achievement	1309.00	Gerontology	24-25
13.	Nursing: Nursing Assistant	Certificate of Career Preparation	1230.80	Home Health Aide	2.5-9.5
14.	Hospitality Management	A.S.	1307.10	Hospitality Management: Food Service	31
15.	Industrial Electrical Technology	A.S.	0934.40	Industrial Electrical Technology	39
16.	Articulation	Certificate of Achievement	4901.10	Intersegmental General Education Transfer Curriculum: UC or CSU	33-45
17.	Journalism	Certificate of Achievement	0602.00	Journalism	22
18.	Business and Office Technologies	Certificate of Achievement (Chancellor's Office approved on 04/20/2018)	0514.00	Microsoft Excel	15-16
19.	Business and Office Technologies	Certificate of Achievement	0514.00	Microsoft Office	25.5
20.	Computer Information Systems: Networking	Certificate of Achievement	0708.10	Network Specialist	24
21.	Nursing: Vocational Nursing	A.S.	1230.20	Nursing: Vocational	47
22.	Nursing: Vocational Nursing	Certificate of Achievement	1230.20	Nursing: Vocational	53-65
23.	Kinesiology	A.A.	0835.00	Physical Education	19
24.	Political Science	AA-T	2207.00	Political Science	18-20
25.	Business and Office Technologies	Certificate of Achievement	0514.00	Professional Administrative Assistant	37.5
26.	Business and Office Technologies	A.S.	0514.00	Professional Administrative Assistant	37.5
27.	Business and Office Technologies	A.S.	0514.40	Professional Office Management	34.5
28.	Business and Office Technologies	Certificate of Achievement	0514.40	Professional Office Management	34.5
29.	Radiologic Technology	A.S.	1225.00	Radiologic Technology	68.25
30.	Photography	Certificate of Achievement	1012.00	Still Photography	42
31.	Theatre	Certificate of Achievement	1006.00	Technical Theatre	19-23
32.	Theatre	AA-T	1007.00	Theatre Arts	18
33.	Theatre	A.A.	1007.00	Theatre Performance	22-24

PROGRAMS OF STUDY- DEACTIVATIONS					
	Program of Study	AA/AS/C	TOP Code	Title	Units
1.	Nursing: Acute Care Technician	Certificate of Achievement	1230.30	Acute Care Technician	7-14
2.	Humanities	A.A.	4903.00	Humanities	24
3.	Business and Office Technologies	Certificate of Career Preparation	0514.00	Microsoft Office Specialist	15

2017-2018 Curriculum Monitoring Report

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

June 28, 2018

Board Meeting Date

TOPIC FACILITIES MASTER PLAN ADDENDUM

Communication No. IV.D.2.c

SUPPORTS BOARD POLICY

Board Policy 6600 Capital Construction – The District will improve the physical learning environment and access by upgrading and renovating current facilities and adding additional facilities as appropriate, within limits of District resources.

PROPOSAL

To receive the Chaffey College “Vision 2025” Facilities Master Plan Addendum for information and review.

BACKGROUND

Over the past few months, a Facilities Master Plan Addendum workgroup consisting of faculty, classified employees, and managers worked collectively and collaboratively with HMC Architects on the development of a strategic Facilities Master Plan Addendum for the college.

A draft of the addendum has been completed and was presented to the College Planning Council on March 30, 2018, for initial review by the Facilities Master Plan Addendum workgroup. Once the workgroup had the opportunity to review the document and provide their feedback, the draft was disseminated to members of President’s Cabinet and the Faculty and Classified Senate presidents, as part of the shared governance process.

The Vision 2025 Facilities Master Plan Addendum is a culmination of the work, input, and feedback from the entities listed above. The addendum is available for public review and has been posted on the Governing Board page of the college’s website at <http://www.chaffey.edu/governingboard>.

The Vision 2025 Facilities Master Plan Addendum will be presented to the Board for approval at the July 26, 2018 meeting.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board receive the Chaffey College “Vision 2025” Facilities Master Plan Addendum for information and review.

Submitted by:	Melanie Siddiqi, Vice President, Administrative Affairs
Recommended by:	Henry D. Shannon, Superintendent/President

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

June 28, 2018
Board Meeting Date

TOPIC **INFORMATION TECHNOLOGY SERVICES MONITORING REPORT**

Communication No. IV.D.2.d

SUPPORTS BOARD POLICY

Board Policy 3250 Institutional Planning - The Superintendent/President shall ensure that the District has and implements a broad-based comprehensive, systematic, and integrated system of planning and evaluation that involves appropriate segments of the college community and is supported by institutional effectiveness research.

ACTIVITIES THAT ADDRESS THE BOARD POLICY

The Information Technology Services Department comprised of administrative systems and technical services, works collaboratively with the college community by assisting with technology initiatives and planning, securing technology resources, exploring new technology applications, implementing new technology solutions, and providing technology-related support. The department strives to meet the needs of its stakeholders by staying current with industry changes.

MEANS OF ASSESSMENT

Assessment is performed on an as-needed basis, depending on the item being assessed. One example is an annual analysis of the extent to which identified projects identified in the college's Strategic Technology Plan, as well as projects prioritized by the Colleague Steering Committee and/or Technology Committee were successfully implemented.

SUMMARY OF EVIDENCE

In support of the college's goal to improve and expand the use of current technologies that facilitate student learning, as well as the initiatives identified in the District's Strategic Technology Plan, the actions, implementations, and accomplishments identified in the attached Technology Monitoring Report were successfully completed or are currently in-progress.

USE OF RESULTS FOR PLANNING

Each project, activity, implementation, and/or upgrade is assessed, either quantitatively or qualitatively, with responsible parties. The results of these assessments help drive planning for future projects, activities, and/or upgrades. Analyses occur on an ongoing basis for continuous improvement.

Prepared by:	Isabel Bogue, Manager Administrative Application Services Michael Fink, Director, Technical Services
Submitted by:	Melanie Siddiqi, Vice President, Administrative Affairs
Recommended by:	Henry D. Shannon, Superintendent/President



INFORMATION TECHNOLOGY SERVICES

GOVERNING BOARD MONITORING REPORT 2018



Website: www.chaffey.edu/its

June 28, 2018

INTRODUCTION

On February 25, 2016, the Chaffey College Governing Board approved a District-wide Strategic Technology Plan. Several initiatives were incorporated into that plan to improve technology and its use, facilitate communication and information on technology-related matters, and improve staffing and service levels within the Information Technology Services (“ITS”) Department. Since that time, the ITS Department and the District’s Technology Committee have been working to successfully implement those initiatives.

A component of evaluating the overall effectiveness of the Strategic Technology Plan includes an assessment of the progress made on the initiatives identified and prioritized therein. The updates below address the work that has been completed in furtherance of specific initiatives identified in the Strategic Technology Plan and prioritized by the Technology Committee.

“Our mission is to provide an optimal level of current technology for the district through leadership, direction, planning, services, and support which promotes and facilitates the use and integration of technology for all academic and administrative requirements”



ORGANIZATIONAL 01 – CONTINUE TO IMPROVE AND REINFORCE A SERVICE-ORIENTED IT CULTURE AND PROBLEM-SOLVING PHILOSOPHY

In an ongoing effort to continually improve upon the level of technical support, service, and communication provided to students, faculty, and staff, Information Technology Services (ITS) staff and Technology Committee members have taken the following actions:

- Implemented a Technology Committee debrief at the end of each meeting where members identify items discussed during the meeting that should be communicated to other specific individuals, groups, departments, and/or the college community as a whole.
- Implemented a “Highlights from the Technology Committee” email that is sent to all faculty and staff shortly after each meeting apprising them of new and important technology-related information.
- Established a global email communication protocol when experiencing system-related issues to provide transparency and keep users apprised of the current status.
- Developed individual work groups comprised of Technology Committee members and other key stakeholders that work collaboratively on prioritized initiatives in the college's Strategic Technology Plan.

ORGANIZATIONAL 02 – ANALYZE AND ADDRESS IT STAFFING NEEDS

Using the California Community College's Chancellor's Office Total Cost of Ownership (TCO) model for baseline standards for technology support as a guideline, the ITS Department has been identifying additional staffing needs in its Program and Services Review submittals and annual updates, as appropriate.

Since the Strategic Technology Plan was approved by the Governing Board in February of 2016, the following new/additional technical positions have been approved and recruited for/filled:

- Manager, Administrative Application Services
- Technical Support Specialist (3)
- Network Technology Technician (2)



In addition, the following position descriptions have been revised to more accurately reflect current responsibilities, standards and protocols: System Administrator, Programmer/Analyst, Systems Specialist, and Web Developer.

The Department will continue to analyze, assess, and address staffing needs as the college continues to grow and technology needs change.

ORGANIZATIONAL 03 - ANALYZE EXISTING BUSINESS PROCESSES

During the 2018 academic year, the ITS Department engaged the services of Ellucian, the District's Student Information System vendor, to perform a review and assessment of current business workflows and uses of the District's student information system (SIS), “Colleague.” The issues identified are being developed into an Action Plan that will be prioritized and implemented over a two to three-year cycle. The overriding objective of the plan is to provide a framework within which to improve upon and streamline current business processes, as well as incorporate several District priorities including, but not limited to Guided Pathways, network/data security and the Chancellor's Office's Technology Center Data Warehousing project.

Areas of emphasis include but are not limited to the following:

- Curriculum Development
- Data Governance
- Ellucian Colleague in the Cloud
- Ethos Integration
- Finance Module Modernization

ORGANIZATIONAL 04 – FORMALIZE DISASTER RECOVERY PLANS

To date, ITS staff have gathered and documented information for all of its servers including manufacturer, model, hardware specification, role, software installations, vendor information, and a department point of contact. Network diagrams have also been developed that include hardware and firmware information.



ORGANIZATIONAL 05 – IMPLEMENT A HELP DESK MANAGEMENT SYSTEM

To address this initiative, the ITS Department has implemented the "Web Desk" help desk management system by Solarwinds. This new system allows users and ITS staff to submit, track, and update tickets (work orders) via the web.

Internally, this system has united and replaced several stand-alone systems. It has also allowed the technicians to work more efficiently from the field and provided a common place to share information via the knowledgebase feature. Another added benefit is the ability to track District technology assets and maintain a history of repairs by device.

Additional features and functionality will continue to be deployed in phases.

ORGANIZATIONAL 06 – EXPAND THE CENTRALIZED HELP DESK

In 2015, when the District first implemented student email accounts, the ITS Department began providing technical support to students on matters pertaining to those email accounts, as well as the college's portal, MyChaffeyVIEW, and the college's mobile application. Since that time, the amount of support provided to students has grown considerably. To address this matter, ITS has expanded its operational hours so that technical support specialists are available from 6:00 a.m. to 8:00 p.m., Monday through Friday. In addition, the ITS department continues to expand its help desk hours, in particular, during the first few weeks of each term. However, staffing levels are not currently sufficient to extend hours beyond those identified above or to include weekends.

ORGANIZATIONAL 07 – DOCUMENT AND PUBLISH IT PROCEDURES

ITS staff have been gathering information for answers to frequently asked questions on current practices (for example, how often staff/faculty computers get replaced). Once gathered, these practices will be formally documented and shared with the Technology Committee and then communicated to the college community and published to the Information Technology Services website.

ORGANIZATIONAL 08 - FORMALIZE DATA AND INFORMATION SECURITY PLANS

ITS staff are currently engaged in reviewing and assessing weaknesses in the areas of network, cyber, and data security. The college recently utilized the services of the Chancellor's Office's Information Security Center to conduct a security assessment and is awaiting a draft report of their findings. A workgroup consisting of the Vice President of Administrative Affairs, Internal Auditor, Director of Technical Services, and Manager of Administrative Application Services has also been formed to review and ensure compliance with numerous IT security-related mandates/regulations and facilitate the development of a formalized IT security plan. This group is also working with legal counsel on the potential need to develop a related security policy.



ADMINISTRATIVE 05 – IMPLEMENT BEST PRACTICES FOR EMAIL

ITS staff researched and implemented a Microsoft Office 365 (O365) hybrid solution for the District. Office 365 is a cloud-based email platform removing the need for Microsoft Exchange on premise. As part of this migration, all District computers need to be upgraded to Windows 10/Office 16. All instructional computers have already been moved to the Windows 10 operating system. Faculty and staff assigned computers are being moved to Windows 10/Office 16 by department as their email accounts are migrated to O365. More than 30% of the email accounts have been moved with the remaining accounts scheduled to be moved during the summer semester. In addition to other benefits, Office 365 provides end users with a much larger mailbox, as well as 1TB of OneDrive storage space.

ADMINISTRATIVE 06 - IMPROVE MOBILE ACCESS TO COLLEGE SERVICES

In an effort to align the District's mobile presence with services provided via the web, ITS maintains a regularly scheduled upgrade routine which ensures adherence to the latest operating system (OS) upgrades from mobile vendors without sacrificing integrated mobile services. In 2017-2018, the department has completed three mobile upgrades successfully improving important services, including those identified below:



- Registration
- Schedule View
- Grades View

DATA 02 - IMPLEMENT USER-FRIENDLY AD HOC REPORTING

In response to this initiative, the Colleague Steering Committee in conjunction with the ITS Department researched various reporting solutions and selected Entrensis's "Informer" report writing solution. This solution is a web-based solution that facilitates data-driven decision making by making it easier to tap into real-time data from multiple sources to create reports and dashboards. To date, users in ITS, Institutional Research, and Human Resources have been trained in the use of the software. The plan is to continue to expand training to other areas including, but not limited to, instruction and finance. ITS has continued to integrate reporting requirements within the Informer reporting application and the reporting structure continues to be expanded to departments outside of those referenced above. There are currently over 100 active reports provided in Informer. As a part of the business workflow review recently conducted by Ellucian, training and expansion will continue throughout the following year.

DATA 03 - ANALYZE AND RESOLVE SHADOW SYSTEMS

ITS staff have continued to identify and resolve issues related to the use of student data shadow systems. Several areas have been identified where the proliferation of unsecured data needs remediation. During the next year, the department anticipates an accelerated effort to further identify and remove the identified need for any shadow systems on campus.

NETWORK 01 – IMPLEMENT UBIQUITOUS WIRELESS ACCESS

The District's wireless network received several upgrades/changes this year. All instructional devices were moved off of the student wireless (Wi-Fi) network and placed onto their own wireless network. This change reduced the amount of traffic on the student Wi-Fi network by 30%. This new instructional service set identifier (SSID) automatically authenticates District-owned equipment and has eliminated the need for students to log into the network with their personal credentials.

The Internet connection used by the Student Wi-Fi was upgraded from 200MB to 1 GB. A second Internet connection was also added in Fontana. All remote sites are funneled through Fontana helping to balance Internet traffic across the two connections.

The ITS Department completed the upgrade and expansion of wireless equipment on all campuses. There are now over 120 indoor access points and 25 outdoor access points installed across the District. All of these access points are the new Aruba wireless technology, which support 802.11 A/B/G/N, giving users higher speed connections and supporting the latest devices.

NETWORK 02 – DEVELOP COLLEGE-WIDE NETWORK SECURITY PLAN

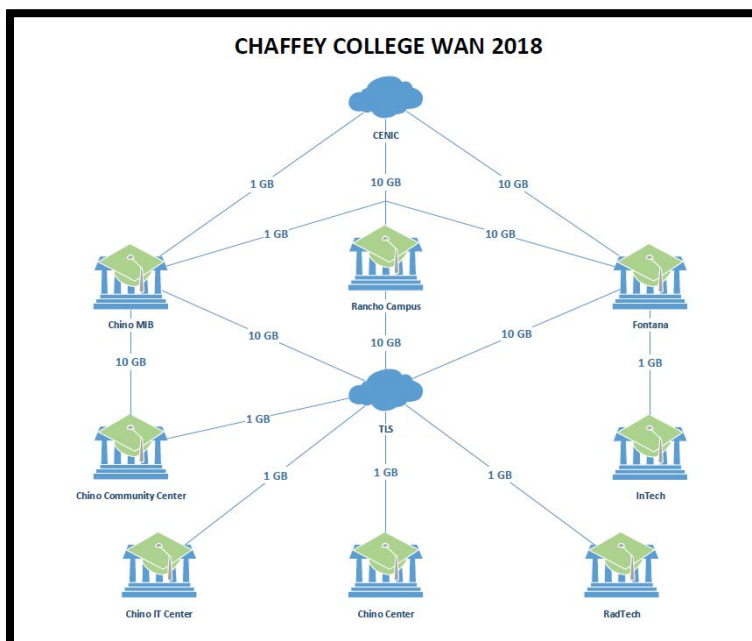
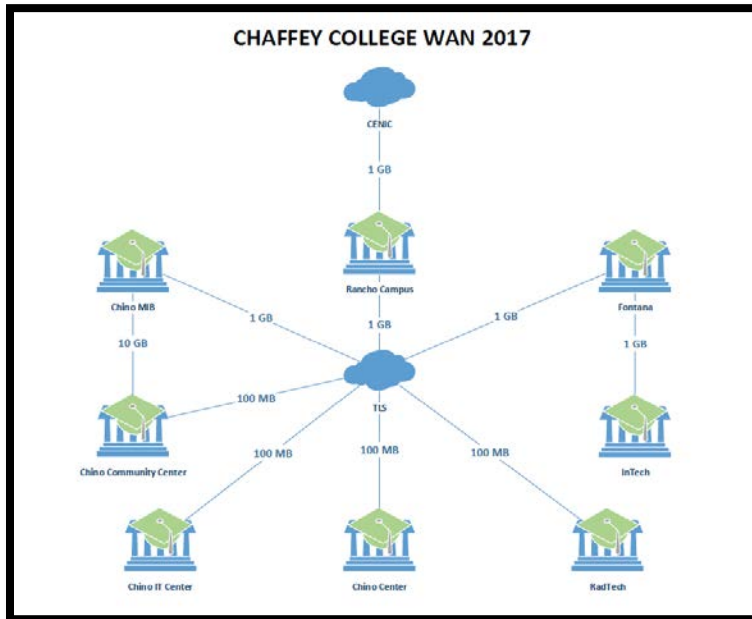
The ITS department is currently reviewing other colleges' plans, consulting with legal counsel, and beginning to identify companies that can assist the District with developing a formal, written plan.



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NETWORK 03 – IMPLEMENT REDUNDANT INTERNET ACCESS

The most significant changes this year were made to the District's Internet connections. Working with The Corporation for Education Network Initiatives in California (CENIC), our Internet connection was upgraded from 1GB to 10GB. CENIC also installed a second 10GB circuit to the Fontana campus. To help balance traffic throughout the District, all remote campuses are now funneled through Fontana instead of coming through Rancho Cucamonga. CENIC has also agreed to and is currently installing a redundant connection between Rancho and Fontana. Finally, the District was given a 1GB connection from Chino to CENIC, as well as a redundant connection from Chino to Rancho Cucamonga. These changes provide much higher bandwidth and a seamless triple redundant connection to the Internet for the District.



HARDWARE 01 – IMPLEMENT A HARDWARE MANAGEMENT SYSTEM

The ITS department has successfully implemented Microsoft's System Center Configuration Manager (SCCM), Casper Suite by Jamf, and Ninite. This, in turn, has not only facilitated the management of desktop/laptop operating systems and applications, it has also provided self-service functionality that allows end-users the ability to update software on their District-issued computers and laptops.

HARDWARE 02 – IMPLEMENT A ROLE-BASED LIFE CYCLE

A workgroup from the Technology Committee worked collaboratively to develop a new role-based life cycle/technology replacement plan for technology hardware. The result, as recommended by the Technology Committee, is a Technology Replacement Plan (TRP) that includes four tiers. Tier 1 computers are on a 3-year replacement cycle and include departments and programs that rely on up-to-date technology, which were identified and recommended by the Technology Committee. Tier 2 is used for the standard computer user and reflects a 5-year replacement cycle. Tier 3 is for those programs and services that can benefit from using redeployed Tier 1 computers. Tier 4 is used for temporary installations in areas that can benefit from the use of 5-year-old loaner equipment for a 3-6 month period, only.

As part of the District's TRP, over 400 student computers were purchased for installation this summer. Seventy-five of these computers have already been installed in Fontana, 240 computers are slated to be installed in Chino, and the remaining computers are slated to be installed in Rancho Cucamonga. These new computers are the same product line as the District's current standard but have a smaller form factor that fits as an all-in-one chassis, giving students more desktop space in the classroom.



New routers were purchased this past year for all Chaffey locations. With the installation of these new routers, broadcast traffic on the network is pruned before traversing the connection between sites so that only traffic destined for that location uses the bandwidth. Additionally, these routers provide redundant voice communications. Should something happen to the District's phone system, emergency calls can be re-routed through the four POTS (Plain Old Telephone Service) lines installed on the router.

ITS staff upgraded the firewalls at the Rancho Cucamonga campus and added firewalls in Chino and Fontana. The new redundant Fortinet firewalls support higher speed connections and have a much higher throughput than the old Cisco adaptive security appliances (ASAs) previously installed. These firewalls also support two-factor authentication, providing a higher level of security between the District and vendors as recommended by the California Attorney General's Office.

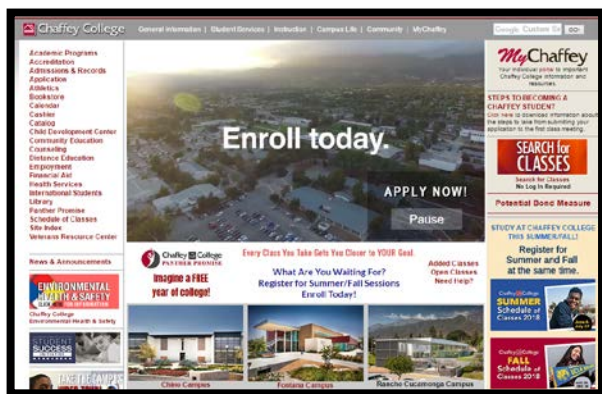
During the past year, ITS staff completed a significant upgrade project, redesigning the basic topology of the District's network while replacing the aging and end-of-life Cisco networking equipment. One hundred fifty-one new Dell edge switches were installed in all locations. These switches support layer three routing, pruning broadcast traffic off the fiber connection and only allows traffic destined for that building to traverse the line. They also provide increased speeds when using single-mode fiber from 1GB to 10GB between buildings. Fourteen new core switches were also installed in the data center, providing multiple redundancies for the servers and a 160GB backbone connection.

HARDWARE 04 – INVESTIGATE A WEB-BASED DOCUMENT STORAGE SOLUTION

A workgroup from the college's Technology Committee conducted research this past year on web-based document storage solutions. The workgroup has recommended that the college pilot SharePoint as a potential solution and is waiting until the college completes the migration to Office 365 to implement next steps.



DISTRICT 01 – IMPROVE THE CHAFFEY WEBSITE



In August of 2016, the college hired a new web developer - a newly developed position that replaced the old electronic media coordinator position that was previously responsible for maintaining the college's web presence. In the spring of 2017, a workgroup stemming from the college's Technology Committee was formed to identify the best next steps for improving the college's website. One item of significant importance was the need to provide the ability for individual users/departments to update and maintain their own web content. The process in existence since the

college's website was first created was for the single-incumbent electronic media coordinator to maintain and update all web content – an approach that is not sustainable. In response to this need, the workgroup conducted research and interviewed multiple web content management system (WCMS) vendors. The workgroup selected OmniUpdate's "OU Campus" WCMS and then began researching and interviewing web design consultants. The group selected iFactory who has worked with OmniUpdate on multiple website redesigns. The contract for OmniUpdate/iFactory was recently completed and online surveys and focus group meetings with students, faculty, and staff were conducted this spring. When faculty and students return in the fall, the results of the focus group meetings will be presented at a town-hall meeting, and implementation of the redesign will commence.

DISTRICT 02 – PROMOTE AND IMPROVE THE USE OF VIDEO CONFERENCING AT THE COLLEGE

A workgroup from the college's Technology Committee conducted research this past year and has recommended utilizing equipment that can be easily set-up to create video conferencing in any room. Currently, as a supplement and alternative to those specific rooms at the District that have video conferencing equipment already installed, ITS has iPad recording/screening kits available to faculty and staff on a checkout basis that can be used for video conferencing. The group will be continuing its research in the coming year.

DISTRICT 03 - FACILITATE THE INVESTIGATION AND IMPLEMENTATION OF NEW INSTRUCTIONAL AND ADMINISTRATIVE TECHNOLOGIES



During the 2017-2018 year, the District embarked on several initiatives, which necessitate both integration and alignment with the District's Student Information System (SIS), "Colleague." In order to

provide the additional service requirements of District-wide projects such as Guided Pathways, several projects have been initiated or completed. Some of those projects include:

- **Ellucian CRM Recruit** – CRM Recruit is software that provides a robust communication interface for potential students with an aim toward maintaining a communication flow from recruitment outreach efforts through application and enrollment. The current focus of the project is extending to international students, which will allow the International Students Office to follow students from recruitment through application and enrollment. Efforts to recruit and monitor high school students from recruitment through application and ultimate enrollment will also continue.
- **Canvas Integration with SIS** – Canvas Integration with the SIS allows for interfacing the new Canvas Learning Management System (LMS) with the Ellucian Colleague Student Information System. Integrating the data allows for more extensive reporting capabilities as well as incorporation of enhanced learning capabilities to students in all courses and is not exclusive to Distance Education.
- **Self-Service Financial Aid** – This functionality provides for effective and responsive communication tools that allow student access to their pertinent financial aid information via the web. Access to information about the status and requirements relevant to students' Financial Aid awards is foremost. Ellucian Self-Service Financial Aid provides a modern and always-on ability for students to access that data including the status of their awards and documents required for submission. It also provides the ability for students to monitor their financial aid status any time from any device.
- **Project Glue** – In conjunction with the Chancellor's Office Technology Center, ITS staff completed the configuration of the Application Programming Interface (API), which allows for the movement of data between the Chancellor's Office data stores and the District's Ellucian Colleague SIS. Ultimately all data flows between the college and the Chancellor's Office will be completed using this real-time interface facilitating and providing verifiable data exchanges for both reporting and data imports.

Information Technology Services staff have also researched and implemented projects to improve and upgrade current technology and services, including researching and facilitating student access to portal resources, streamlining the ability of international students to make timely and secure payments, providing the ability for all students to view and interact with their financial aid awarding processes, and improving staff and faculty access to Ellucian Colleague.

Some of these improvements are listed below:

- **Portal Password Management Upgrade** – The Password Management project allows for improved student self-service by allowing the ability for students to both create their own initial password and password reset options, while using a more secure multi-factor authentication methodology. Students will now be able to reset their passwords 24-7 using their personal emails without the need to reach out to the Help Desk.
- **Portal Configuration System Upgrade** – Portal resources for authentication will now provide a more robust interface allowing the ITS Department to support its own modifications for integrating other services into the same single sign-on (SSO) thereby improving student access to multiple resources with one login and password.
- **UI Web 5 Upgrade for Ellucian Colleague SIS Interface** – With the end-of-life support announced for the Microsoft Silverlight product, a product that is foundational for campus users who need access to the Ellucian Colleague Student Information System, it was critical to move users to the newly delivered interface UI Web 5. The interface utilizes the latest technology and allows the institution to upgrade usability and functionality.
- **Student Payment Center upgrade for Wire Transfers** – In order to facilitate and improve payments services to the District's International Student population, payment services have been extended to include wire transfers. Students use the same payment provider as domestic students, which serve to standardize services facilitating service management as well as increasing student services availability.

DISTRICT 04 – INVESTIGATE OPTIONS AND OPPORTUNITIES TO EXPAND AND ENHANCE TRAINING IN THE EFFECTIVE USE OF TECHNOLOGY AND TECHNOLOGY SYSTEMS RELATED TO THE COLLEGE'S PROGRAMS, SERVICES, AND INSTITUTIONAL OPERATIONS

Over the past year, a workgroup from the college's Technology Committee met to identify technology training that is/has been provided to employees via the Faculty Success Center, Classified Success Network, and the Information Technology Services Department. The group also identified external technology training resources available to employees, including Lynda.com, which is free to all college faculty and staff members. Below is a listing of the different types of training that the workgroup identified. The group will be continuing its work in the coming year to identify new and additional technical training opportunities.

FACULTY SUCCESS CENTER

- Moodle
- Canvas
- Cranium Cafe
- Instructional Design Software (Softchalk Camtasia, etc.)

CLASSIFIED SUCCESS NETWORK

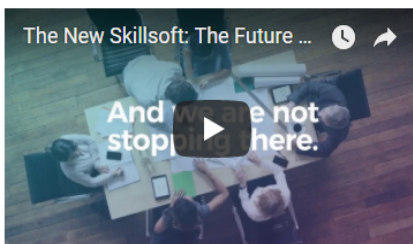
- MS Office (Word, Excel, Outlook)
- Adobe (Acrobat, PhotoShop, Dreamweaver)
- Google (Drive, Calendars)
- Jotform
- Assistive Technology
- Screencast-O-Matic
- Prezi

INFORMATION TECHNOLOGY SERVICES

- Ellucian Colleague (SIS)
- Portal
- Perceptive Software (ImageNow)
- Infosilem (Enterprise)
- Staff Specific (Pluralsight, Conferences, Classes, etc.)

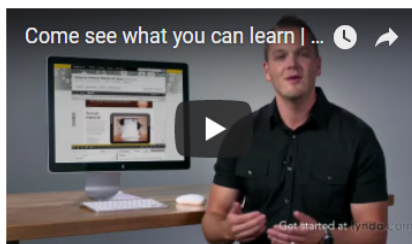
PROFESSIONAL LEARNING NETWORK

Click here for Skillsoft



Skillsoft has been providing business, digital, IT and compliance learning solutions since 1989. It has the most-recognized and extensive IT eLearning catalog in the industry and includes over one billion learning modules and counting.

Click Here for Lynda



Lynda.com offers an online library of 4,000+ courses taught by industry experts, with more added every week. Courses are designed for all levels of learners and you can watch at any time, and on any device you choose.

Click Here for Grovo



Grovo offers hundreds of short-form video lessons covering Internet tools and cloud services, with new lessons added daily. You can watch videos on any device, and pick up where you left off at any time.

Microsoft Windows 10 and Office 2016 Online Training

There are many options for getting some assistance in using Windows 10 and Office 2016. Here are some of those options:

- [Outlook 2016 Training Videos](#)
- [Office 365 Basics](#)
- [Office 365 Training Center](#)

Tips App within Windows 10 (Click Start and type "Tips" as seen to the left)



OTHER ACCOMPLISHMENTS

Other accomplishments not specifically identified in the District's Strategic Technology Plan but which are worthy of note include the following:

VIRTUAL DESKTOPS

During fall 2017, two classrooms in the Language Arts (LA) building were selected to be used as a pilot for virtual desktop infrastructure (VDI). VDI technology uses less expensive dumb-terminal equipment in place of computers while the operating system is run from a series of servers located in the datacenter. Seventy-eight Wyse terminals were installed with a seamless look and feel to the faculty and students. ITS staff will continue to monitor the lifespan of this equipment, evaluate the soft costs, and identify any overall cost savings seen by implementing this technology.

VIRTUAL SERVERS

Utilizing the private cloud technologies available to the District, the college has migrated its virtual server environment to nine new large-scale Dell servers. These nine physical servers house more than 120 individual virtual servers. With the exception of the college's SIS platform, 100% of the data center is now virtualized. It is anticipated that the servers running the SIS will be migrated to virtual servers during the migration from Unidata to SQL.

DIGITAL CLASSROOMS

To date the District has converted over 100 classrooms to a digital format. This new digital format will enable classroom projectors to run at a higher resolution and allow faculty computers to connect with the newer HDMI and display port style connections versus the old VGA analog connections that classrooms were set up with originally.

CLOUD SERVICES

ITS staff has researched and begun to implement cloud-based technologies. The department selected Amazon Web Services (AWS) as the District's cloud provider. The District is planning to use AWS for three purposes: backup replication, disaster recovery, and load balancing. ITS staff are currently working with Amazon to implement the first of these services, which is for backup replication. Instead of sending backup tapes out to a third party vendor, such as Iron Mountain, staff are working to send copies of digital backups out to the AWS Cloud storage. In fall of 2018, ITS staff will work with Amazon to send replicated copies of the District's servers to AWS. In case of a physical server failure, these replicated servers could be turned on and used while the server is restored on-campus. The final phase is expected to happen in Spring of 2019 when staff will work with Amazon to put active servers in the AWS cloud and have them load balanced with our on-campus servers during peak periods.

Lastly, ITS staff recently successfully negotiated new contracts with Frontier Communications to upgrade and increase the District's internal Wide Area Network (WAN) using hybrid cloud technologies, which resulted in the reduction of monthly recurring charges by more than 40%. Rancho Cucamonga, Fontana and Chino are being upgraded from 1GB connections to 10GB connections, while the remaining sites are being upgraded from 100MB connections to 1GB connections.



TOPIC **PRESIDENT'S EQUITY COUNCIL MONITORING REPORT**

Communication No. IV.D.2.e

SUPPORTS BOARD ENDS STATEMENT/POLICY

BP 1400 – Core Values

The Governing Board, administrators, faculty and staff of the Chaffey Community College District fulfill the organization's purpose through the application of these core values:

1. Student Success

Chaffey College fosters a climate of inquiry, promotes evidence-based decision making, and provides access to essential learning support.

2. Educational Excellence

Chaffey College supports a spirit of innovation and excellence in teaching and learning as reflected in the core competencies.

3. Climate of Inclusion and Respect

Chaffey College honors representative voices and collaboration in a respectful and professional learning environment.

4. Dynamic Student Services

Chaffey College integrates comprehensive support services into a seamless, accessible, and sensitive network.

5. Responsiveness to the Community

Chaffey College develops community partnerships, unique learning opportunities, and outreach programs to meet the needs of the community.

6. Environmental Responsibility

Chaffey College commits to the preservation, conservation, and responsible use of its resources.

BP 5300 – Student Equity

The Governing Board is committed to assuring student equity in educational programs and college services. The Superintendent/President shall establish and implement a student equity plan that meets the Title 5 standards for such a plan.

BP 7100 – Commitment to Diversity

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Governing Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Governing Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

The President's Equity Council

The President's Equity Council (PEC) is comprised of faculty, staff, managers, students and community members and has engaged in a number of activities designed to meet and exceed Board Policies 1400, 5300 and 7100. During the 2016-2017 academic year, the PEC worked diligently at multiple methods to meet those goals. Throughout the year, the council worked to disseminate information and education, and engage the college community in equity related issues.

There are two major areas in which the President's Equity Council functions, though they are not exhaustive of the work the council performs. First is to address issues of equity across all levels of the college, including student, instruction and service. The second is to serve in an advisory capacity for the Student Equity and Equal Employment Opportunity (EEO) plans.

In working to support the college's mission, the President's Equity Council works to ensure that all students, faculty and staff have an open and welcoming learning and teaching environment. Its overall focus is on the institution's mission of educational excellence for diverse student populations.

The council facilitates and promotes resources and activities that support students who are underrepresented by creating interventions to address barriers to academic success. Likewise the council funds and supports a wide range of college programs that are instrumental in eliminating the achievement gap. The council continually assesses and researches data to ensure equitable outcomes for both students and campus-wide hiring practices.

While the President's Equity Council works in pursuit of all the institutional goals, its primary focus is Goal 5 (Chaffey College will decrease the achievement gap). In short, the work of the council provides students with holistic growth in their ability to relate to individuals and cultures different from their own.

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

Chaffey College President's Equity Council



2017-2018 Board Monitoring Report

2017-2018 President's Equity Council

Ardon Alger

Elizabeth Almanza

Myra Andrade

Graciela Arriaga-Sosa

Cessly Bartlett

Eric Bishop – Tri-Chair

Baron Brown

Christopher Brunelle

Sandra Collins

Donna Colondres

Ray Cuellar

Carol Dickerson – Tri-Chair

Melissa DiLorenzo

Andrea Dutton

Yolanda Friday

Rachel Galindo

Robert Gomez

Margaret Gonzalez

Danielle Graham

Adrienne Grayson

Susan Hardie

Sheryl Herchenroeder

Deanna Hernandez

Tara Johnson

Gail Keith-Gibson (Adjunct)

Michelle Martinez

Leta Ming

Stephanie Moya – Tri-Chair

Ashira Murphy

Amy Nevarez

Jennifer Poe

David Rentz

Cory Schwartz

Jordan Shackles (CCSG Representative)

Dulce Spencer

Yubel Svensson

Rebecca Trawick

Cindy Walker

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Workgroups

The PEC created workgroups for the academic year to complete a greater in-depth study of several areas of the college. These workgroups consisted of looking at supplemental instruction, hiring, distance education, the first year experience, hunger and homelessness, and the achievement gap.

The complete workgroup reports are provided in the appendices.

The **Supplemental Instruction (SI) Workgroup** focused on the possible disproportionate impact faced by students of color and other special populations. Data for this was taken from the past three academic years (14/15, 15/16 and 16/17) and includes success rates, demographics and positive attendance records. Preliminary research shows that merely having an SI section does not guarantee that the SI section will have higher success rates than those that do not. The most crucial factor in increasing success rates was student behaviors. Those students who attended SI at least once in the semester showed substantial gains in success rates across race/ethnicity, gender and all other special populations in this report.

The **Hiring Workgroup** researched and presented best practices in hiring and developed a model to advance equity and diversity in the Chaffey hiring process.

The group began with dissecting the hiring process into various steps: 1. Prospective 2. Job launch and Recruitment/Marketing 3. Screening, 4. Interviews, and 5. Management Decision. The workgroup focused its efforts into areas 2-4, recognizing as a notation that obtaining more diverse, qualified candidates in the pipeline is an important issue that should be addressed through the mentoring of students, etc.

The **Distance Education Workgroup** reviewed the success rates for a three-year time period, academic years 2014-2015, 2015-2016, and 2016-2017. For the three-year period under review, the overall success rates for students enrolled in face-to-face courses compared to students enrolled in distance education courses are noted. In summary, the group found that the data reveals that, across a three-year period on average, the success rates for specific populations are below 66%. Of particular concern are students with success rates below 65%. The following students are included in this category: African American male and female students; Pacific Islander female students; students between the ages of 20 and 24; and military students. Despite some of the low success rates, some of the overall trends are improving.

The **First-Year Experience Workgroup** reviewed literature associated with first-year experiences and found its continuing work that FYEs should be larger than one event, program, workshop or course. It should provide experiences inside and outside of the classroom and serve as a foundation from which the rest of the student's higher education experience is built. The program should also provide a seamless and underwhelming understanding of how to navigate the college system.

The **Achievement Gap Workgroup** reviewed data regarding the achievement gap as it refers to disparities in academic success that are found across groups, such as race/ethnicity and gender. The group noted that at Chaffey College, the indicators of academic success include, but are not limited to, course completion, degree and certificate completion, and transfer. In examining published literature on the achievement gap, the workgroup determined several potential reasons for educational disparities, and though it is unclear how accurate these reasons are for our students, provided recommendations for the college.

The **Hunger and Homeless Workgroup** met throughout the year, but did not produce a report or recommendations. Members of that group work directly with the Transitional Services Office and the San Bernardino County's Interagency Homelessness Task Force and review information from those groups.

Student Equity Plan

In support of the community college mission, Chaffey College's Student Equity Plan (SEP) is designed to ensure equitable access to and success in higher education. The 2015-2018 Chaffey College SEP is congruent with ongoing college-wide conversations and initiatives about addressing and closing achievement gaps.

The discussion of equity and closing achievement gaps has been an ongoing topic of conversation at Chaffey College. It has been such a priority that it is prominently listed as one of the college's institutional goals. There is an ongoing dialog about being better at serving all of our students. Based on requirements from the California Community College Chancellor's Office, the plan is designed to identify students who are disproportionately impacted from success across numerous indicators. The reality is that many or most students fit in at least one indicator and a multitude of students can be identified across multiple indicators. The prescribed indicators are access, course completion, degree/certificate completion; basic skills (English, Mathematics and ESL) completion, and transfer. While each college's demographics of disproportionate students may vary, colleges are required to identify and address the success rates of foster youth, former foster youth and veterans.

The College has worked diligently over the years to provide resources to students who are traditionally considered underserved or underrepresented. As it relates to the college mission statement, the population in the college's service area is documented as experiencing: 1) high unemployment, and 2) low college attendance rates.

The Office of Special Populations and Equity Programs was created to facilitate the goals of the plans, serve students across the college, and guide the college toward an constant equity-minded approach to student service.



Special Populations and Equity Programs

The Office of Special Populations and Equity Programs monitors the Student Equity Plan, its budget and works to ensure that the goals and objectives of the plan are carried. The staff also participates in campus activities to provide a student-focused equity lens for the college. Throughout the year, the office sponsors or assists departments and programs that are geared toward reducing disproportionate impact for students. Below are a sampling of the involvement and activities sponsored by or assisted by the program staff.

<i>Event/Activity</i>	<i>Description</i>	<i>Collaborators/Partners</i>
A2MEND Conference	11th Annual African American Male Summit designed for students and community college practitioners. 2-day event held in Los Angeles.	
AVID High Engagement Strategies Demonstration	Hosted AHE demonstration to introduce strategies to Chaffey faculty to see the feasibility of bringing it to Chaffey.	AHE
Black Minds Matter	Held webcasts at each campus for an eight week professional development series on current issues impacting African American male students in higher education. The series was led by Dr. Luke Wood from the College Equity Assessment Lab (CEAL) out of San Diego State University.	VP of Student Services
Brothers Forum	A support and mentorship group for African American male students that was held twice a month on Tuesday evenings. The event provided students with academic, social and emotional support.	UMOJA, Faculty, Staff
Career Expo: Independent Scholars and SPEP hosted table	Abel Berdusco and Tiffany Coleman tabled at this event. Resource fair on campus to introduce high school and Chaffey	

<i>Event/Activity</i>	<i>Description</i>	<i>Collaborators/Partners</i>
CCLFSA Scholarship Reception	College students to campus resources and employers. Scholarship event for our Latino students.	EOPS/CCLFSA/Foundation/Community Members
Center of Urban Education: Equity in Faculty Hiring Institute	Held in Sacramento to discuss the ways in which campuses can intentionally attract and include faculty candidates of color throughout the hiring process for the purposes of diversifying faculty ranks.	Human Resources
Chaffey College Dreamers Inland Empire Advocacy	What are California Community Colleges and Institutions of Higher Education doing to facilitate the success of DACA/Dreamers recipients?	Dreamers Club, Fontana Campus, MT. SAC Dreamers Center, San Bernardino Valley Dreamers, Cal State San Bernardino Dreamers' Center and Congresswoman Norma Torres
Chaffey College Latino Faculty and Staff Association (CCLFSA) Celebration of Graduates	Event held for our Latino students celebrating their graduation.	CCLFSA
Chaffey Dreamers Summer Picnic	This event served as a way to welcome and introduce students who identify as Dreamers to faculty, staff and resources on and off campus.	The Dreamer's Club, Wignall Museum, Admissions, Financial Aid, EOPS, GPS, DPS, and the Vice President of Student Services
Class Presentation: Susan Starr's Guidance Class	Spoke to a class about the Department of Special Populations and Equity Programs and shared personal educational experience as a former undergrad.	
Compadres Unidos	A support and mentorship group for our Latino and indigenous male students.	

<i>Event/Activity</i>	<i>Description</i>	<i>Collaborators/Partners</i>
DACA Legal Clinic (Fontana Campus)	DACA renewal workshop	Dreamers Club, Fontana Campus, and the Office of the Vice President of Student Services
DACA Legal Clinic (Rancho Campus)	DACA renewal workshop	Dreamers Club and the Office of the Vice President of Student Services
Dreamers Leadership Conference	3rd Annual Student and Parent Leadership Conference: Being a Student in the Age of Uncertainty.	Dreamers Club, UndocuAllies Committee
Dreamers Unity Lunch	Free Thanksgiving meal	Transitional Services, Dreamers Club, UMOJA Club, Project Boon and Special Populations and Equity Programs
End of Semester/Holiday Potluck	Potluck during finals	Students
Expanding Horizons (Foster Youth Event)	Tiffany Coleman tabled at this event. This event served to promote our former foster youth program, Independent Scholars, at the University of Redlands.	SB County Superintendent of Schools
Foster Youth Documentary Screening	Facilitated a documentary screening portraying the struggles of former foster youth aging out of foster care.	EOPS
Fourth Annual African American Celebration of Graduates	This event is a once a year cultural celebration that brings our African American students together to celebrate their roots. This program teaches us to go back to our roots to move forward; we should reach back and gather the best of what our past has to teach us so that we can achieve our full potential.	Umoja, BFSA, Black Grad Committee

<i>Event/Activity</i>	<i>Description</i>	<i>Collaborators/Partners</i>
Fourth Annual Foster and Homeless Youth Services Summit	Annual conference hosted by Riverside County Office of Education and San Bernardino County Superintendent of Schools to address the needs of foster and homeless youth. Intended audience is educators and community agencies serving this population.	
HACU Club	Student club formed by HACU conference attendees as a direct result from their conference experience.	Lorena Corona
HACU Conference	HACU conference is a professional development/motivation opportunity for students to network with professionals at a national level. They have opportunities to network with field reps at universities as well as apply for internships. 3-day conference held in San Diego.	Special Populations and Equity Programs had the opportunity to motivate faculty and staff to support Chaffey students.
HBCU Tour	Chaperone campus visits to historically black colleges and universities.	Transfer Center
Hosted the Regional CalFresh Outreach Training	This training covered an overview of: CalFresh Program; enrollment process, outreach strategies, student eligibility, prescreening process, online application, outreach templates and management tools.	California Chancellor's Office, Centre for Healthy Communities
Independent Scholars Holiday Celebration	This celebration was held at Punch Bowl Social. Students celebrated their academic success.	

<i>Event/Activity</i>	<i>Description</i>	<i>Collaborators/Partners</i>
Independent Scholars Orientation	This orientation gave students information regarding the Independent Scholars Program and resources that Independent Scholars offers current or former foster students on campus.	EOPS
Independent Scholars Welcome Day	This event welcomed current and former foster youth, along with students facing homelessness, to Chaffey College. Welcome Day promoted our continual commitment to serve our most disproportionately impacted students groups, providing all students with a space for building awareness and hope, and ultimately promoting their personal and educational success. Students were provided the opportunity to hear from acclaimed inspirational keynote speaker and former foster youth, Dee Hankins, in addition to connecting with community resources and listening to student panels.	Independent Scholars, EOPS, Special Populations and Equity Programs, student volunteers, The Habit Burger
Independent Scholars Winter Wonderland	Winter Wonderland is a holiday celebration that is coordinated by the Chaffey Joint Unified School District. This event gave high school students who are current and former foster youth an opportunity to celebrate the holiday season with food, music, gifts, ice skating, cookie making, photo booths and an inspirational speaker. Twenty five of our Independent Scholars students volunteered to be table mentors to the high school students at this event. The task of our students was to share their experience as a Chaffey College foster youth and the successes and challenges they	Chaffey Joint Unified School District, Independent Scholars

<i>Event/Activity</i>	<i>Description</i>	<i>Collaborators/Partners</i>
	<p>faced transitioning from high school to college. Our students were grateful to share in the experience while inspiring incoming high school students to keep working hard to achieve their goals.</p>	
Independent Scholars Workshop	<p>In this financial aid and budgeting workshop, students gained information about how to get paid to pursue their careers from Career Institute. Students learned how to manage their finances and budget from Arrowhead Credit Union and they were able to engage in a hands on training on how to apply for FASFA.</p>	<p>Independent Scholars, Special Populations and Equity Programs, Arrowhead Credit Union, Financial Aid (Gabriela Gulliver), and Career Institute.</p>
Independent Scholars Year-end Celebration	<p>Event to celebrate the successful completion of spring 2018 for current and former foster youth.</p>	<p>EOPS</p>
Independent Scholars: Advisory Board Meeting	<p>Board of advisory members convene each semester to share accomplishments and ideas about former foster youth.</p>	<p>EOPS/ San Bernardino County</p>
Independent Scholars: Campus Visit to Cal Poly Pomona with Transfer Student Panel	<p>This event served our Independent Scholars with a trip to Cal Poly Pomona to learn about their Renaissance Scholars program.</p>	<p>Independent Scholars</p>
Independent Scholars: Transfer and Career/Vision Board Workshop	<p>This workshop helped students learn more about transferring to a 4-year university, setting goals and envisioning their future as a student and a professional. RuthAnn Garcia, Director of the Transfer Center, gave students the tools and knowledge they needed to transfer. Actress and Chaffey alumna, Meagan Tandy,</p>	<p>EOPS, Transfer Center, Meagan Tandy.</p>

<i>Event/Activity</i>	<i>Description</i>	<i>Collaborators/Partners</i>
	shared with students her journey and encouraged students with the various ways they could develop their goals. Students were able to create their own vision board during this workshop.	
Independent Scholars: UCLA Summer Programs Workshop	UCLA representative shares summer programs offered at UCLA.	EOPS
Independent Scholars: Yoga meditation Workshop	A yoga workshop for our foster youth students.	EOPS
LEAD Summit Breakfast	Annual convening of educators, students, civic leaders, and advocates who share a common interest and commitment to educational issues that impact Latinos. The breakfast is a new addition to the annual summit.	HACU Club, Dreamers Club
Legal Immigration Clinic	DACA renewal workshop, citizenship and immigration screening.	Dreamers Club, Fontana Campus, Mexican Consulate, Fontana Hispanic Chamber of Commerce.
Los Osos Black to School Night	Ray Austin tabled at this event and was a guest speaker.	Los Osos HS, their campus affiliates and outreach support.
Montclair to College (MTC) Graduation	Celebration of incoming graduates of Montclair High.	City of Montclair, Foundation Office, Counseling Dept.
P.I.N.T.O. Event	Provided logistical support for a formerly incarcerated student event led by the P.I.N.T.O. Club.	P.I.N.T.O. Club
Panther Pantry	Panther Pantry provided free food supplies to students who are experiencing hardship. Distributions are monthly at the	Unidos Por la Musica, Community Action Partnership, County of San Bernardino (CalFresh), Safe Link Free mobile phones,

<i>Event/Activity</i>	<i>Description</i>	<i>Collaborators/Partners</i>
	Chino, Fontana, and Rancho Campuses	Chino and Fontana campuses, Honors Program (student volunteers), staff, faculty and community volunteers. Food and monetary donations from staff, faculty and community partners
Posada: A Christmas Celebration	A traditional Latin American holiday celebration	Transitional Services, Dreamers Club, Project Boon, and Special Populations and Equity Programs
Region 9 Student Equity Leaders Meeting	Hosted first meeting of its kind in Region 9. Provides an opportunity for regional student equity leaders/administrators to share best practices and challenges.	Riverside City College Student Equity
Sisters Forum	Sisters Forum is a bi-weekly meeting for women designed to create a safe space for real talk, real connections, mentorship, and campus engagement. We seek to empower African American women to realize their potential and achieve their dreams.	Umoja
So Cal Higher Ed Foster Youth Consortium (SCHEFYC) Bi-monthly Meeting	Chaffey hosted SCHEFYC at the Chino Community Center. SCHEFYC includes community colleges, UCs and CSUs from throughout over Southern California. The focus is always on sharing the best practices, regional resources, legislative updates, etc., as it pertains to serving foster youth.	UCR and CSUSB Guardian Scholars programs
Student Services and Customer Services Training	Customer service training facilitated by LaTonya Washington	Human Resources

<i>Event/Activity</i>	<i>Description</i>	<i>Collaborators/Partners</i>
The Defamation Experience	A courtroom drama and a facilitated discussion on race, religion, gender, etc.	
Ties that Bind: Foster Care Awareness Month	Walking past signs that shared the stories of former foster youth.	EOPS
Transgender Day of Visibility	Event held to honor our transgender students and bring awareness to their cause.	Lavender Coalition
Transitional Services Student Advisory Group	The Chaffey College Transitional Services Student Advisory Group aims to engage students, identify priorities for student workshops and student leadership development.	Pinto Club, Dreamers Club, Transitional Services and Special Populations and Equity Programs.
Umoja Conference	The Umoja conference provided the opportunity for insightful and empowering discussions, dynamic keynotes, and collaboration between Umoja students, counselors and educators. Students were able to network with various students, faculty and staff from several Umoja affiliate colleges. The emphasis for this conference was to create time and space for the students to network with each other and have a deep experience of community.	Special Populations and Equity Programs had the opportunity to motivate faculty and staff to support Chaffey students.
Umoja Kwanzaa Celebration	A Kwanzaa celebration was held to honor African heritage, family, culture and community. Students, faculty and staff were able to learn the seven basic principles of Kwanzaa, which represent the values and concepts of African American culture.	Umoja Club, Donna Colondres, African Soul International
Umoja Regional Symposium	The purpose of the Regional Symposia is to bring together Umoja program faculty, staff, and	Umoja Program, Special Populations and Equity Programs, Umoja

Event/Activity	Description	Collaborators/Partners
	<p>students to learn from each other “in community.” Symposia are a one-day INDABA (a deep discussion) focusing on topics designed to strengthen Umoja programs and share culturally responsive strategies with community college practitioners. The symposia are held once a year in both Northern and Southern California. The Symposia provides current Umoja practitioners an opportunity to network and explore strategies to strengthen their programs. Students also gather and have a chance to share their perspectives on how Umoja educators can best serve them. This year our Regional Symposium focused on community building. The Umoja practice of being in community transcends our courses and services and reaches into the “I am, because you are.” Thus, our symposium theme is “If you want to go quickly, go alone. If you want to go far, go together.”</p>	<p>Community, University of California, Riverside, Umoja Counselors/Coordinators and staff</p>
Umoja Summer Jam	<p>This event served as a way to welcome students (African American and other students) to the Umoja program. Students were able to meet various faculty and staf, while learning about the various campus programs. Students were able to sign up to be considered an Umoja student and schedule counseling appointments to meet with Dr. Donna Colondres.</p>	<p>Umoja Club, Donna Colondres</p>
Upward Bound Senior Send off	<p>Guest speaker for Upward Bound students</p>	<p>Fontana Campus Upward Bound Program</p>

<i>Event/Activity</i>	<i>Description</i>	<i>Collaborators/Partners</i>
Veterans Appreciation Week: Art Therapy	Creative Therapy paint session to highlight individuality and promote personal acceptance through color and canvas.	Creative Therapy
Veterans Appreciation Week: BBQ lunch	Students, staff and faculty celebrate and share a meal to honor veterans' commitment to our country and their education.	Culinary Arts, CCSG, faculty member Sherm Taylor
Veterans Appreciation Week: Movie Viewing	"Thank You For Your Service" movie viewing and group discussion led by a Veterans Center counselor.	
Veterans Appreciation Week: Therapy Animals	In an effort to reduce stress and anxiety, our veterans had the opportunity to connect with a therapy animal.	Unknown vender
Veterans Appreciation Week: Tree of Life Dedication	Ceremony to commemorate our veterans by dedicating a tree near the campus library.	Tree Committee, MandO
Veterans Resource Center End of Semester/Graduation Luncheon	Event to celebrate the successful completion of spring 2018 for veteran students.	

Campus Based Research

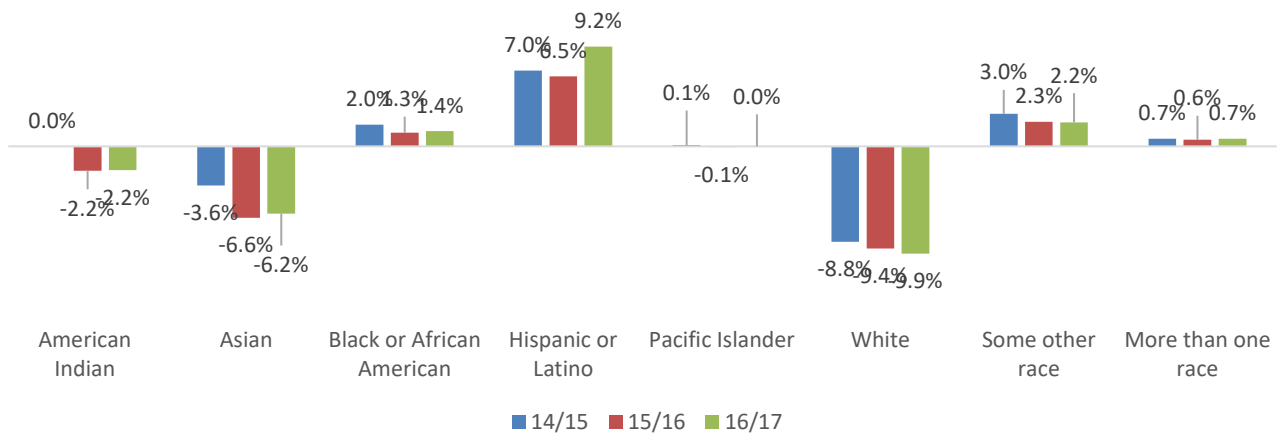
In compliance with the Chancellor’s Office requirement to conduct campus based research on a regular basis, the college and PEC annually analyze the data which monitors the Student Equity Plan indicators. The data is collected in the fall and represents the previous academic year’s updated data. This allows the President’s Equity Council to identify gains and losses in the efforts to eliminate disproportionate impact for students. The pages and table below represent the current campus based research and reflects the 2016-2017 academic year results.

ACCESS RATE:

Target Population(s)	# of your college’s total unduplicated student headcount (2014-15, primary terms only)	% of your college’s total unduplicated student headcount (2014-15, primary terms only)	% of adult population (18-64) within the Chaffey College Service Area (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
<i>All Students</i>	29,155	100.0%	100.0%	0.0%
Race/Ethnicity:				
American Indian / Alaskan Native	55	0.2%	2.40%	-2.2%
Asian	1,354	4.6%	10.81%	-6.2%
Black or African American	2,477	8.5%	7.07%	1.4%
Hispanic or Latino	18,414	63.2%	54.00%	9.2%
Native Hawaiian or Other Pacific Islander	72	0.2%	0.29%	0.0%
White	4,551	15.6%	25.49%	-9.9%
Some other race	701	2.4%	0.19%	2.2%
More than one race	935	3.2%	2.47%	0.7%

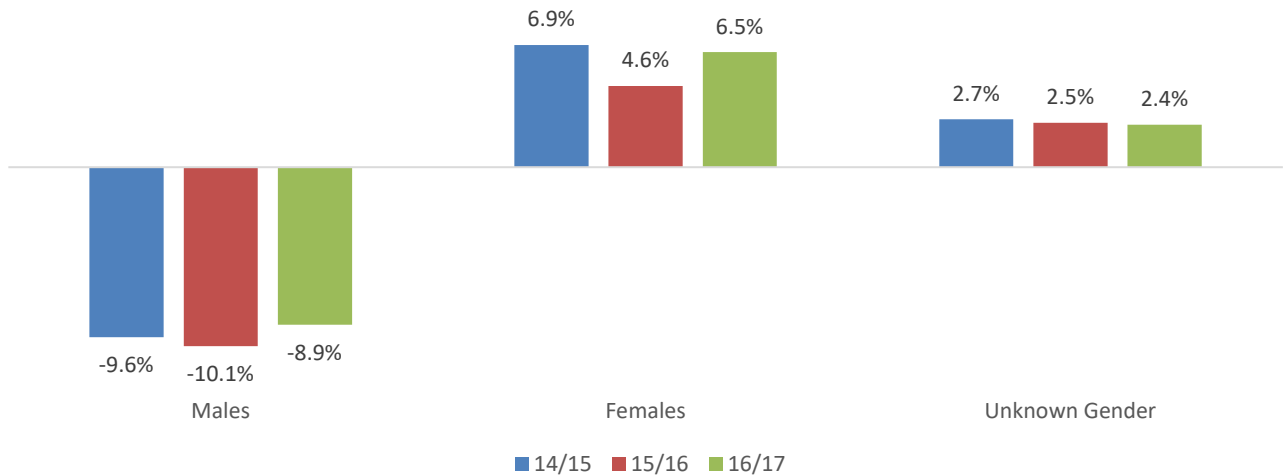
Gender:				
Males	11,942	41.0%	49.88%	-8.9%
Females	16,506	56.6%	50.12%	6.5%
Unknown Gender	707	2.4%	0.00%	2.4%
Age Range:				
19 or Younger	8,559	29.4%	29.29%	0.1%
20 to 24 Years of Age	10,964	37.6%	8.21%	29.4%
25 to 29 Years of Age	4,276	14.7%	7.49%	7.2%
30 to 34 Years of Age	1,940	6.7%	7.21%	-0.6%
35 to 39 Years of Age	1,182	4.1%	7.18%	-3.1%
40 to 49 Years of Age	1,450	5.0%	14.44%	-9.5%
50 or Older	783	2.7%	26.27%	-23.6%
Current or Former Foster Youth	140	0.5%	1.50%	-1.0%
Individuals with Disabilities	690	2.4%	8.00%	-5.6%
Low-Income Students	16,247	55.7%	13.68%	42.1%
Veterans	166	0.6%	3.58%	-3.0%

Access: Race/Ethnicity



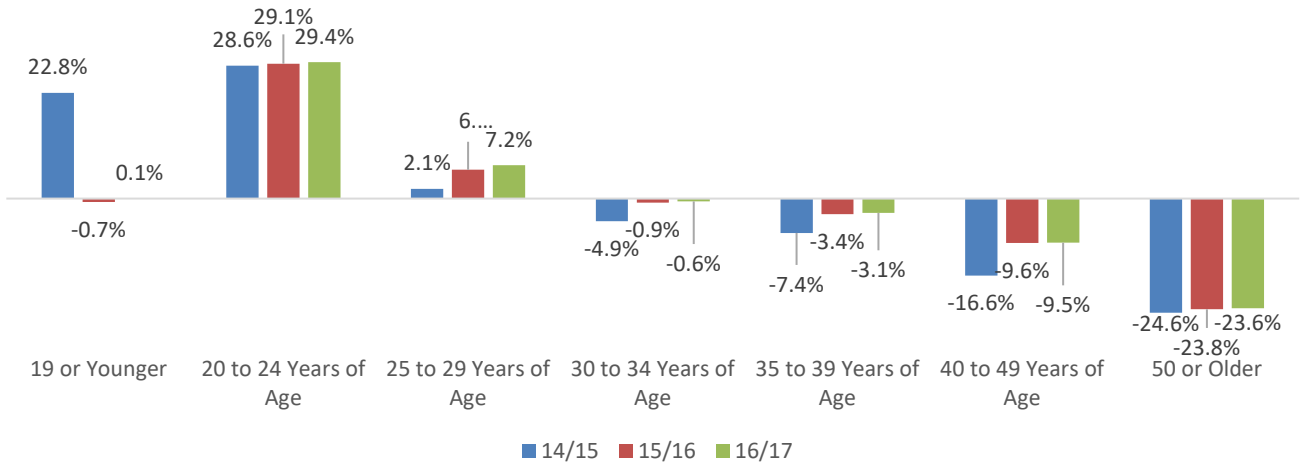
Access for Asian, American Indian and white students has remained lower than other populations as demonstrated by the bars being below the baseline. Referring to the table, for the 16/17 AY, Asians made up 10.81% of the population living within the district but only accounted for 4.6% of Chaffey’s enrolled students; a difference of -6.2%. According to the 3-year trend, there has been a slight **decrease** in enrollment of white students relative to the white population in the district.

Access: Gender



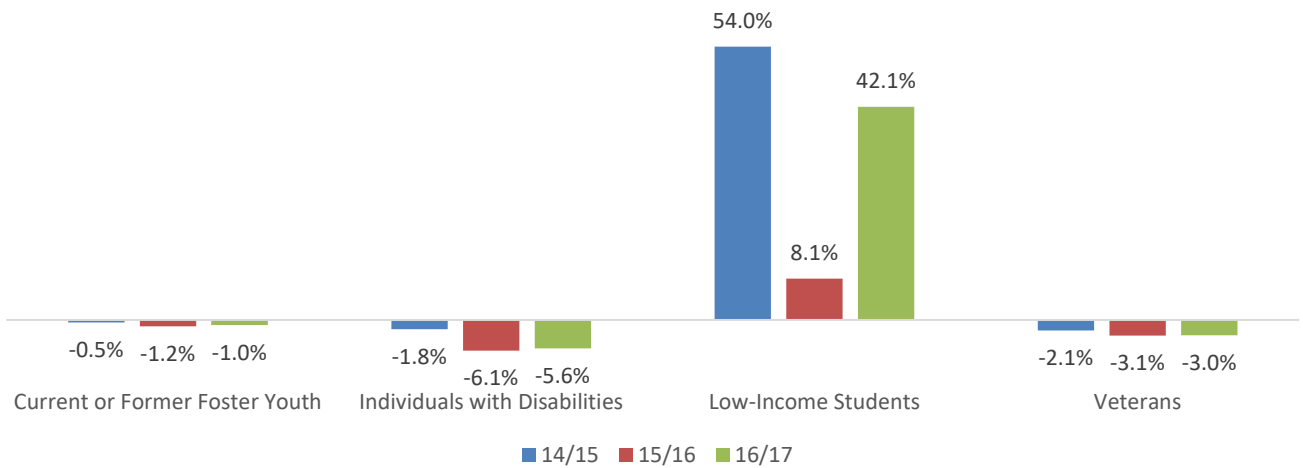
Males are also underrepresented at Chaffey relative to the population of males in the district. Although there has been a slight **increase** in male enrollments from AY 14/15 to AY 16/17. Where males account for 49.88% of the population within the district, they account for 41% of enrolled Chaffey students a difference of -8.9%.

Access: Age



Individuals 30 and over are also underrepresented relative to their population size in the district. This is especially true for those 50 and older. However, there has been an increase in 30-34 year olds and 35-39 year olds over the last 3 years by 4.3% for each group. Enrollment of 20-24 year olds has remained consistent while enrollment of 25-29 year olds has increased by 5.1% since 14/15.

Access: Special Populations



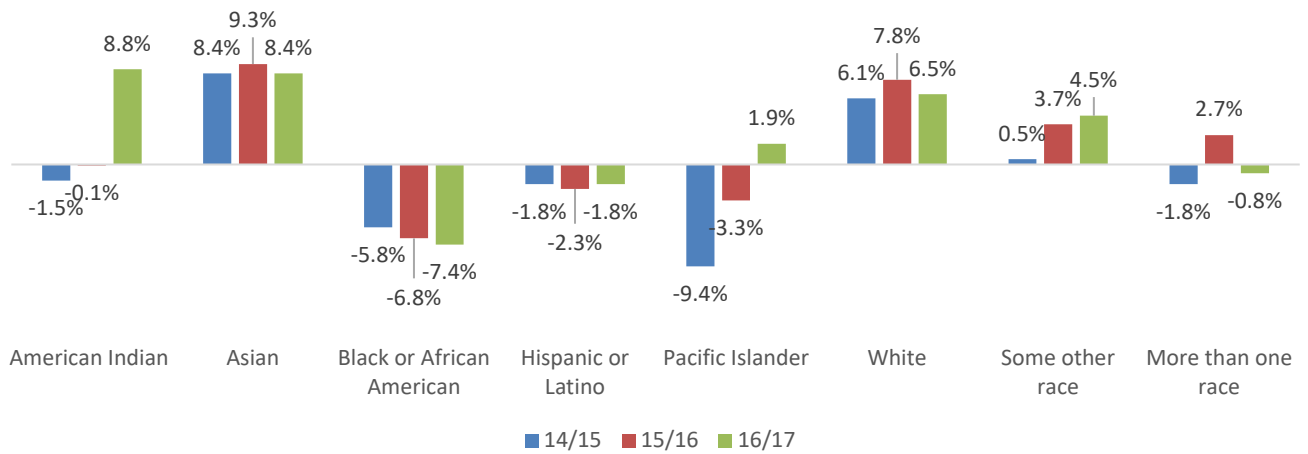
Chaffey College also has a large population of low-income students; 42.1% above that of the district’s population. Enrollments of veterans and foster youth has remained consistent. Enrollment of students with disabilities has decreased since 14/15 and are now 5.6% below the percentage of individuals with disabilities living within the district.

COURSE COMPLETION RATE:

Target Population(s)	The # of courses students enrolled in and were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in and were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)**
<i>All Students</i>	115,547	81,365	70.4%		
Race/Ethnicity:					
American Indian / Alaskan Native	192	152	79.2%	70.40%	8.8%
Asian	7,944	6258	78.8%	70.40%	8.4%
Black or African American	9,380	5910	63.0%	70.40%	-7.4%
Hispanic or Latino	72,596	49,829	68.6%	70.40%	-1.8%
Native Hawaiian or Other Pacific Islander	289	209	72.3%	70.40%	1.9%
White	18,609	14,318	76.9%	70.40%	6.5%
Some other race	2,634	1,973	74.9%	70.40%	4.5%
More than one race	3,903	2,716	69.6%	70.40%	-0.8%
Gender:					
Males	48,094	33,063	68.7%	70.40%	-1.7%
Females	64,643	46,327	71.7%	70.40%	1.3%
Unknown Gender	2,810	1,975	70.3%	70.40%	-0.1%

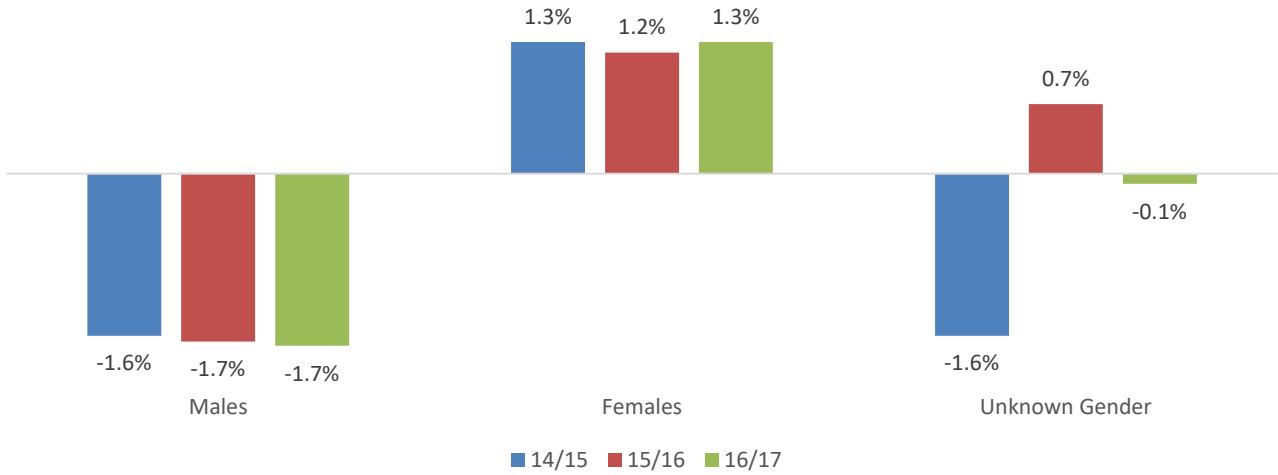
Age Range:					
19 or Younger	36,067	23,976	66.5%	70.40%	-3.9%
20 to 24 Years of Age	47,144	32,655	69.3%	70.40%	-1.1%
25 to 29 Years of Age	15,573	11,584	74.4%	70.40%	4.0%
30 to 34 Years of Age	6,467	5,003	77.4%	70.40%	7.0%
35 to 39 Years of Age	3,696	2,893	78.3%	70.40%	7.9%
40 to 49 Years of Age	4,510	3,611	80.1%	70.40%	9.7%
50 or Older	2,088	1,641	78.6%	70.40%	8.2%
Current or Former Foster Youth	842	462	54.9%	70.40%	-15.5%
Individuals with Disabilities	4,659	3,236	69.5%	70.40%	-0.9%
Low-Income Students	83,199	58,602	70.4%	70.40%	0.0%
Veterans	1,458	996	68.3%	70.40%	-2.1%

Course Completion: Race/Ethnicity



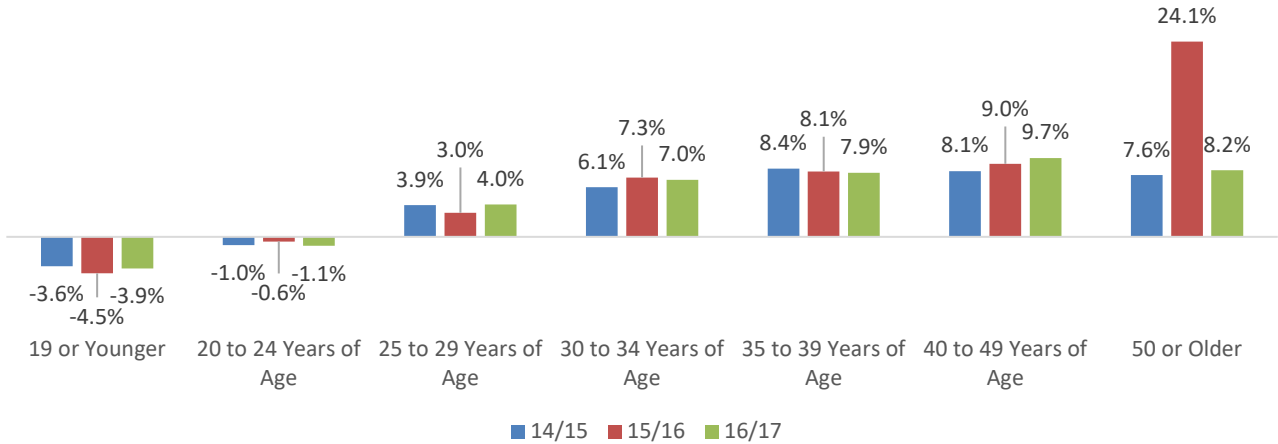
For course completions, black and Latino students are below the overall completion rate of the college. For Black students, there has been a **decline** from 5.8% below the overall to 7.4% below the overall completion rate. For Latino students, it's not as far below and has remained consistent in comparison but is still 1.8% **below** average. Asian and white students have consistently been above the overall completion rate.

Course Completion: Gender



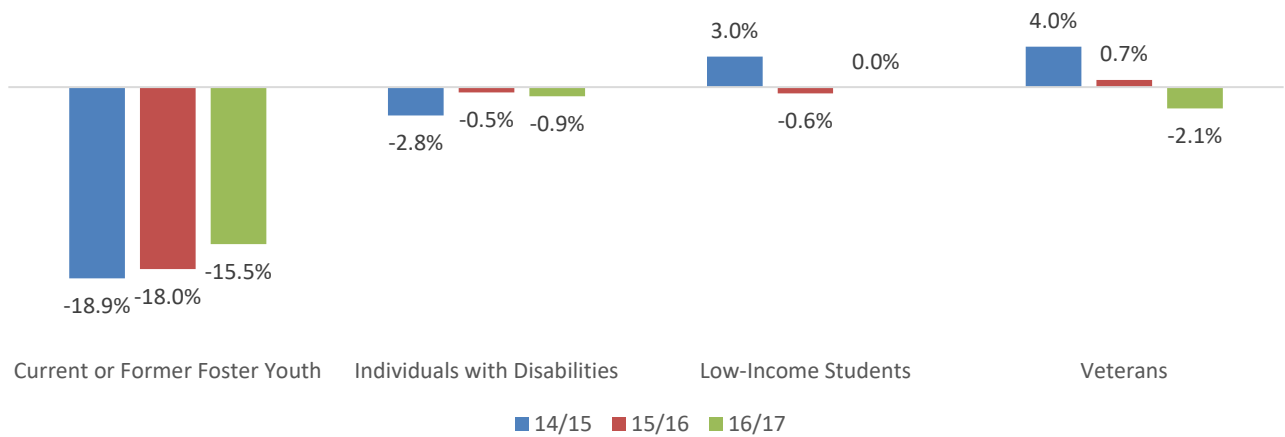
Course completions for males have been consistently **below** the overall completion rate by about 1.7% over the past 3 years. For female students, it's been **above** the overall completion rate by about 1.3% over the past 3 years.

Course Completion: Age



Course completions for students 19 or younger has been consistently **below** the overall average by about 4% over the past 3 years. Students 20-24 years old have also been **below** the overall average by about 1% over the past 3 years. Students 25 and older have all been above the overall average over the past 3 years. It should be noted that, according to the first table regarding access, that students under the age of 25 account for about 2/3 of Chaffey's students.

Course Completion: Special Populations



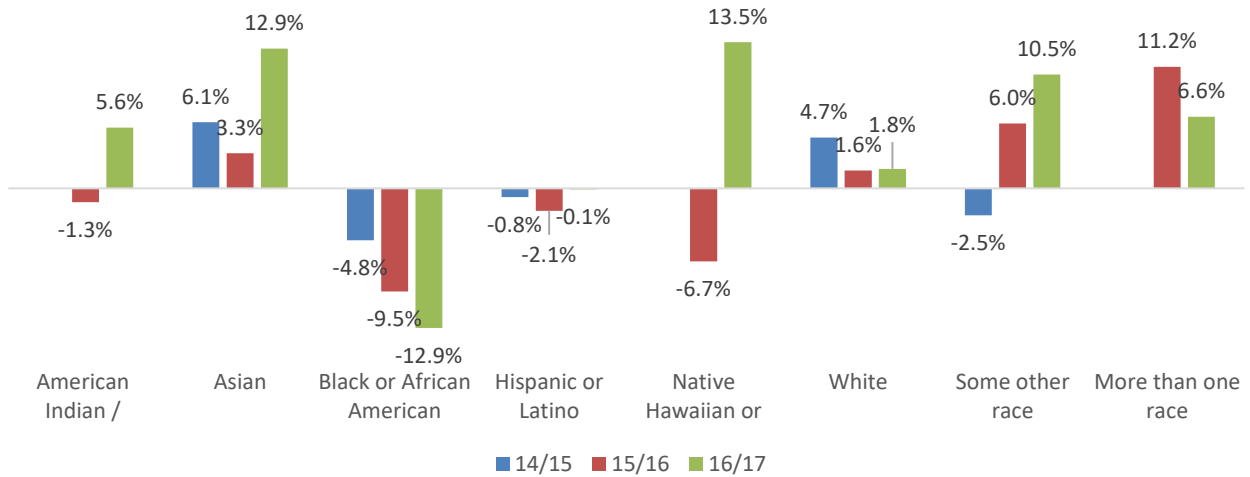
Foster youth students, while still **below** the overall completion rate by 15.5%, have seen an increase of 3.4% in completion rates since 14/15. Students with disabilities have also increased their completion rates by 1.9% since 14/15. Low income students have had some fluctuation, but are now at the overall course completion rate of 70.4%. Veterans have seen a **decrease** in completion rates since 14/15 and are now 2.1% **below** the overall average.

ENGLISH BASIC SKILLS COMPLETION:

Target Population(s)	The # of students who complete a final English basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from English Basic Skills to degree-applicable course completion	Total (all student average) English Basic Skills Progression Rate*	Comparison to the all student average (Percentage point difference with +/- added)**
All Students	3,184	1559	48.96%		
Race/Ethnicity:					
American Indian / Alaskan Native	11	6	54.55%	48.96%	5.6%
Asian	147	91	61.90%	48.96%	12.9%

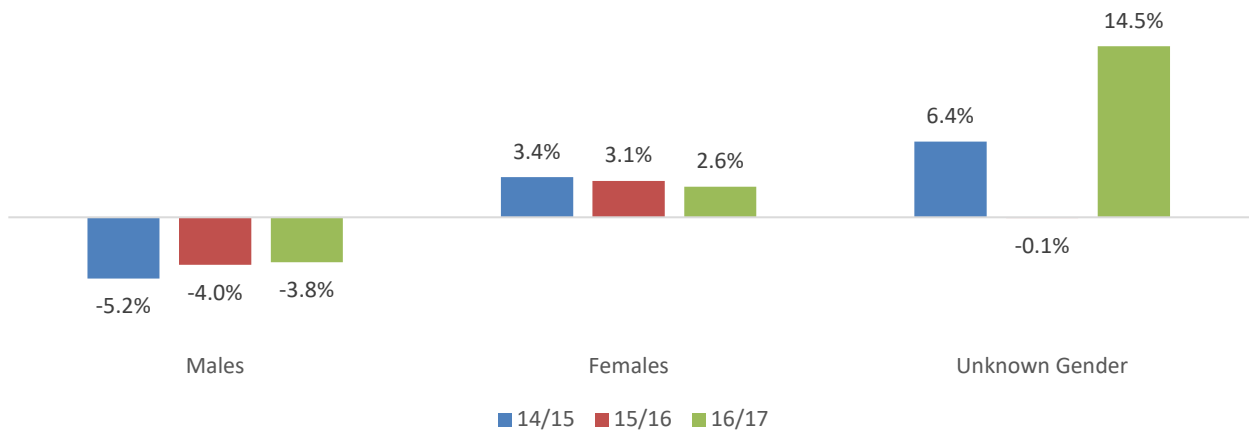
Black or African American	383	138	36.03%	48.96%	-12.9%
Hispanic or Latino	1,820	889	48.85%	48.96%	-0.1%
Native Hawaiian or Other Pacific Islander	8	5	62.50%	48.96%	13.5%
White	587	298	50.77%	48.96%	1.81%
Some other race	138	82	59.42%	48.96%	10.5%
More than one race	90	50	55.56%	48.96%	6.6%
Gender:					
Males	1,367	617	45.14%	48.96%	-3.8%
Females	1,776	916	51.58%	48.96%	2.6%
Unknown Gender	41	26	63.41%	48.96%	14.5%
Age Range:					
19 or Younger	1,838	995	54.13%	48.96%	5.17%
20 to 24 Years of Age	745	304	40.81%	48.96%	-8.2%
25 to 29 Years of Age	219	93	42.47%	48.96%	-6.5%
30 to 34 Years of Age	146	71	48.63%	48.96%	-0.3%
35 to 39 Years of Age	81	37	45.68%	48.96%	-3.3%
40 to 49 Years of Age	117	44	37.61%	48.96%	-11.4%
50 or Older	38	15	39.47%	48.96%	-9.5%
Current or Former Foster Youth	10	5	50.00%	48.96%	1.0%
Individuals with Disabilities	280	132	47.14%	48.96%	-1.8%
Low-Income Students	2,208	1,065	48.23%	48.96%	-0.7%
Veterans	66	41	62.12%	48.96%	13.2%

Basic Skills, English: Race/Ethnicity



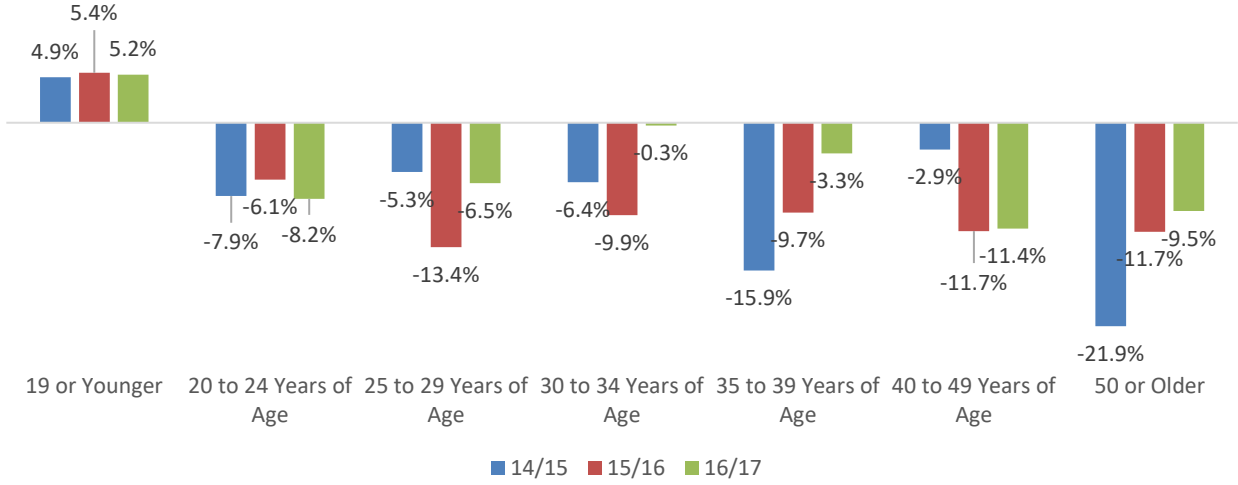
Black students have seen a large **decrease** in English basic skills completions since 14/15 and are 12.9% below the overall average. Latino students have remained relatively close to the overall average are only .1% below.

Basic Skills, English: Gender



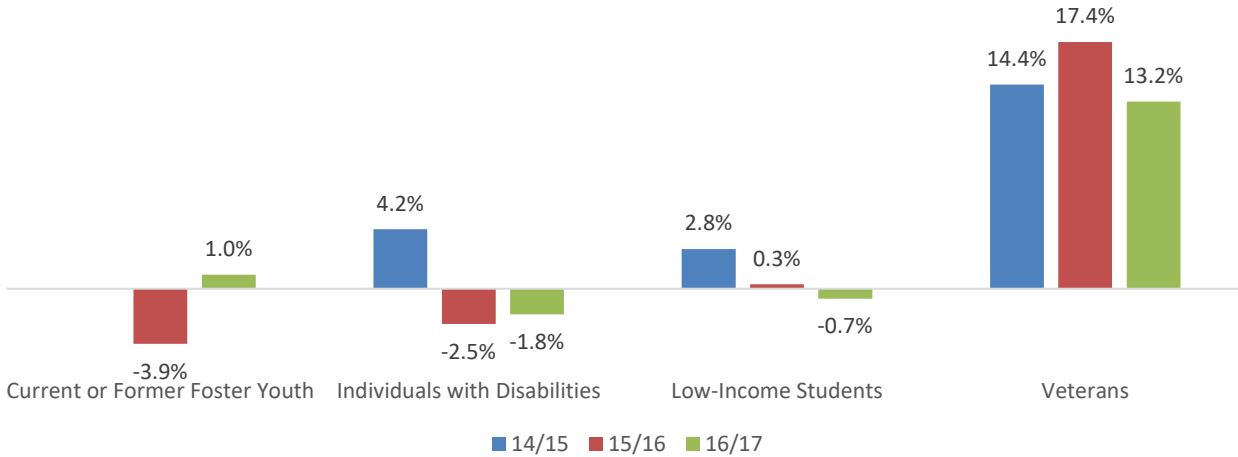
Males have been **below** the overall English basic skills completion rate since 14/15, but have seen an **increase** by 1.4%. Females have been consistently above the overall completion rate. Though it appears that students whose gender is unknown have success rates 14.5% above the overall average, this only accounts for 41 students versus over 3,000 students whose gender is known.

Basic Skills, English: Age



The completion rates for students 20 years and older are all below the overall completion rate. However, there have been increases in success rates for 30-34 year olds, 35-39 year olds and for those 50 and older. For students 19 and younger, they have been consistently above the overall completion rate.

Basic Skills, English: Special Populations



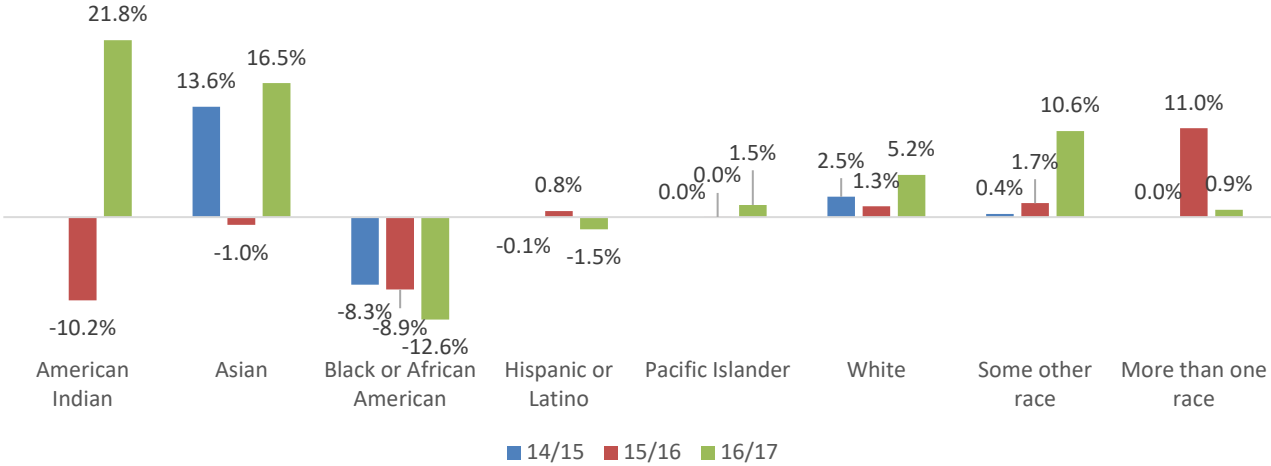
Veterans have seen the highest success rates with 13.2% above the overall average. Foster youth have seen an **increase** of 4.9% since 15/16 while students with disabilities have seen a **decrease** since 14/15.

MATHEMATICS BASIC SKILLS COMPLETION:

Target Population(s)	The # of students who complete a Math basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from Math Basic Skills to degree-applicable course completion	Total (all student average) Math Basic Skills Progression Rate*	Comparison to the all student average (Percentage point difference with +/- added)**
All Students	2,365	752	31.80%		
Race/Ethnicity:					
American Indian / Alaskan Native	10	5	50.00%	31.80%	18.2%
Asian	87	42	48.28%	31.80%	16.5%
Black or African American	297	57	19.19%	31.80%	-12.6%
Hispanic or Latino	1,282	389	30.34%	31.80%	-1.5%
Native Hawaiian or Other Pacific Islander	6	2	33.33%	31.80%	1.5%
White	500	185	37.00%	31.80%	5.2%
Some other race	125	53	42.40%	31.80%	10.6%
More than one race	58	19	32.76%	31.80%	0.9%
Gender:					
Males	905	251	27.73%	31.80%	-4.1%
Females	1,429	489	34.22%	31.80%	2.4%
Unknown Gender	31	12	38.71%	31.80%	6.9%
Age Range:					
19 or Younger	1,020	345	33.82%	31.80%	2.0%
20 to 24 Years of Age	718	213	29.67%	31.80%	-2.1%
25 to 29 Years of Age	217	64	29.49%	31.80%	-2.3%

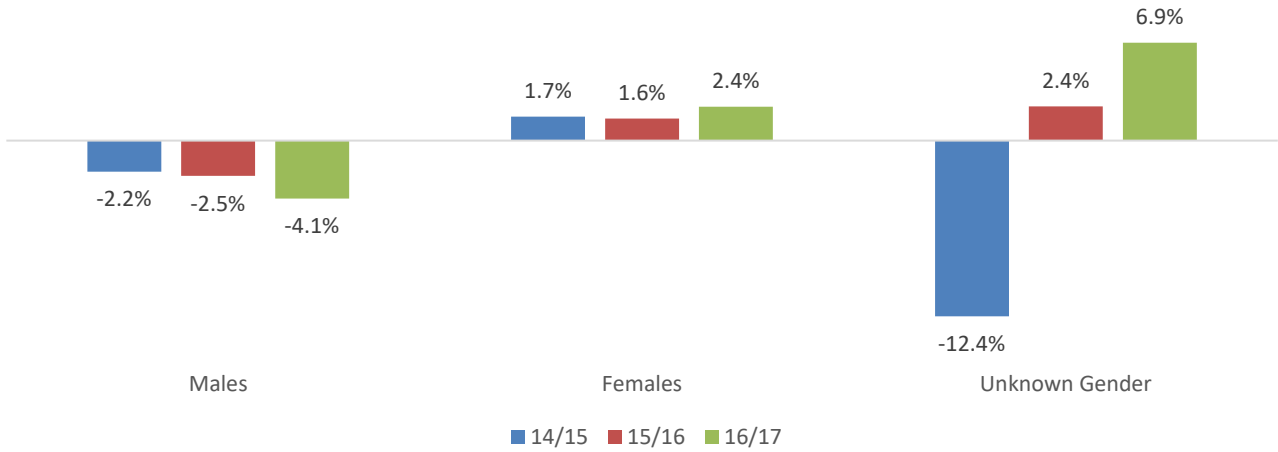
30 to 34 Years of Age	147	42	28.57%	31.80%	-3.2%
35 to 39 Years of Age	83	27	32.53%	31.80%	0.7%
40 to 49 Years of Age	125	41	32.80%	31.80%	1.0%
50 or Older	55	20	36.36%	31.80%	4.6%
Current or Former Foster Youth	9	3	33.33%	31.80%	1.5%
Individuals with Disabilities	243	69	28.40%	31.80%	0.2%
Low-Income Students	1,695	510	30.09%	31.80%	1.9%
Veterans	67	28	41.79%	31.80%	9.9%

Basic Skills, Math: Race/Ethnicity



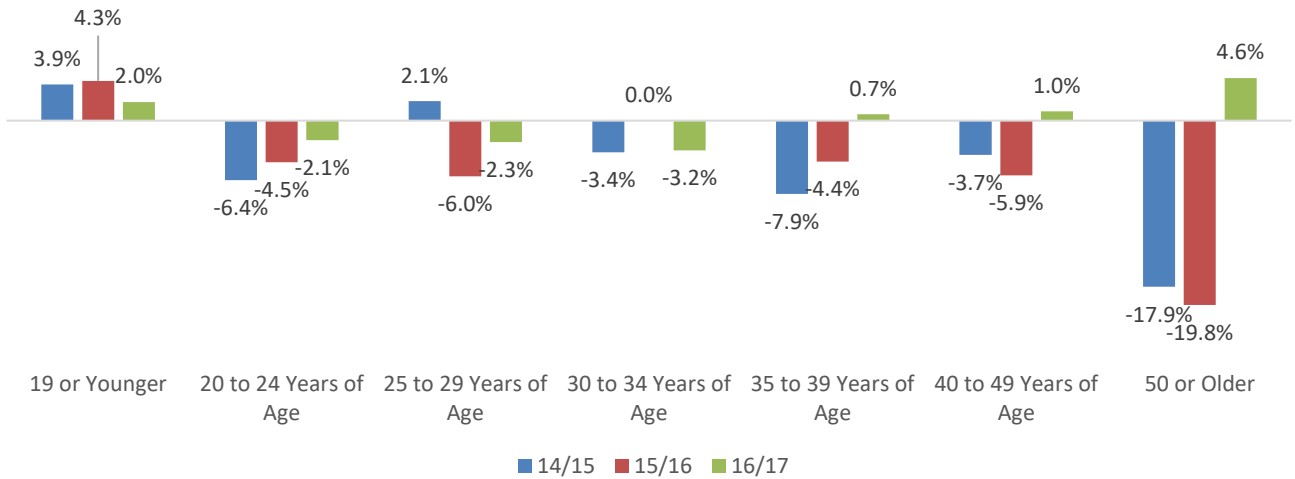
Black students have the lowest completion rates and have seen a **decrease** of 4.3% since 14/15 and are now 12.6% below the overall average. Although American Indian students are 21.8% above the overall average, this is based on only 10 students.

Basic Skills, Math: Gender



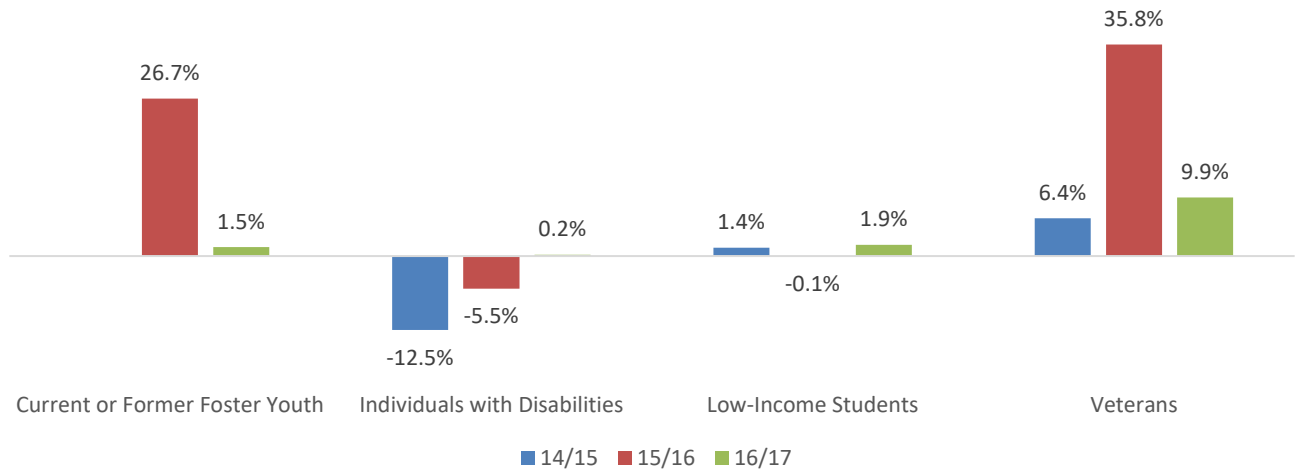
Males have seen a **decrease** in completion rates since 14/15 and are now 4.1% **below the overall average**. Female students are currently 2.4% above the overall average.

Basic Skills, Math: Age



Completion rates for students 19 or younger have remained above the overall average and are currently 2% above it. Students 20-24 years old have **increased** their success rates from 6.4% below average to only 2.15 below average.

Basic Skills, Math: Special Populations



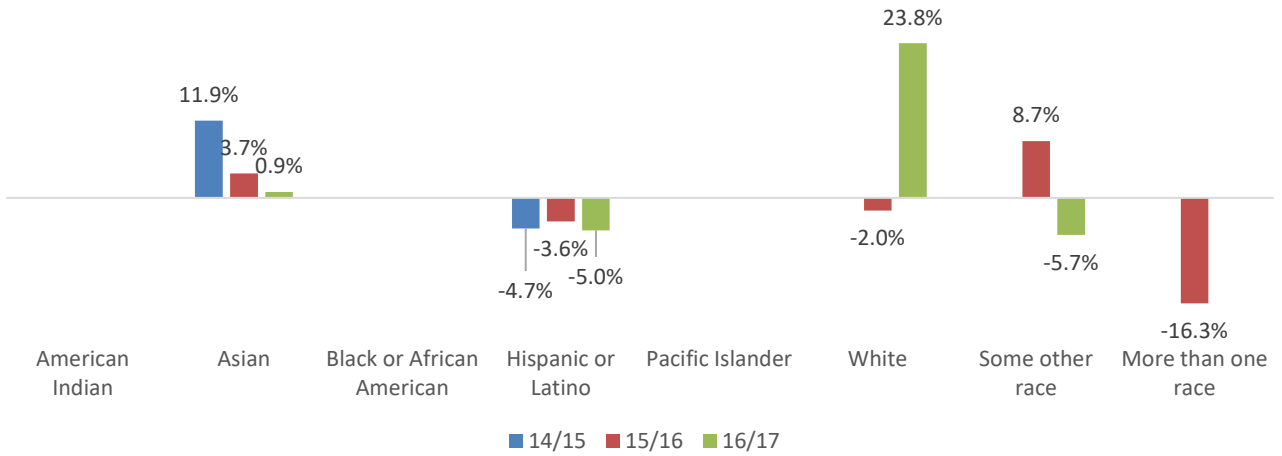
All special populations have seen increases in completion rates and are currently all above the overall completion rate.

ESL BASIC SKILLS COMPLETION:

Target Population(s)	The # of students who complete an ESL basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL Basic Skills to degree-applicable course completion	Total (all student average) ESL Basic Skills Progression Rate*	Comparison to the all student average (Percentage point difference with +/- added)**
All Students	155	31	20.00%		
Race/Ethnicity:					
American Indian / Alaskan Native	1	0	0.00%	20.00%	Insufficient Data
Asian	43	9	20.93%	20.00%	0.9%
Black or African American	4	1	25.00%	20.00%	Insufficient Data

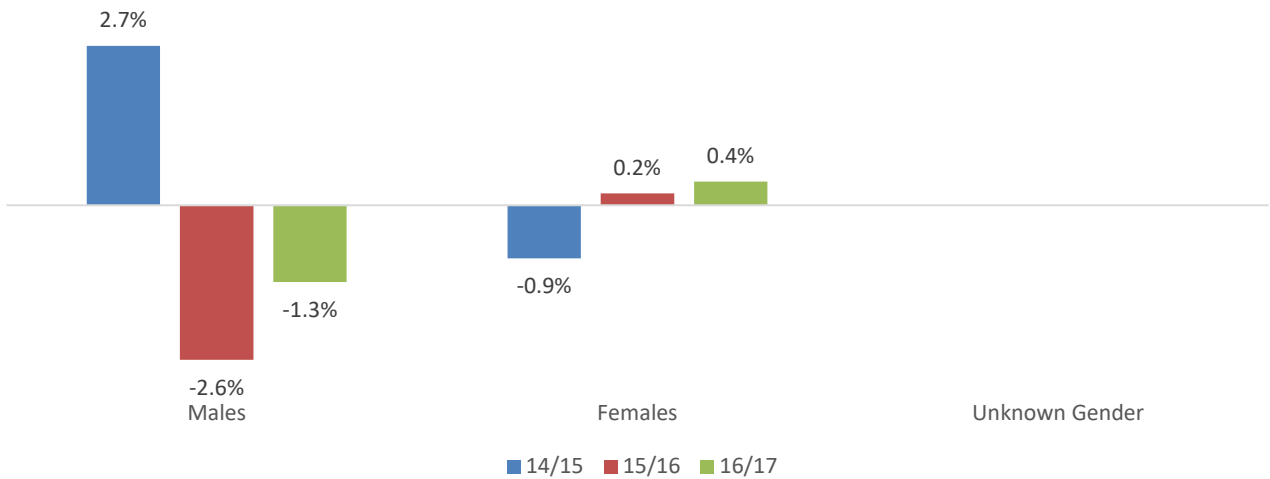
Hispanic or Latino	80	12	15.00%	20.00%	-5.0%
Native Hawaiian or Other Pacific Islander	0	0	n/a	20.00%	Insufficient Data
White	16	7	43.75%	20.00%	23.8%
Some other race	7	1	14.29%	20.00%	-5.7%
More than one race	4	1	25.00%	20.00%	Insufficient Data
Gender:					
Males	48	9	18.75%	20.00%	-1.3%
Females	103	21	20.39%	20.00%	0.4%
Unknown Gender	4	1	25.00%	20.00%	5.0%
Age Range:					
19 or Younger	13	4	30.77%	20.00%	10.8%
20 to 24 Years of Age	22	8	36.36%	20.00%	16.4%
25 to 29 Years of Age	21	3	14.29%	20.00%	-5.7%
30 to 34 Years of Age	25	8	32.00%	20.00%	12.0%
35 to 39 Years of Age	18	2	11.11%	20.00%	-8.9%
40 to 49 Years of Age	38	4	10.53%	20.00%	-9.5%
50 or Older	18	2	11.11%	20.00%	-8.9%
Current or Former Foster Youth	0	0	n/a	n/a	n/a
Individuals with Disabilities	6	2	33.33%	20.00%	13.3%
Low-Income Students	87	23	26.44%	20.00%	6.4%
Veterans	0	0	n/a	n/a	n/a

ESL Race/Ethnicity



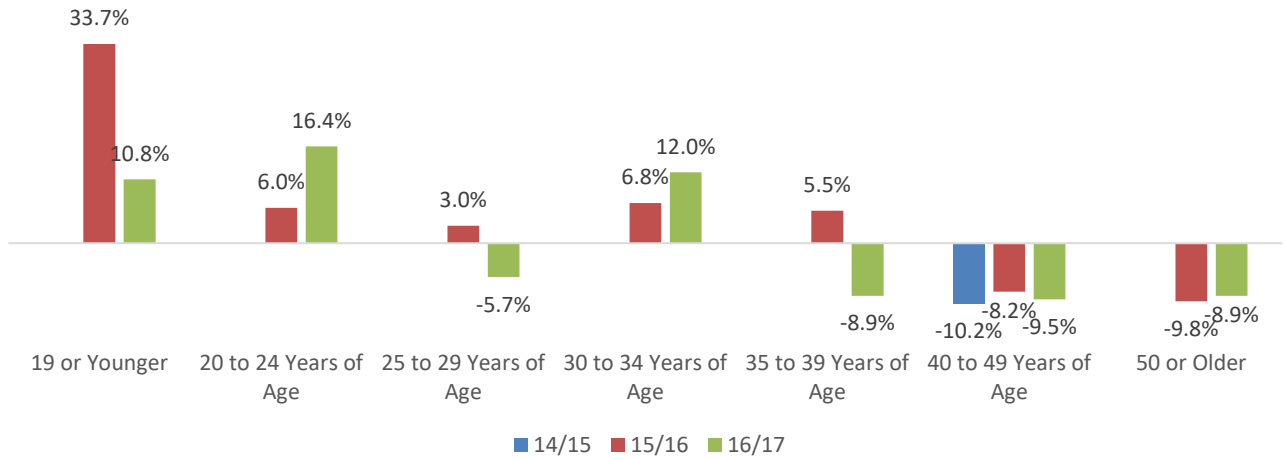
Latino students have seen a **decrease** in completion rates since 14/15 and are currently 5% below the overall average. Asian students have also seen a **decrease** in success rates since 14/15 and are currently only .9% above the overall completion rate.

ESL: Gender



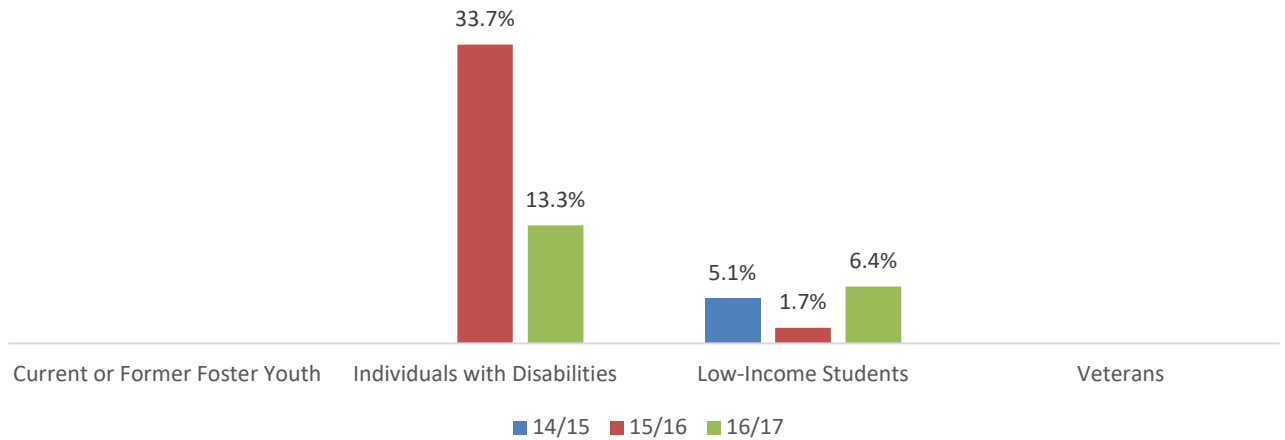
The completion rate for males has **decreased** since 14/15 from 2.7% above the overall completion rate to 1.3% below it.

ESL: Age



Students 25-29 years old saw a large **decrease** of from 3% above the overall completion rate to 5.7% below it since 15/16. Students 35-39 also saw a large decrease to 8.9% **below** the overall completion rate. Students 40 and older have consistently been **below** the overall completion rate.

ESL: Special Populations



All special population groups have been above the overall completion rate. This is only possible because Foster youth and Veterans have too few students counts to be reported.

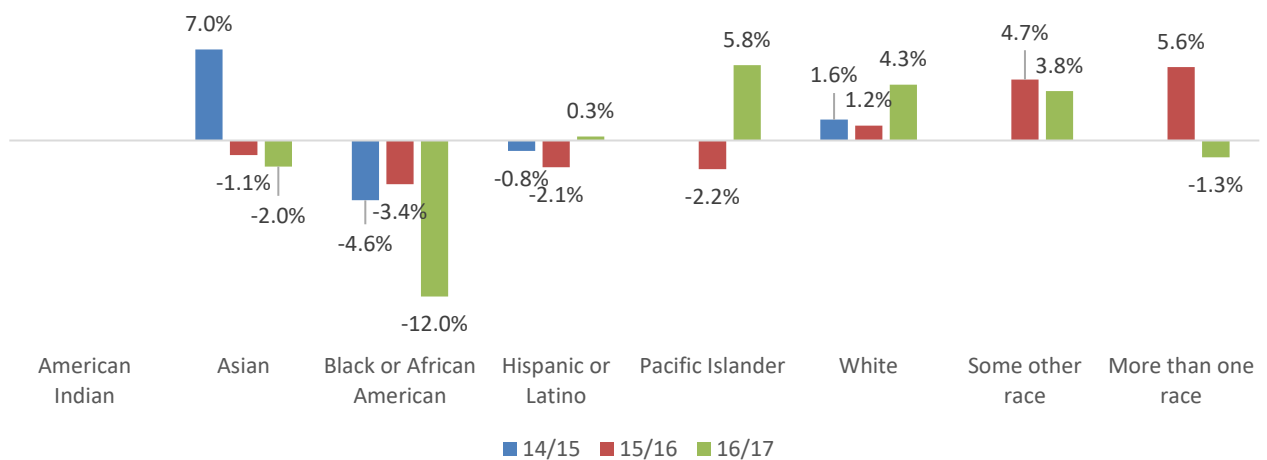
DEGREE AND CERTIFICATE COMPLETION (COMBINED):

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a degree or certificate	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The Rate of Degree and Certificate Completion	Total (all student average) Degree and Certificate Completion Rate*	Comparison to the all student average (Percentage point difference with +/- added)**
All Students	2,982	641	21.50%		
Race/Ethnicity:					
American Indian / Alaskan Native	5	0	0.00%	21.50%	Insufficient Data
Asian	154	30	19.48%	21.50%	-2.0%
Black or African American	249	24	9.64%	21.50%	-12.0%
Hispanic or Latino	1,765	384	21.76%	21.50%	0.3%
Native Hawaiian or Other Pacific Islander	11	3	27.27%	21.50%	5.8%
White	625	161	25.76%	21.50%	4.3%
Some other race	79	20	25.32%	21.50%	3.8%
More than one race	94	19	20.21%	21.50%	-1.3%
Gender:					
Males	1,286	268	20.84%	21.50%	-0.7%
Females	1,649	359	21.77%	21.50%	0.3%
Unknown Gender	47	14	29.79%	21.50%	8.3%

Age Range:					
19 or Younger	2,404	545	22.67%	21.50%	1.2%
20 to 24 Years of Age	329	53	16.11%	21.50%	-5.4%
25 to 29 Years of Age	93	16	17.20%	21.50%	-4.3%
30 to 34 Years of Age	51	4	7.84%	21.50%	-13.7%
35 to 39 Years of Age	28	11	39.29%	21.50%	17.8%
40 to 49 Years of Age	59	10	16.95%	21.50%	-4.6%
50 or Older	18	2	11.11%	21.50%	-10.4%
Current or Former Foster Youth	7	1	14.29%	21.50%	-7.2%
Individuals with Disabilities	236	40	16.95%	21.50%	-4.6%
Low-Income Students	2,349	511	21.75%	21.50%	0.3%
Veterans	32	5	15.63%	21.50%	- 5.9%

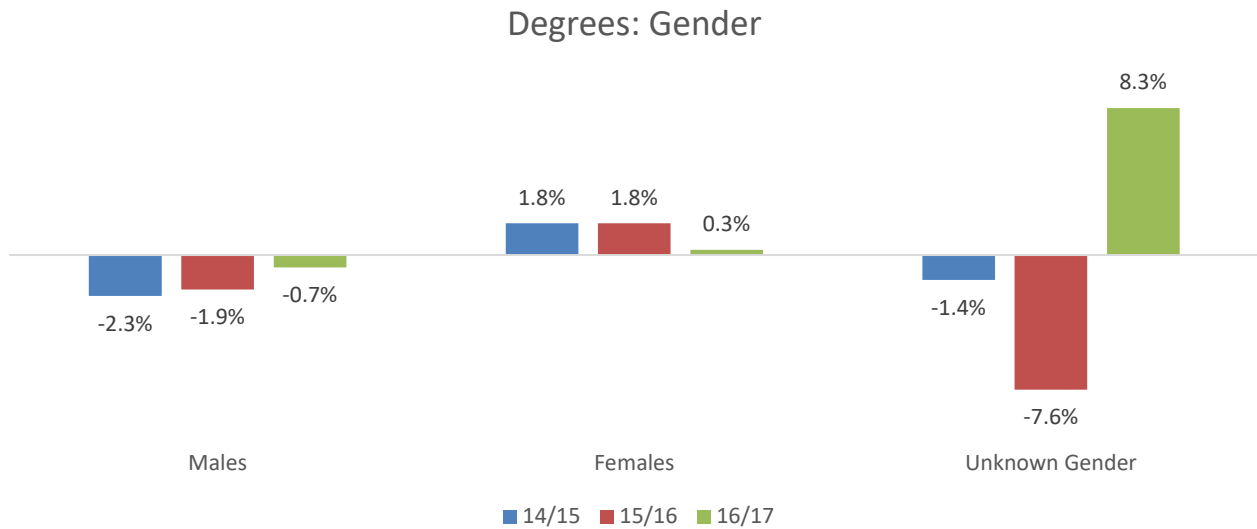
*This data is based on 6-year cohorts

Degrees: Race/Ethnicity

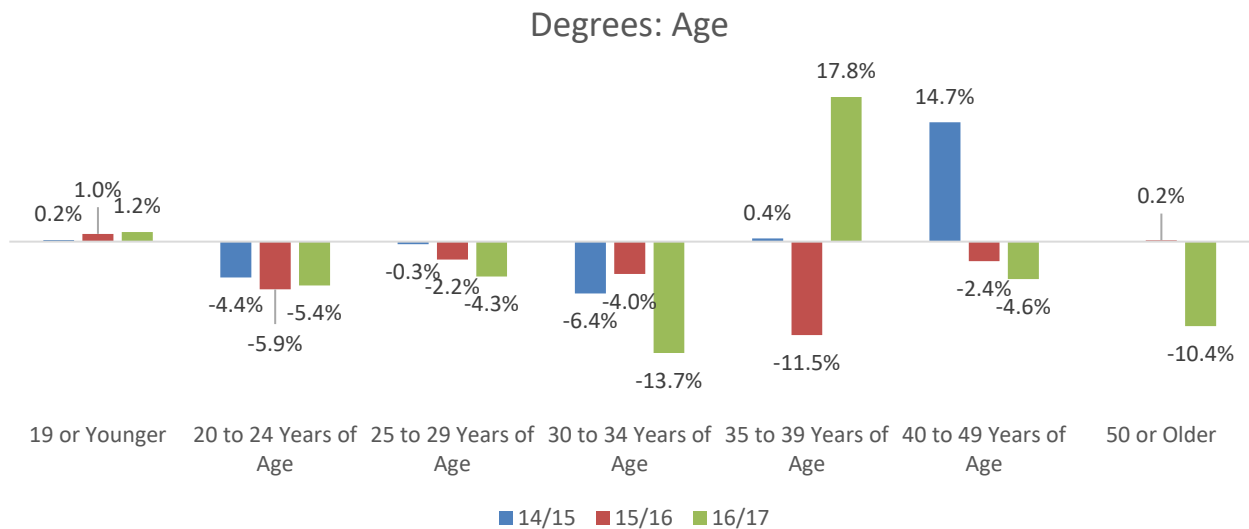


Degrees/Certificates awarded by race/ethnicity has fluctuated over the past 3 years. For Asian students, there has been a **decrease** over the past 3 years from 7% above the average to 2% below the average. For Black students, there has been a large decrease from 4.6% below the average to 12% below the

average. For Latino students, there has been an increase from .8% below the average to .3% above it. For white students there has been an **increase** from 1.6% above average to 4.3% above average.

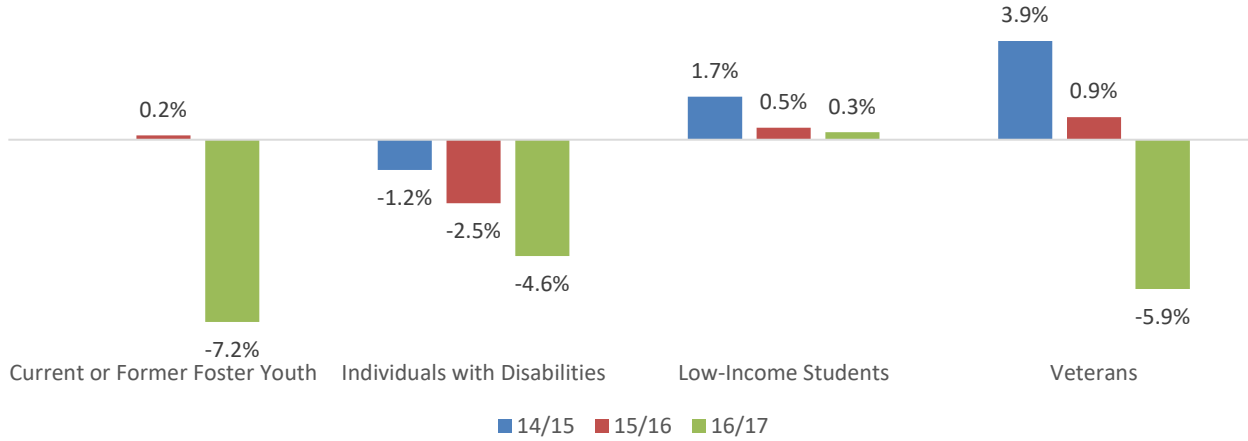


Male students have seen an **increase** in degree/certificate completions from 2.3% **below** overall completions to .7% **below** the overall average. Females have seen a **decrease** in degree/certificate completions from 1.8% above the overall to .3% **above**.



Students 19 or younger have consistently been **above** the overall degree/certificate completion rate. Students 20-24 years old have been consistently **below** the overall average. Students 25-29 have seen a **decrease** in degree completions from .3% **below** average to 4.3% **below average**. As a reminder, this data is based on 6-year cohorts meaning students identified at 19 or younger were that age when they entered Chaffey College.

Degrees: Special Populations



Low-income students have consistently been above the overall degree/certificate completion rate. Students with disabilities have seen a **decrease** in degree/certificate completions from 1.2% below the average to 4.6% below the average.

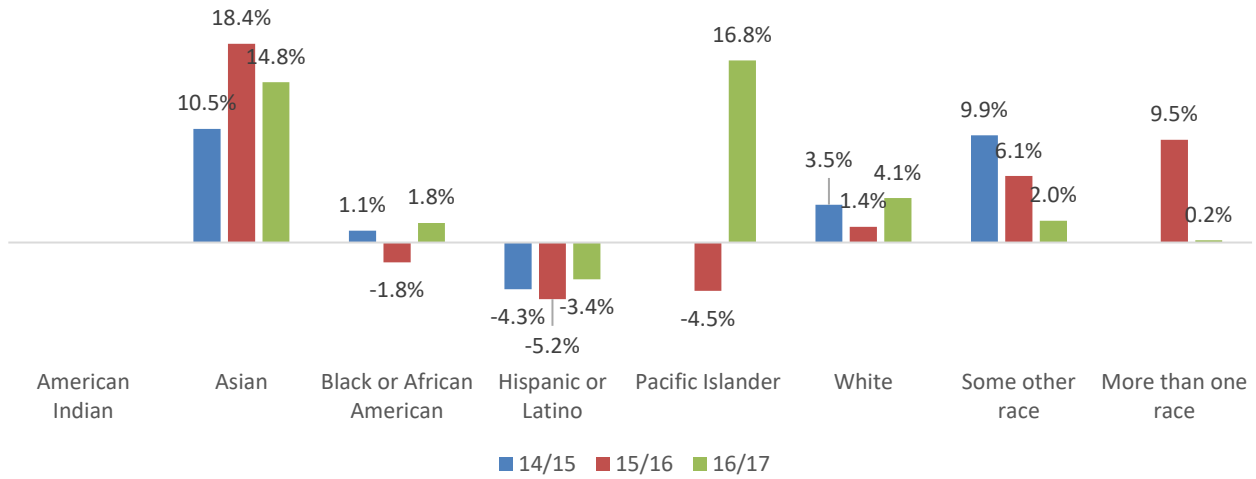
TRANSFERRED

Target Population(s)	The # of students who complete a minimum of 6 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who transferred after one or more (up to six) years.	The Transfer Rate	Total (all student average) Transfer Rate*	Comparison to the all student average (Percentage point difference with +/- added)**
All Students	2,649	879	33.18%		
Race/Ethnicity:					
American Indian / Alaskan Native	5	0	0.00%	33.18%	Insufficient Data
Asian	142	72	47.95%	33.18%	14.8%

Black or African American	209	73	34.93%	33.18%	1.8%
Hispanic or Latino	1,557	463	29.74%	33.18%	-3.4%
Native Hawaiian or Other Pacific Islander	10	5	50.00%	33.18%	16.8%
White	568	212	37.32%	33.18%	4.1%
Some other race	71	25	35.21%	33.18%	2.0%
More than one race	87	29	33.33%	33.18%	0.2%
Gender:					
Males	1,127	370	32.83%	33.18%	-0.4%
Females	1,482	494	33.33%	33.18%	0.2%
Unknown Gender	40	25	62.50%	33.18%	29.3%
Age Range					
19 or Younger	2,162	789	36.49%	33.18%	3.3%
20 to 24 Years of Age	279	59	21.15%	33.18%	-12.0%
25 to 29 Years of Age	80	1	1.25%	33.18%	-31.9%
30 to 34 Years of Age	42	3	7.14%	33.18%	-26.0%
35 to 39 Years of Age	23	4	17.39%	33.18%	-15.8%
40 to 49 Years of Age	49	12	24.49%	33.18%	-8.7%
50 or Older	14	1	7.14%	33.18%	-26.0%
Current or Former Foster Youth	7	0	0.00%	33.18%	-33.2%
Individuals with Disabilities	204	42	20.59%	33.18%	-12.6%
Low-Income Students	2,106	665	31.58%	33.18%	-1.6%
Veterans	30	8	26.66%	33.18%	-6.5%

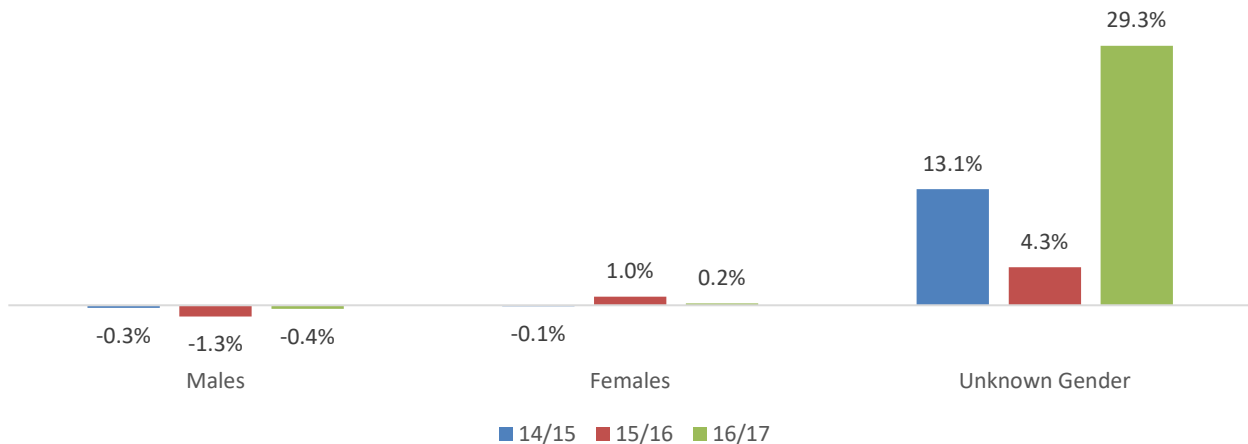
*This data is based on 6-year cohorts.

Transfer: Race/Ethnicity

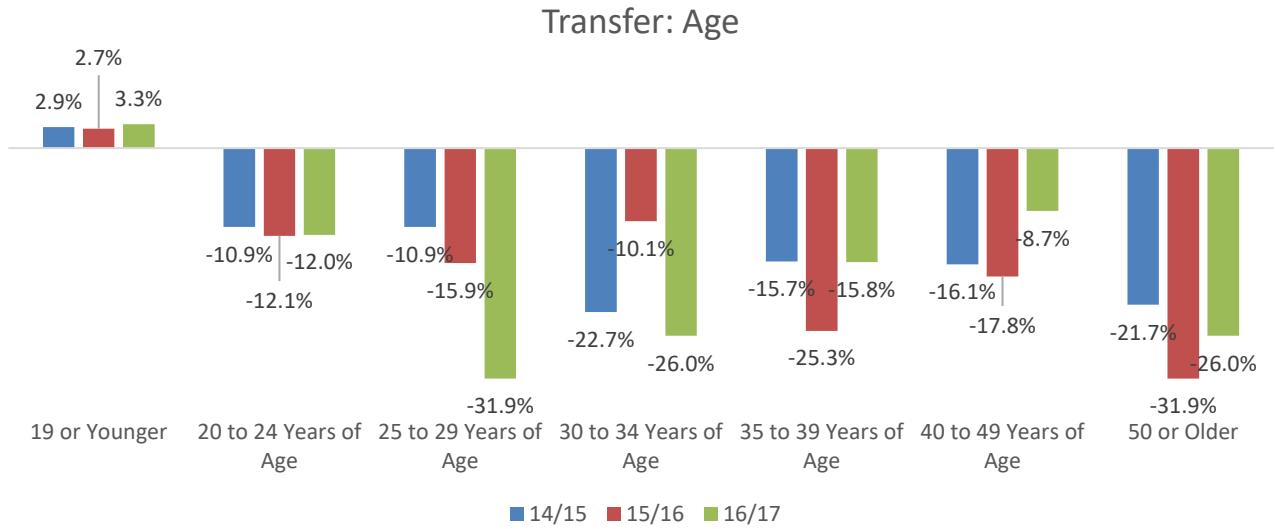


Asian students have been consistently **above** average in degree/certificate completions. Black students saw a **decrease** in 15/16 to 1.8% **below** average but are now 1.8% above **average** in 16/17. Latino students have consistently been **below** the average but have seen an **increase** in degree/certificate completions from 4.3% **below** average to 3.4% below average.

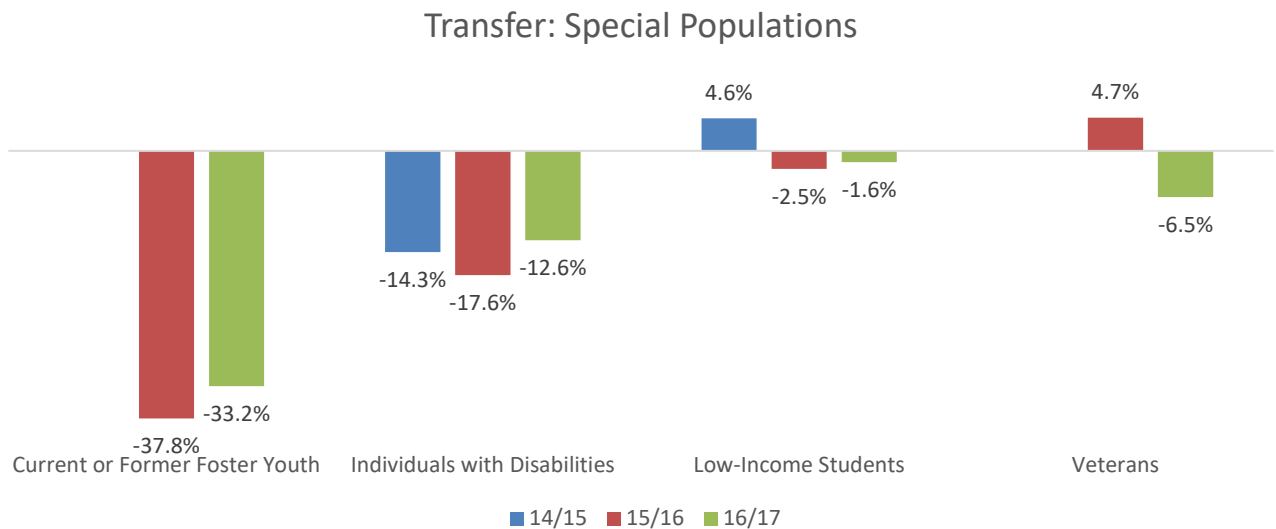
Transfer: Gender



Overall, both males and females are fairly close to the overall degree/certificate completion rate. Though students whose gender is unknown have a completion rate that is 29.3% above average, this accounts for only 47 students compared to the over 3,000 students whose gender is known.



Students 19 or younger consistently have transfer rates **above** the overall average. While students 20 years or older have low transfer rates, this is because 80% of students were 19 or younger when they started. As a reminder, this data is based on 6-year cohorts, so students who are identified at 19 or younger were that age when they entered Chaffey College.



Foster youth students have a low transfer rate, but this is because of the 6-year cohort model. Our foster youth population has increased since then. Students with disabilities have seen a small **increase** in transfer rates from 14.3% **below** average to 12.6% **below** average. Low-income students have a transfer rate that is 1.6% **below** average.

APPENDICES



President's Equity Council
SUPPLEMENTAL INSTRUCTION WORKGROUP

Workgroup Members: Robert Gomez, Adrienne Grayson, Yubel Svensson, and Cindy Walker

SCOPE OF REPORT

This report focuses on Supplemental Instruction (SI) and the possible disproportionate impact faced by students of color and other special populations. Data for this was taken from the past three academic years (14/15, 15/16 and 16/17) and includes success rates, demographics and positive attendance records. Preliminary research shows that merely having an SI section does not guarantee that a course section will have higher success rates than those that do not. The most crucial factor in increasing success rates was student behaviors. Those students who attended SI at least once in the semester showed substantial gains in success rates across race/ethnicity, gender and all other special populations in this report.

SUCCESS RATES AMONG SI COURSES and SECTIONS

Table 1 shows the success rates for the courses that offer SI sections. As it demonstrates, merely having SI assigned to sections does not guarantee higher success rates. In fact, the success rates for these SI sections are typically lower than the overall success rates. What is most important to higher success rates is the student attending SI. As the last column shows, the overall success rates for students who attended at least one SI meeting had an overall success rate of 82%.

Table 1. Success Rates among SI Courses (AY 14/15 – 16/17)

Course	Overall	Sections w/SI	Difference	Students who attended SI (FA 16)
Overall	71%	58%	-13%	82%
ACCTG-1A	62%	62%	0%	93%
ASL-1	51%	55%	4%	73%
BIOL-1	62%	63%	1%	84%
BIOL-20	53%	48%	-5%	78%
BUSMGT-40	-	66%	-	-
CHEM-10	70%	59%	-11%	74%
CHEM-24A	76%	72%	-4%	79%
ENGL-1A	68%	72%	4%	93%
ENGL-475	63%	62%	-1%	65%
ENGL-575	58%	63%	5%	82%

HIST-1	72%	74%	2%	80%
HIST-17	66%	68%	2%	88%
HIST-18	63%	60%	-3%	-
HIST-2	63%	63%	0%	83%
MATH-25	56%	54%	-2%	87%
MATH-410	56%	52%	-4%	79%
MATH-425	54%	49%	-5%	82%
MATH-605	76%	47%	-29%	-
PS-1	66%	49%	-17%	-
PSYCH-1	65%	57%	-8%	78%
STAT-10	59%	55%	-4%	-

While seemingly counterintuitive, the reason the success rates are lower among SI sections is the large difference between the number of SI sections versus the number of non-SI sections that are offered. Table 2 shows the number of SI and non-SI section sections offered for the 16/17 AY. There are large differences in the number of SI sections offered for various courses. One of the extreme examples is English 1A. Only 14%, or 34 out of 237 sections offered, were SI sections. Comparing one small group to such a larger one results in this apparent drop in success rates. Overall, 15% of courses that have SI were assigned SI sections.

Table 2. Number of SI Sections Offered for AY 16/17

	Non-SI Sections	SI Sections	Total Sections	% of SI Sections
ACCTG-1A	24	7	31	23%
ASL-1	24	10	34	29%
BIOL-1	55	9	64	14%
BIOL-20	40	20	60	33%
CHEM-10	39	5	44	11%
CHEM-24A	8	9	17	53%
ENGL-1A	203	34	237	14%
ENGL-475	139	12	151	8%
ENGL-575	43	3	46	7%
HIST-1	28	1	29	3%
HIST-17	28	6	34	18%
HIST-18	36	3	39	8%
HIST-2	22	1	23	4%
MATH-25	44	22	66	33%
MATH-410	93	22	115	19%
MATH-425	96	24	120	20%
MATH-605	53	1	54	2%
PS-1	56	5	61	8%
PSYCH-1	73	3	76	4%
STAT-10	40	1	41	2%
Total	1144	198	1342	15%

SI ATTENDING BEHAVIOR

As table 1 demonstrated, the key factor is increasing success rates, is attending SI sessions. As table 3 demonstrates, students across race/ethnicities, gender, age and special populations who attend SI at least once see large gains in success rates. The overall success rate among students who attended SI for

any course was 82%. For Black/African American students, a disproportionately impacted group, their success rate was at 76%, higher than the overall success rate for Chaffey College, but still below the overall average among students who attended SI. Appendix B summarizes the demographics of the students who attended SI for Fall 16. For one group of students, those 50 or older, SI did not have an impact on their success. However, as Appendix B shows, these students accounted for only 2% of students who attended SI. Demographics of the students who attended SI in Fall 16 is available in Appendix A.

Table 3. Success Rates among Students who Attended SI (Fall 16)

Overall	82%	Overall	82%
Race/Ethnicity		Age Group	
Black/ African American	76%	<20	84%
Asian	89%	20-24	81%
White	86%	25-29	79%
Hispanic/ Latino	80%	30-34	82%
Native American	INS	35-39	88%
Pacific Islander	INS	40-49	80%
Two or more	INS	50+	57%
Unknown	100%	Special Populations	
Sex/Gender		DPS	73%
Male	82%	Foster	83%
Female	82%	Low SES	80%
		Military	85%

To further look into populations these success rates were disaggregated by race and gender. Table 4 summarizes these success rates. While still above the overall college success rate, Black students, particularly Black men, are still among the lower success rates.

Table 4. Success Rates among Students who Attended SI by Race and Gender (Fall 16)

	Asian	Black/ African American	White	Hispanic/ Latino	Native American	Pacific Islander	Two or more	Unknown
Female	88%	77%	88%	79%	INS	INS	INS	INS
Male	90%	74%	85%	81%	INS	INS	INS	INS

PLANNING AND STAFFING PROCEDURES FOR SI

The nature of staffing SI is one of its significant limitations. Because students must have: 1) taken the course, 2) performed well in the course, 3) go through an application process to be considered for an SI leader position and 4) register for their classes, it is nearly impossible to advertise SI sections to students in the schedule. Consequently, students cannot actively select SI sections when making their schedules and thus, in a sense, must be lucky enough to enroll in a section that is assigned SI.

There are also seemingly counterintuitive qualifications for SI leaders. Rather than being well versed in the content, what makes an effective SI leader is an individual who is skilled at developing learning strategies. Often, a "B" student who put in work makes a better SI leader than an "A" student who simply "got it." There have also been some issues with faculty being reluctant to have SI leaders. These issues include improperly utilizing the SI leader in a TA capacity or being unwilling to devote class time to SI leaders. Also, since students have to apply to be SI leaders, and since the qualifications are seemingly counterintuitive, faculty may not recommend a highly qualified student to apply to be an SI leader. There is much-needed clarity among both students and faculty in regards to SI leader staffing.

DISCUSSION and RECOMMENDATIONS

Overall, the main issues that need to be addressed are offering more SI sections and advertising them as soon as possible and increasing student attendance in SI. There also needs to be an improvement in working with Black students, male and female, to ensure that they benefit from SI as much as other student populations. Below are some recommendations for SI taken from the University of Missouri-Kansas City. A comprehensive list of their suggestions is available as a separate document that will be made available with this report.

RECOMMENDATIONS

- SI students should attend Bloom and other equity, multicultural and implicit bias training. Attending the training will help to increase our Black and DPS students' successful outcomes.
- To increase SI attendance, Instructors should use success data to show the difference in success rates for students who attended SI versus students who did not. This data should be specific to positive attendance and not just a comparison between SI and non-SI sections.
- Faculty should also be shown the success data so they will be more likely to participate in SI.
- SI should launch an educational campaign to inform faculty and students of what makes an effective SI leader. Many faculty and students may assume that content knowledge is vital to being an SI leader. Dispelling this myth may go a long way in enticing students to apply to be an SI leader and guiding faculty to look for the students who display the behaviors that would make an effective Si leader.
- Faculty should routinely encourage SI participation for all students, even "A" students. Once faculty understand the criteria for an effective SI leader they should share these criteria with their students. Sharing the criteria can assist in eliminating any possible stigmas surrounding SI as something only for students who have poor grades.
- SI leaders and faculty can utilize student testimonials. Often students trust the recommendations of their peers over the recommendations of faculty. This can be part of an outreach campaign.

LIMITATIONS AND FURTHER RESEARCH

The primary limitation of these recommendations is that they are geared more toward the short-term rather than long-term. A more long-term goal would be to transform the way SI is staffed. Ultimately, it would be ideal if students could know as far in advance which sections offer SI before they register. This goal is challenging and will require more time and research

APPENDIX A. STUDENT DEMOGRAPHICS OF SI ATTENDEES (FALL 16)

Fall 2016

	Total Unique Students*	Total Visits*
Population	1,025	5,679
Male	32%	31%
Female	66%	68%
Unknown Gender	2%	2%
<20	34%	28%
20-24	39%	40%
25-29	14%	15%
30-34	5%	6%
35-39	3%	3%
40-49	5%	3%
50+	2%	2%
Black/African American	10%	10%
Asian	5%	4%
Hispanic/Latino	63%	64%
Pacific Islander	INS	INS
Native American	INS	INS
White	16%	17%
Two or more	INS	INS
Unknown Race	1%	1%
Military	INS	1%
Foster	INS	<1%
DPS	7%	9%
Low SES	43%	33%

Suggestions for Improving Attendance in SI Sessions **Revised April 20, 2000**

Because of the voluntary nature of SI attendance outside the course lectures, the issue of SI session attendance will be a continuing issue for all programs. A variety of factors can influence the participation rates: academic difficulty perception by enrolled students, percent of students from previous academic terms receiving D and F final course grades and withdrawals, class size, knowledge-level of the SI program by students, percent of students living on or near the campus, percent of full-time/part-time students.

Estimating SI attendance for the course. While the historic participation rate at the University of Missouri-Kansas City has averaged 38 percent for all courses where SI was offered during the academic term, there have wide variances within individual courses. Also, another issue is the number of times that students choose to attend SI. It is important not only to have high total participation rates -- students attending at least one SI session -- but also that they come regularly. SI research suggests that there is a positive relationship between increased SI attendance and higher final course grades.

An exception to this finding is for students who attend 20 or more times per academic term. Research suggests that these students generally would have dropped the course, but persist to the end of the academic term and earn grades of C. With non-math/science majors taking college algebra, occasionally these students may be satisfied with a grade of D since this may be a passing grade for these majors. It appears that these students work hard enough to get the grade they need in this course and then devote their energies to other courses.

Getting off to a good start on the first day. It is assumed that the SI leader has delivered a well-planned and rehearsed first day announcement to the students in the course. While the presentation may be short -- ten minutes -- it will establish the credibility of the SI leader and the program in the minds of the enrolled students. Using data from previous academic terms, it is helpful to report the positive difference in grades for SI participants compared with the non-participants. If this is the first time that SI will be offered in connection with this course, use data from other courses. If this is the first time that SI has ever been offered on campus, use data from the national data base maintained by UMKC. It is critical that the first-day presentation goes very well. The SI leader ought to have an outline of the speech on large note cards that they hold as they deliver their short talk. Many SI programs report that also having a one-page overview handout that contains many points made during the presentation is very helpful. A few programs have even developed a short three to five minute video tape with former SI participant testimonials to help make this first-day presentation even more effective. It might be possible to do a mock SI sessions that lasts five minutes or so in the class with the professor's permission.

Suggested topics for the SI overview talk with the students during class: what is SI, why this class has SI, how SI works, why SI works, research on outcomes of SI attendance (using data from the campus as well as the national SI data studies), who should attend SI sessions, what SI can and can not do, how often students should attend SI sessions, what happens during SI sessions, among other possible topics and issues.

Suggestions from other SI programs. The following suggestions have been contributed by staff from the SI network from across the globe. The SI supervisor should discuss these strategies with the course professor ahead of time. Sometimes the course professor would need to spend additional time or give

permission for the activities to occur. The UMKC program uses many of these strategies. Feel free to contribute successful strategies that you develop at your institution. Please send them to UMKC so that they can include them with future editions of this list. Send suggestions to David Arendale, arendaled@umkc.edu

Activities before the beginning of the academic term by the SI supervisor:

1. Give announcements about the SI program during new student orientation programs. Include information in orientation print literature. This develops an awareness of SI and they will be more receptive to the first-day announcement given in courses that have SI.
2. Give announcements about the SI program during parent orientation programs. They can advocate students to attend SI sessions during telephone calls during the academic term, especially if students mention challenges with the academic course material.
3. Be sure that all academic advisors are aware of the SI courses so they can encourage students to enroll in their courses. Provide a schedule of classes that will have SI support for the academic term.
4. Provide information in the course listing registration booklet concerning the SI courses and basic information about the program.
5. Some SI programs report that they preschedule one SI session meeting time for these courses and list this information in the registration booklet. This gives students an opportunity to schedule their other courses around the SI meeting time. Often the prescheduled SI session time is just before or after the course lectures. These times are historically popular with students. The rest of the SI session times would be scheduled after enrolled students completed the SI survey on the first day of class.
6. Gain the support of academic tutors, student lab assistants, lab instructors, recitation leaders, graduate teaching assistants, and others to encourage students to attend SI sessions. Work with them to differentiate the service available through SI sessions and how it complements and enhances the services provided by the others.
7. Establish an Internet web page that provides information about the SI program. This can provide times and places for SI sessions, a forum for on-line chat room SI sessions, descriptive material about SI, and a location for interested SI leaders to post information about the course (e.g., handouts, text questions predicted).

Activities by the course professor during the academic term:

1. To encourage attendance, ask the course professor to prepare mock examination questions and announce to the students that these worksheets -- while available to everyone in the course -- will only be discussed during the SI sessions. Make copies of the mock examination available in the back of the classroom.
2. The course professor could post one difficult problem or concept on the blackboard in class and state that this will be discussed during SI this week.
3. The course professor regularly (i.e., weekly) gives verbal encouragement for ALL students in the course to attend SI. It is critical that the professor not just invites students who are receiving poor grades. If the reputation for SI develops that it is only for poor students, students will not come to avoid the remedial stigma.

4. Let it be known that the mock examinations developed by the SI leader have been reviewed by the course professor and that they fairly reflect the types of questions to be expected on the upcoming examination.
5. The professor could attach a small handout or bookmark to all exam papers to encourage everyone to attend SI sessions. The SI Supervisor should work with the professor to design and copy the materials.
6. The professor could select one or more of the quality examination questions predicted during SI sessions by the participants to be used on the upcoming examination.

Activities by the SI leader during the academic term:

1. The first day SI handout should include a comparison of final course grades for SI and non-SI participants from previous academic terms for this or similar courses. This handout could be updated throughout the academic term with comparisons of the groups on unit exams.
2. During the second week of class, distribute a short one page handout that summarizes SI. This can help inform the students who have recently added the course.
3. In SI sessions, especially during the first two weeks, the SI leader should reiterate how SI sessions work, the role of the students, and role of the SI leader. As the number of returnees increase, the announcements may be briefer. If new SI participants attend, the SI leader should share this information briefly again. This helps to reduce unrealistic expectations about SI sessions that might lead to some discontinuing attendance at further sessions.
4. SI leaders frequently create a worksheet for SI sessions. It could be an empty matrix box, sample problems, etc. The students in the SI sessions would create the information to put in the worksheet. This is especially helpful in problem-solving courses (e.g., math, science). SI participants report that they like to have a tangible “take-away” from the SI sessions. This helps to fulfill that perceived need.
5. Throughout the academic term the SI leader could distribute reminder handouts to encourage attendance and remind students of the meeting times/locations. These could also give the differences in mean test scores for the SI and non-SI participants.
6. Report the number/percent of examination questions (objective or essay) covered during the SI sessions to the entire class.
7. Include quotations from past SI participants on how SI helped them with promotion handouts.
8. Write the SI schedule on a corner of the black board at before every class session.
9. At the end of each SI session, remind participants of the next SI session time and location.
10. As SI leaders sit in different locations throughout the room over the academic term, they could take the initiative to personally invite students to attend the SI sessions.
11. SI leaders could announce in class that relevant study strategies will be emphasized at strategic times during the academic term, for example, test taking skills before a major examination.
12. When permissible, use old unit tests in SI sessions to help students formulate possible test questions for upcoming exams.
13. Provide book marks for the students in the class throughout the academic term. The book marks should include the SI schedule.

14. SI leaders should sit in different places in the classroom to meet new students and be more accessible for questions about the SI program. This also allows the SI leader to model good lecture note taking strategies for more students in the class who may observe him or her during the class.
15. With the professor's permission, the SI leader could place a difficult problem or concept on the blackboard and announce to the class that it will be discussed during the next SI session. The SI participants would then work to providing an accurate and complete answer to the question.
16. Copies of handouts and mock exams could be made available during class. The SI leader could explain that these were samples of the types of activities that are accomplished during SI sessions.
17. Create large posters to put on bulletin boards in the classroom and place some in the hallways outside the classroom that remind students of SI benefits, SI session times, and SI session locations.

Activities by the SI Supervisor during the academic term:

1. After the first major examination, the SI Supervisor gather test scores and prepare a one-page report concerning SI vs. non-SI test differences back to the class: test score mean, A and B percent rate, and the D, F or course withdrawal rate. The SI leader would distribute the finished handout to the course.
2. If attendance is very low, have the SI Supervisor meet with the class for the last five minutes of a class session. During this time the course professor leaves the room and the SI Supervisor solicits comments from the students on reasons for low attendance. The SI Supervisor informs the class that if attendance does not improve the SI sessions will be canceled.
3. With permission from the book store director, one SI Supervisor printed book marks with SI information and the prescheduled SI session. The book mark was placed at the end of the first chapter inside the required textbook for the course. At their institution one SI session is preplanned before the beginning of the academic term. [Usually just before or after a class sessions.]
4. Resurvey the class to see if the initial assignment of SI sessions is still the best times for the class.
5. If the class has graduate teaching assistants, student lab assistants or the like, solicit their assistance in encouraging student attendance.
6. Create an SI awareness video tape of three to five minutes to play during the first or second class period of the course. Include comments from former SI participants.
7. If SI is offered in several courses each academic term, place an advertisement in the student newspaper listing the SI schedule. Also, include a short description of SI or provide comments from SI participants.
8. If the SI sessions have not been viewed recently, observe several SI sessions. While not a pleasant thought to consider, the students may be "voting with their feet" and are not attending the SI sessions because of something that the SI leader is doing. With the intense time pressures facing many students, they will make quick judgements regarding the value of the SI sessions. These students will express their views to others enrolled in the course. Research with customer service reveals that when a person has a bad experience, they tell their friends about the incident. Then these people will tell others. Research suggests that each incident of bad service is shared with ninety-seven other people. This reinforces the need for clinical supervision of the SI program. Is the SI supervisor attending the first six SI sessions for the academic term? Is the SI supervisor spot checking every week or two throughout the rest of the term?

9. Meet with the faculty member once or twice during the academic term. The more clearly the professor understand the SI model, the easier it is for them to see it as something that is worthy of their time and support. They will be more likely to say positive things about the program in class.
10. Ask for a few minutes to share about the SI program during an academic department meeting. This provides a public forum to share about the SI program and build more support from the academic department.
11. Advertise the SI program in the campus newspaper. This helps to build a public support for the SI program and that it can be beneficial for all students.

Activities after the academic term:

1. Review the criteria for selecting this course originally. Sometimes the reason for low attendance is that students do not perceive this course as difficult. Check to see if about 30 percent or more of the students are receiving final course grades of D and F or are withdrawing from the course. If the general impression by enrolled students is that most students receive passing grades, even academically under prepared students may think that they may survive the course since nearly everyone else is passing. While the course may be perceived to be difficult by faculty members, academic advisors or department chair persons, the most important perception is the one held by the students enrolled in the course. While the 30 percent D/F/W guideline is not mandatory for success in all courses where SI is offered -- perhaps SI is being offered for only a subpopulation of students in the course -- this guideline has often identified courses that enrolled students would also identify as historically difficult for any student who is in the course.
2. If the class has graduate teaching assistants, student lab assistants or the like, see if students attended their sessions instead of attending SI sessions. On a few rare occasions, these individuals have offered activities that looked similar to SI sessions. If they do -- which is a pleasant compliment -- you may need to discontinue SI in this course due to duplication of service. When given a choice, students may go to graduate teaching assistants instead of SI sessions -- especially if the GTAs also serve as graders for the course professor.



President's Equity Council **HIRING WORKGROUP**

Workgroup Members: Andrea Dutton, Leta Ming and David Rentz
Consultants: Susan Hardie, Cindy Walker

PHASE ONE: PRELIMINARY ASSESSMENT

The Hiring Workgroup met six times from October 2017 through March 2018. Our objective was to research best practices in hiring and to develop a model to advance equity and diversity in the Chaffey hiring process.

We began with a brainstorming meeting during which we broke down the hiring process into various steps: 1. Prospective 2. Job launch and Recruitment/Marketing 3. Screening, 4. Interviews, 5. Management Decision. We decided to put focus areas 2-4 (although we recognized that getting more diverse, qualified candidates in the pipeline is an important issue that we would like to address through mentoring of our students, etc.).

Our initial task involved looking into three different areas:

- 1) Hiring procedures from other institutions: We obtained hiring procedures from a variety of different institutions (Santa Barbara Community College District; San Bernardino Community College District; UCR; Pasadena City College; and Morehouse College (we were not able to get documents from other local private institutions), but reviewing the hiring procedures from other institutions did not yield anything significant or obviously wrong about our process and did not result in any action on our part.
- 2) Chaffey College job announcements and interview questions: Our review of the twenty-six Chaffey job announcements and interview questions for classified staff, full-time faculty, a dean, and a program director revealed that there was an opportunity to revise the announcements and questions in order to include more diversity throughout, so we decided to focus our efforts on revising these questions.

After this review process, we decided to focus on full-time faculty given that faculty, as opposed to staff or management, is the area where diversity is most lacking. Although we recognize the importance of part-time faculty, the process to hire them typically occurs on a much more informal and department-specific basis, and at this time, we decided to focus on the formal processes that we have in place.

PHASE TWO: RADIOLOGIC TECHNOLOGY TEST CASE

The Workgroup decided to work on the Radiologic Technology Instructor position as a test case for our diversity efforts. Workgroup member Andrea Dutton had been on the hiring committee the year before

when it was flown unsuccessfully and was appointed to the committee again, so she was fully aware of the pitfalls they encountered in the past and the needs of the department.

We made recommendations for changes in both the job announcement and the interview questions. For the job announcement, we added such terms as “equity,” “multi-culturalism” and “diversity” throughout, so that applicants would know even before applying for the job that it required a person who was responsive to the diverse Chaffey student body. In terms of the interview questions, we examined the ones used for the Radiologic Technology position the year before. Instead of limiting diversity to a single question as had been done in the past, we integrated diversity and equity into several of the questions and created new questions.

Our suggestions for the job announcement were so well-received by Susan Hardie that she incorporated our changes into all of the faculty jobs in the Spring 2018 recruitment cycle that were not yet posted, which was the majority of these positions.

When the Radiologic Technology screening committee met, Human Resources provided both the original set of questions plus the revised set for them to reference in developing their interview questions. Andrea reported that the committee found the reference questions “extremely helpful” for the question development and in fact, retained all of the diversity and equity questions to be used in the actual interviews.

PHASE THREE: INTERVIEW QUESTION MODELS FOR HIRING COMMITTEES

Buoyed by the success with transforming the Radiologic Technology materials, we decided to work on creating models of interview questions to provide to active hiring committees to guide them in crafting their own interview questions. Using actual questions that had been used in prior searches as a starting point, we created two reference documents for distribution, each of which shows the original language found in questions from previous searches along with our revisions so that readers would be able to see clearly what changes had been made. The two documents were as follows:

- 1) A full complement of interview questions for a single position: We used two past Music Department Instructor searches. Although we had revised the Radiologic Technology position questions successfully, we would not be able to circulate the changes to other hiring committees because it was a live search, Thus we had to revise a different position. Workgroup member David Rentz had been on the hiring committees for the Music searches and had the internal knowledge to revise their past interview questions in a discipline-specific way, so we decided to use those positions as out models.
- 2) A list of revised single questions grouped by type of question (the types included: role/mission, teaching methods, mentoring, beyond the classroom): We took interview questions used in past recruitments and altered them to address issues of equity and diversity, and we also introduced some new questions. Many of our questions built on a March 2017 list of “diversity questions” generated by the Visions EEOC Sub-Committee (a group that emerged out of PEC) from March 2017. In the process, we reached out to Cindy Walker, who headed up the Visions EEOC Sub-Committee, and she has joined our PEC Hiring Workgroup on an advisory basis and helped us craft the interview question documents.

These documents were supposed to form a packet that would be distributed to all faculty hiring committees. Anecdotal evidence suggests that only some hiring committees received the packet. We also wrote a memo to explain the intent of the documents to the hiring committees, but this memo was

not distributed with the documents. We would like to follow up with Human Resources to understand why it was deemed unnecessary and why not all of the committees received the packet.

PHASE FOUR: WRITTEN APPLICATION QUESTIONS (CURRENT AND FUTURE)

The next issue that we wanted to examine was the effectiveness of the diversity questions that are part of the online written application for all positions at Chaffey. The current diversity questions are a product of the Visions EEOC Subcommittee that previously worked on the interview questions. The current written application questions were implemented in January 2017, and according to Cindy Walker, the questions are generating much more useful responses for hiring committees.

The PEC Hiring Workgroup would like to evaluate the results of the new questions, and possibly make suggestions for revisions to these questions in future rounds of hiring. After reviewing a preliminary sampling of the responses under the new questions, we saw that the quality of the responses spans a wide range, and we wondered if the essays were predictive of candidates who would be successful in the process. Our plan for the next year is to grade the essays using a rubric and to compare how the quality of the essays corresponds to the candidates who receive first- and second-round interviews. We will do this for both the former pre-January 2017 version of the questions as well as the current post-January 2017 versions to see if the way the question is worded is affecting the ability of the responses to predict the successful candidates. In addition we will see whether the new version of the question yields more useful information for the screening committees.

MORE NEXT STEPS: ASSESSMENT

We would like to work on getting feedback on and assessing the effectiveness of our work. We may create a survey or conduct a focus group of people who sat on hiring committees to gauge the success of the suite of interview question documents that we created. In addition, we would also like to ask hiring committees how effective they found the pre-January 2017 interview questions as compared to the current ones.



President's Equity Council
DISTANCE EDUCATION WORKGROUP

Workgroup Members: Carol Dickerson, Yolanda Friday, Tara Johnson, and Jennifer Poe

The distance education work group report includes the following sections:

1. Analysis of face-to-face courses compared to distance education courses
2. Analysis of distance education data based on demographic characteristics
3. Equity questions related to student achievement
4. Recommendations

Analysis of Face-to-Face Courses Compared to Distance Education

Based on a meeting with the Distance Education Committee, President's Equity Council members decided to review the success rates for a three-year time period. For the three-year period under review, the overall Success Rates for students enrolled in Face-to-Face courses compared to students enrolled in Distance Education courses are noted below:

Overall Success Rates:			
Time Period	Face-to-Face	Online	Hybrid
2016-2017	71%	67%	66%
2015-2016	71%	66%	70%
2014-2015	73%	67%	76%

Overall, the data reveals that online courses have a lower success rate compared to both face-to-face and hybrid courses. For the academic term 2015-2016, the success rates for the hybrid courses were comparable with the face-to-face courses. However, for the academic term 2014-2015, the success rates for the hybrid courses were higher than the face-to-face courses.

Analysis of Distance Education Data Based on Demographic Characteristics

The Distance Education subcommittee obtained the success rates for a three-year period. The disaggregated statistical data was reviewed for gaps based on demographic characteristics. The below Tables highlight the demographic categories for students who are experiencing low success rates.

Online				
	2014/2015	2015/2016	2016/2017	Comments:
African American:				
Male	56%	50%	60%	Trend is improving
Female	59%	56%	57%	Trend is declining
Hispanic:				
Male	65%	65%	65%	Trend is consistent
Female	66%	62%	66%	Trend is mixed
Pacific Islander:				
Male	--	--	72%	
Female	67%	60%	63%	Trend is declining
Age:				
Less than 20	64%	63%	69%	Trend is improving
20-24	64%	64%	63%	Trend is mixed
25-29	67%	63%	69%	Overall improvement
35-39	75%	69%	65%	Trend is declining
Special Populations:				
DPS	66%	71%	68%	Trend is mixed
Military	80%	61%	63%	Trend is declining
Foster	--	52%	74%	Trend is improving
Low SES	65%	64%	66%	Trend is mixed

The online data reveals that across a three-year period, on average, the success rates for the above populations are below 66%. Of particular concern are students with success rates below 65%. The following students are included in this category: African American male and female students; Pacific Islander female students; students between the ages of 20 and 24; Military students. Despite some of the low success rates, some of the overall trends are improving.

Hybrid				
	2014/2015	2015/2016	2016/2017	Comments:
African American:				
Male	65%	60%	61%	Trend is declining
Female	70%	57%	54%	Trend is declining
Hispanic:				
Male	76%	69%	64%	Trend is declining
Female	70%	65%	64%	Trend is declining
Age:				
Less than 20	63%	57%	60%	Trend is declining
20-24	75%	69%	65%	Trend is declining
Special Populations:				
Military	75%	73%	60%	Trend is declining
Foster	42%	38%	50%	Trend is mixed

Although the success rates for students enrolled in hybrid courses are slightly better than students enrolled in exclusively online courses, the data reveals that African American male students, students who are less than 20 years old, and foster youth are less successful compared to their peers.

Equity Questions Related to Student Achievement

The distance education data reveal that achievement gaps based on demographic characteristics exists. However, there are numerous questions not addressed by the data obtained.

- Based on student demographics, how do the distance education success rates compare to the face-to-face success rates?
- How do the retention rates for distance education courses compare to the retention rates for face-to-face courses?
- What are some learning barriers unique to distance education and how has the institution addressed these barriers?
- What are the success strategies utilized by students who are successful with distance education courses?
- Is there a disproportionate impact on students enrolled in distance education courses based on campus location (i.e. Rancho, Fontana and Chino)?
- Is there an online access issue based on student demographic categories?
- Does the digital divide disproportionately impact students who traditionally fall within the achievement gap?

Recommendations

The distance education subcommittee has the following recommendations that will provide institutional level, equity minded support for distance education courses:

1. Provide President's Equity Council with a copy of the final report based on the findings of the newly formed Distance Education FOSA.
2. Continue to review the distance education statistical data based demographic categories on a regular basis. The review should compare face-to-face success and retention rates with distance education success and retention rates.
3. Training should be provided by @One network of trainers. @ONE provides training and professional development to support the effective use of digital tools and platforms to make California Community Colleges a nationally recognized leader in online teaching and learning. Funding from the California Community College Chancellor's Office Telecommunication and Technology Infrastructure Program (TTIP) ensures that @ONE's offerings are provided for free or a very low cost. Courses are available as webinars, one day training or 4-week online classes. More information can be found at, <http://onlinenetworkofeducators.org/pd/>
Recommended courses include:
 - a. Humanizing Online Teaching and Learning- Research shows that online students are more invested in a class when they have an instructor who cares about their learning success. However, conveying your human presence, empathy, and awareness in an online class requires intention and a toolkit of effective practices. In this class, you will be immersed in a supportive online learning community as you develop humanized practices for your online course will lay the foundation for community building and collaboration.
 - b. Dynamic Online Teaching- Teaching is a dynamic process, and great teachers use feedback and insights to monitor student learning and adjust teaching "in the moment." In addition, great teachers use feedback and data to continually improve their courses. In this 4-week course, students learn a variety of teaching and technology tools that allow you to reflect on your teaching, your course, and your students, that will allow you to build relationships that matter with your students. Students focus on designing customized strategies for dynamic teaching that meets the needs of your current students, while also developing a process for continually improving your online course.
 - c. Equity and Culturally Responsive Teaching in the Online Environment-This course provides community college instructional faculty with an introduction to Culturally Responsive Teaching and Learning (CRTL) pedagogy in the online learning environment. Utilizing an equity framework, the course provides strategies and recommendations for embedding CRTL and other high-impact practices in course design and online classroom practices.
 - d. 10-10-10 Communication that Matters- First impressions really do count, and the first ten minutes a student is in your course can make or break their experience. Designing you course with the needs of diverse students in mind allows you to hit just the right note for the crucial first "introduction" and build intuitive elements that support each student's success. Students discover the power of three important "tens" in their interaction in the course--the first 10 minutes, the first 10 hours, and the first 10 days.
4. To improve distance education success rates, use the above-mentioned training to develop a best practice protocol for both faculty and students.



President's Equity Council
FIRST YEAR EXPERIENCE WORKGROUP

Workgroup Members: Ardon Alger, Chris Brunelle, Sheryl Herchenroeder, Michelle Martinez, and Stephanie Moya

Background

The First Year Experience (FYE) should be used to improve student retention by preparing the student for the transition from high school to college. According to many articles the first year is pivotal in establishing a foundation of persistence by creating a culture of success. The FYE should be larger than one event, program, workshop or course. It should provide experiences inside and outside of the classroom and serve as a foundation from which the rest of the student's higher education experience is built. The program should also provide a seamless and underwhelming understanding of how to navigate the college system.

Research done by the RP Group shows there are six factors that support student achievement, those are:

- Directed – students have a goal and know how to achieve it
- Focused – students stay on track, keeping their eyes on the prize
- Nurtured – students feel somebody wants and helps them to succeed
- Engaged – students actively participate in class and extra-curriculars
- Connected – students feel like they are part of the college community
- Valued – students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

Campus Resources

The First Year Experience Workgroup met with a few departments/programs on campus to learn more about the offerings and opportunities available to students. Those areas included:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Counseling/Welcome Day • Counseling/Senior Early Assessment (SEA) • EOPS Program • Career Center • Faculty Advising • Special Populations • Title III Grant | <p>Additional Areas to meet with:</p> <ul style="list-style-type: none"> • Admissions • Financial Aid • Honors • Student Life • Supplemental Instruction • Transfer Center |
|---|--|

The FYE program should coordinate with each area to design the information shared with each cohort and personalize any information based on the needs of the specific cohort.

Data

Who are our students? (See *Student Data attachment*)

Our team conducted a small focus group including four students (3 males and one female) asking seven questions. The comments from the focus group included the following:

- The initial information given to students is a lot to read through
- Students don't know counselor specialties which might help when scheduling appointments
- Students need help finding the right resources or knowing who to ask questions
- Was uncomfortable about "fitting in" or trying to find a group to identify with
- Important for students to get involved
- The college can use better maps (identify where bathrooms are located, add handicap accessible pathways)
- Students need to establish partnerships/relationships – even with just one person
- The college is a second home
- Would like to see a mentor program
- Still treated like high school students
- Would have liked to understand the registration process sooner
- Would have liked to know about EOPS sooner
- DPS counselor recommended getting tested – resulted in starting to use DPS accommodations and strategies
- Connections are so important
- Less important about being the best program – more important about connections
- Be approachable
- We are family
- Provide a support system
- People want to be here
- Add more student faces to marketing
- Have students conduct the orientation
- Campus Police phone number should be on the campus map

As part of the department visits, staff expressed the following concerns regarding their experience in interacting with students:

- Students don't know what a personal statement is or how to write one (helpful for grants, scholarships, transfer applications)
- Students need to connect with the campus
- A resource card that provides a short list of campus resources with contact information would be helpful for a student's purse/wallet
- Students need help understanding what "matriculation" means
- Students need help understanding the financial aid process
- Transparency is important
- Students need to learn how to navigate the campus and processes
- Students don't understand the difference between degrees and certificates
- Students have a misconception of how to be a successful student

- New students need help with time management

Recommendations

Chaffey College already has many rich assets. It would benefit the college and our students to pull resources to establish a more coordinated approach to engage the student. The FYE would be available to all students. First, students would apply/register to participate in the FYE by completing a form and answering several placement questions. The form will help inform the FYE coordinator what interaction the student has had with the college thus far. Since some students may come from SEA, they may have several of the foundation goals complete, whereas, other students may have only applied to the college and will need help with all foundation goals.

Once students are cohorted based on initial intake placement, they will begin to be scheduled into pathway workshops. First, our workgroup identified general goals that would help establish a foundation for new students to help get them acquainted with the college. This would be the “foundation pathway.” Ideally the foundation pathway would be scheduled to be completed within the first six (6) weeks of the semester. These resources will be presented in workshops and offered to each cohort on a bi-weekly basis. Timeframe will be determined based on information to be shared.

In addition, based on the student’s intake form and upon further interaction with the student in initial workshops, additional pathways will begin to be woven into the framework of the programming. (See Pathways attachment) The engagement should be collaborative and tied to the student’s interests.

There are some workshops/resources that would be time specific and would be scheduled accordingly, such as:

- For those that may be eligible for the EOPS program, they would obtain a short info session that explains the benefits of the program in time for them to submit an application for the spring enrollment (typically around October)
- All students will initially complete an abbreviated educational plan to assist with fall and spring enrollment. However, during the spring semester students will meet again with a counselor to establish an educational plan prior to their summer/fall enrollment.

Another recommendation may be to create a directory of terms that help define acronyms and commonly used language which would be new to a student.

In order to encourage full emersion into the program, benchmarks in the program should be established that would require the student’s participation in order to obtain an incentive (preferred registration, book grant, etc.)

At the close of the FYE, students should have basic knowledge of how to navigate the college and the resources available to them. They should also be able to name one faculty and one staff member that they can go to for assistance. They will also have had at least one intentional meeting with a counselor and faculty advisor based on their degree objective. These intentional efforts will help make students feel connected to the campus.

Infrastructure

The FYE program will need a coordinator to oversee the day-to-day operations of the program and establish relationships with all the coordinated programs and activities planned for the year. The program will also need administrative support to establish and maintain the intake form, monitor

student progress, schedule rooms, and schedule speakers and activities as planned. Starting with a network of people who look like our students would be powerful, both as a motivator and as a support system. However, in considering sustainability, upon completion of the inaugural year, the program should incorporate peer mentors who have completed the program to assist new students in the following years. Student ambassadors can also be utilized to assist with the orientation, campus tours, and potential engagement activities.

Evaluation

The FYE program will need to work with Institutional Research to establish evaluations for milestone points in the program. The evaluations will then be reviewed for adjustments prior to the start of the next year.

Marketing

Our workgroup discussed marketing options for the program. We suggest establishing a welcome packet that includes valuable information and a brochure about joining the FYE program which gets mailed to each new student. The brochure can also be distributed as part of the SEA initiative. Counseling is also coordinating a “Welcome Day” that will be offered at all three campuses over the summer, this would be another opportunity to engage with new students and their families. Once the college website redesign is complete, this will be another opportunity to market the program and its opportunities.

Conclusion

It is imperative to provide an engaging environment, both inside and outside the classroom, in order to improve learning, support development and provide a sense of belonging for all students. As the program’s infrastructure is solidified the program can then be pushed to the Fontana and Chino campuses. Staffing and logistics will be evaluated when this next phase of implementation is approved.

It should also be noted that this transition can occur in many forms as some students don’t come straight from high school. Students may have family obligations that delay their ability to complete college right out of high school, others may not have had a good experience the first time around and decided to start again, while others may find that they need to further their education to advance in their career. These populations should not go unnoticed. Therefore, it may be considered that upon successful implementation of a FYE, a second year experience (SYE) be established to support students transitioning from life events other than high school in order to accommodate multiple entry points. The SYE can also continue engaging with students who complete the FYE. The SYE can also include assisting students with attending conferences, preparing to transfer, and continuing the peer/faculty/staff mentoring. More robust programming can be developed once a FYE is established.

**Student Data
Spring 2014 to Spring 2018**

	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Headcount	18,668	19,405	18,426	20,490	19,718	21,633	20,275	21,994	20,766
First Time Students	NI	3,178	287	5,013	410	3,572	1,912	NI	NI
Gender									
Female	56.5%	57.7%	56.3%	57.5%	57.9%	57.7%	57.9%	58.4%	58.5%
Male	40.3%	42.0%	40.9%	42.3%	41.7%	42.2%	42.0%	41.5%	41.0%
Ethnicity									
Hispanic	57.7%	60.5%	61.2%	63.2%	63.1%	64.1%	63.3%	65.5%	64.9%
AA	10.4%	9.9%	9.4%	9.1%	8.9%	9.2%	9.1%	9.1%	9.0%
Age									
19yrs – Younger	26.5%	29.8%	26.1%	29.7%	26.7%	30.1%	26.0%	29.6%	26.2%
20yrs – 24	42.7%	40.5%	42.7%	40.0%	41.3%	38.6%	41.0%	38.3%	39.7%
Enrollment									
Full-time	26.9%	26.4%	24.2%	26.2%	25.3%	26.6%	25.7%	25.2%	24.9%
Part-time	73.1%	73.6%	75.8%	73.8%	74.7%	73.4%	74.3%	74.8%	75.1%
Day Only	52.6%	53.8%	54.3%	56.2%	56.0%	55.3%	55.2%	56.2%	57.1%
Residency									
Resides in Chaffey District	72.8%	72.4%	72.5%	72.0%	71.6%	71.0%	72.0%	70.5%	70.7%

* NI - No Information

Pathways

Foundation	Academic	Engagement	Skills	Focus/Theory
<ul style="list-style-type: none"> • Complete assessment testing • Complete an orientation session (online, in-person, or via SEA) • Complete an (abbreviated) Educational Plan • Complete a FAFSA application • Enrollment in the Panther Promise Program (if eligible) • Take a campus tour • Obtain their student ID card • Learn how to check/utilize their panther email • Learn how to understand a syllabus 	<ul style="list-style-type: none"> • Take English and Math in their first year • Meet with a Faculty Advisor • Connect students with programs: <ul style="list-style-type: none"> ○ 2+2+3 ○ STEM ○ Honors • Connect students with internship opportunities 	<ul style="list-style-type: none"> • Attend select activities from the following: <ul style="list-style-type: none"> ○ Welcome Back ○ Club Rush ○ Transfer Fair ○ Career Expo ○ Athletics/Arts Events • Encourage participation: <ul style="list-style-type: none"> ○ GPS Centers ○ Success Centers ○ Supplemental Instruction ○ College Scholarships • Provide introductions as needed: <ul style="list-style-type: none"> ○ CalWorks ○ DPS ○ EOPS ○ Student Health Services ○ Career Center ○ SPEP/Transitional Services 	<ul style="list-style-type: none"> • Financial Literacy • Study Skills/Test Taking Strategies • Time Management • Essay Writing • Resume Writing • Networking Skills • Interviewing Skills 	<ul style="list-style-type: none"> • Athletes • International Students • STEM Focus • UMOJA • Puente • EOPS



President's Equity Council **ACHIEVEMENT GAP WORKGROUP**

Workgroup Members: Graciela Arriaga-Sosa, Baron Brown, Raymond Cuellar, Melissa DiLorenzo

EQUITY INDICATOR ANALYSIS (Access; Course Completion; ESL and Basic Skills Completion; Degree and Certificate Completion; Transfer) Please describe in narrative format both the equity indicator and the initiative under review:

The achievement gap refers to disparities in academic success that are found across groups, such as race/ethnicity and gender. At Chaffey College, the indicators of academic success include, but are not limited to, course completion, degree and certificate completion, and transfer. In examining published literature on the achievement gap, several potential reasons for educational disparities were uncovered. It is unclear how accurate these reasons are for our students; as a result, numerous recommendations are proposed.

Wood, Harris, and White (2015) identified three primary areas that men of color in the community college setting experience which may serve as barriers to academic success. Included among these areas are: External pressures, racial and gender stereotypes, and societal inhibitors.

Regarding external pressures, compared to their white male counterparts, male students of color experience lower income, more financial obligations (e.g., working to pay for education), more stressful life events (e.g., foreclosure and loss of a job), and a higher percentage of transportation challenges (Wood et al., 2015). Furthermore, community college students often have children, and about three-quarters of them have jobs (Wyner and Carnevale, 2014). In addition to external pressures, male students of color frequently experience racial (e.g., being viewed as deviant) and gender (e.g., education being seen as "feminine") stereotypes (Wood et al., 2015) that may be impactful on their education. Finally, a number of social inhibitors have been identified as contributing factors. For instance, compared to white students, African American (Wood et al., 2015) and Latinx (Pérez and Ceja, 2010; Wood et al., 2015) students experience a greater delayed entry into college and more frequent part-time status. Percentages and other factors are shown in Table 1 (on page 2).

All of the aforementioned factors may account for lower levels of success and persistence among students of color, especially for males. Of course, this is not an exhaustive list. Other factors include disparities in college preparation (Pérez and Ceja, 2010), socioeconomic status (e.g., Lee, 2002), "opportunity gaps" in learning (Pitre, 2014), school funding and resources (Perry and McConney, 2010), and teacher expectancies (van den Bergh, Denessen, Hornstra, Voeten, and Holland, 2010).

Table 1. Social Inhibitors across racial/ethnic group (Wood et al., 2015).

Area	Latino	AfAm	White
First generation	81%	74%	--
Remedial education	43%	44%	--
Delay college enrollment	43%	54%	36.2%
Mean years before entering college	4.4 yrs	5.6 yrs	6 yrs
	Men of color = 28-29 yrs		--
Part-time attainment	20.3%	26.1%	38.6%
Full-time attainment	11.3%	4.2%	5.9%

DISPROPORTIONATE IMPACT: Please describe in narrative format the gaps noted in the disaggregated statistical data (gaps based on gender, ethnicity, age, disability status, economically disadvantaged):

Based on 2016/2017 data, provided in a report by institutional research (IR), the following groups have experience significant losses across the multiple areas:

Target Population(s)	Access	English Basic Skills	Math Basic Skills	ESL Basic Skills	Course Completion	Degree and Certificate	Transfer
Race/Ethnicity:							
Asian	-6.2%						
Black or African American		-12.9%	-12.6%		-7.4%	-12.0%	
Hispanic or Latino				-5.0%			-3.4%
White	-9.9%						
More than one race						-1.3%	
Gender:							
Males	-8.9%	-3.8%	-4.1%				
Age Range:							
19 or Younger					-3.9%		
20 to 24 Years of Age		-8.2%				-5.4%	-12.0%
25 to 29 Years of Age		-6.5%		-5.7%		-4.3%	-31.9%
30 to 34 Years of Age			-3.2%			-13.7%	-26.0%
35 to 39 Years of Age	-3.1%	-3.3%		-8.9%			-15.8%
40 to 49 Years of Age	-9.5%	-11.4%		-9.5%		-4.6%	-8.7%
50 or Older	-23.6%	-9.5%				-10.4%	-26.0%
Current or Former Foster Youth					-15.5%	-7.2%	-33.2%
Individuals with Disabilities	-5.6%					-4.6%	-12.6%
Veterans	-3.0%					-5.9%	-6.5%

(Data was provided by Institutional Research, in the report, "Updated Tables: Campus Based Research"; This table was adapted from what was included in the report, by Robert Gomez).

RECOMMEDATIONS: Use the below space to bullet point recommendations

- Assessment scores (coupled with high school records) for low-performing students to confirm whether the student had success with the necessary "baseline high school education" that would facilitate success in a variety of transferable courses;

- Conduct a "carefully articulated" student-based survey or self-reporting exercise to see if student will "self-identify" as to their challenges with academic achievement
- Continue existing efforts which focus on: college readiness; development of 21st Century Skills; purposeful, clear and guided pathways; and institutional support systems.
- Equity funding should be prioritized based on the specific identified disproportionately impacted populations (e.g., develop programs that directly target African American male students; develop and implement transfer strategies that directly target Latino students).
- Improve technology resources and infrastructure. Implement early alert system to contact students at the first sign of trouble and direct them to help. System should allow for two-way (faculty-student communication).
- Increase access and delivery of robust student, faculty, first generation and familial interactions and services.
- Increase opportunities for mentoring (faculty/staff to student, as well as, student peer mentoring).
 - Institutionalize a peer program pairing African American male second and third year students with incoming first-time freshmen.
 - Establish formal mentorship programs between faculty and staff members and African American males.
 - Enlist interested students from AMAN/AWOMAN, PUENTE, UMOJA, Brother's Forum, Sister's Forum, Veterans Center/Club, and Student Government
- Streamline and increase the number of formal articulation and partnership agreements between middle schools, high schools, community college and universities to begin to prepare students for college at an early age. Partnerships should be strategic and facilitate ongoing discussions regarding instruction, career counseling, financial aid options and guided pathways.
- Initiate learning communities for students to help increase completion rates in foundational skills courses (e.g., establish African American male learning communities and cohorts; scale Puente Program, etc.).
- Prioritize, fund and evaluate culturally responsive college outreach programs, practices, and partnerships that facilitate transfer. Programs should focus on identified disproportionately impacted populations and process should be cyclical to ensure ongoing improvement.
 - Develop an orientation program designed to target the needs and concerns of African American males and other disproportionately impacted populations.
- Provide ongoing financial aid counseling which emphasizes benefits of full-time enrollment.
- Identify and promote financial need-based scholarships for disproportionately impacted students at the community college and 4-year institution level. Provide student assistance in securing these resources.
- Develop mechanism to identify students with +60 baccalaureate level units and pair them with counselor to develop and execute personalized transfer plan.
- Expand professional learning opportunities on critical topics and issues (e.g., multiculturalism, implicit bias, historical trauma, double-loop learning, etc.).
- Encourage faculty members to include in their coursework the significant contributions made by disproportionately impacted populations.
- Create campus activities that engage disproportionately impacted populations in the school culture.
- Employ and increase number of African American faculty, counselors, and staff or others who are interested in the success of African American male students.
- Provide mandatory "Intrusive counseling" for students falling under certain substandard performance criteria, bolstering counseling with a Peer Counseling, Faculty Advising, and Co-counseling/FA approach

**AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD**

June 28, 2018
Board Meeting Date

TOPIC **APPROVAL OF MINUTES, MAY 24, 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 May 24, 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 May 24, 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 Thursday, May 24, 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 (was 20 minutes late),
Ms. McLeod, Mr. Ovitt, Ms. Contreras (Student Trustee)

Members absent: Ms. Roberts

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 2:01 p.m. Closed session was adjourned at 3:09 p.m.

STUDY SESSION

A study session commenced on the following topics:

2018 Chaffey College Student Success Scorecard

Dean Jim Fillpot reported the results of the 2018 Scorecard. Mr. Fillpot's presentation included: scorecard metrics; college profile; math, English, and ESL; completion metrics; Career Technical Education (CTE) metrics; cohort definitions for Skills Builders and Transfer-Level Achievement; remedial progress rates; two-year transfer level achievement rate; persistence rate; 30-units earned rate; completion rate; CTE completion rate; Skill Builders data; statewide comparison; five-year trend comparison; and strategies to promote scorecard outcomes.

Trustee Gloria McLeod asked what accounted for the dip in performance for ESL students in 2016-2017. Dean Fillpot responded that some of the reasons for this were the relatively small population of students taking ESL, and the former course sequence within ESL classes, which made it much more difficult for students to progress. The ESL curriculum has now been restructured to make it more linear and easier to go through.

Dr. Shannon asked Dr. Randall to briefly explain AB 705. She explained that this legislation changes the way students are placed in transfer-level math

and English. Previously, students were not allowed to be placed in transfer-level math and English classes unless they could show a likelihood of success through assessment which caused some students to be disproportionately impacted. With the changes in legislation, colleges can now only offer classes one level below transfer-level rather than the current three or four levels below. Colleges who have already made this change have shown success rate outcomes that have remained steady.

Dean Fillpot stated that this was a good year in that the college has improved on eight of the nine measures in 2018.

Foundation Monitoring Report 2016-2017

Foundation Executive Director Lisa Nashua introduced her team, Janeth Rodriguez and Maritssa Bonilla-Guerra. Ms. Nashua presented on the following: balance sheet for the Foundation; investment earnings; scholarships; increasing access; program support; community partnerships; Foundation special events; Alumni Affairs events; and governmental relations.

Ms. Nashua stated that when she arrived at the college, Dr. Shannon had charged the Foundation with the goal of reaching a half a million dollars in scholarships, and they have now surpassed that goal.

REGULAR SESSION

The regular session reconvened at 3:35 p.m., and Student Trustee Diana Contreras led the Pledge of Allegiance to the Flag.

PUBLIC COMMENTS

Kim Noseworthy shared an article titled "*How to Be a Really Good Bully*" which she believes provides some good insight as to why some managers at Chaffey choose to administer by intimidation. Ms. Noseworthy also discussed the hiring/replacement process and filling vacancies among the classified staff.

Alex Pisaro, DPS student, reported that she believes accessibility is an issue at the college which needs to be addressed. She explained the difficulties with using the restrooms between classes, and the classroom doors for those with dexterity issues. She suggested that the College needs to ask disabled students how to provide accessibility.

Dr. Shannon replied that the College would determine which restrooms are an issue and will work to fix them. President Shannon thanked the student for bringing this issue to his attention.

Trustee McLeod asked Diana Contreras if she has worked with DPS students regarding these issues. Ms. Contreras mentioned that there had not

been a DPS director for a while, but a new director has now started who CCSG will work with to address accessibility and safety issues.

Trustee McDougal suggested that a task force be formed to address these accessibility and safety concerns at all buildings on all campuses. He would like to see a report brought back in 90 to 120 days.

Moises Rosales addressed the Board and stated that during his past three years at Chaffey, he has learned a lot. He thanked every person who has assisted the Dreamers. Mr. Rosales stated that he termed out and there is a new president of the Dreamers Club, and announced that the new Multicultural Center will open this fall. He stated that he would be the first undocumented student to serve as the student trustee at Chaffey College.

COMMUNITY LINKAGES GOVERNING BOARD

Student Trustee Diana Contreras shared that Chaffey College Student Governing (CCSG) held the CCSG Award Ceremony to recognize scholarship recipients, club of the year, and faculty/staff of the year with over 300 guests; and Fuel for Finals at all three campuses in which light refreshments, scantrons, pencils, green books and hygiene kits were available to students.

Ms. Contreras introduced the new CCSG president and student trustee, Moises Rosales. She thanked Alisha Rosas and Janeth Rodriguez for their assistance in writing her commencement speech.

Trustee Gary Ovitt reported that May is a very busy month at the college. He commented that commencement is the highlight of the year and gives us a chance to celebrate the achievements of our students.

Other meetings and events Mr. Ovitt attended include: Chaffey High School NJROTC Military Ball, West End YMCA Golf Tournament, Ontario Library Volunteer Awards, CalWORKS Celebration, National Day of Prayer Breakfast, EOPS Graduation Luncheon, Chaffey District Physically Handicapped Prom, Chaffey High School performance of *Oklahoma*, Children's Fund Golf Committee meeting, Chino State of the City, Chaffey Joint Union High School District Board meeting, Transfer Center Celebration, Jason Anderson Fundraiser, Chaffey High School Alumni Association board meeting, Chaffey College Hotel and Food Services Open House, African/American Celebration of Graduates, Keys to Success Car Giveaway for perfect attendance, Leadership Academy meeting, ACT Annual Retirement Dinner, OPARC 5K Walk, Esperanza Scholarship Foundation Awards, Chaffey High School Baccalaureate, Ontario Chaffey Community Show Band board meeting, and West End YMCA Champions of Youth.

Trustee Lee McDougal reported that he really enjoyed all of the commencement speeches. He felt that the ceremony flowed well. He was happy to reconnect with keynote speaker Reggie Webb.

Mr. McDougal requested a study session on the process for filling vacancies to address the issue mentioned during public comments.

Vice President Gloria Negrete McLeod announced that she attended the commencement ceremony, which was excellent. Ms. McLeod also reported attending the following events: Latino Faculty and Staff Association Scholarship Awards, Montclair to College Graduation Celebration, CalWORKS Graduation and Academic Excellence Celebration, EOPS Graduation Luncheon, Latino Faculty and Staff Association Graduation, Visual and Performing Arts Awards Ceremony, Chino State of the City luncheon, Hotel and Food Services Programs Open House, Black/African American Celebration of Graduates, VN pinning ceremony, ADN pinning ceremony, and Honors Awards banquet. Ms. McLeod also reported that she attended the Dreamers' Event. She thanked everyone who made it possible to attend events in Chino near her home. She stated that all of the programs were terrific, but need to start when they are supposed to start.

Board President Kathy Brugger congratulated everyone involved in coordinating the wonderful graduation ceremonies. She attended the fashion design, interior design, and hotel and food services open houses, Black African American Celebration of Graduates, ADN pinning ceremony and commencement. Ms. Brugger also attended the Chino State of the City event. President Brugger provides ADN and VN graduates with roses every year.

LEGISLATIVE UPDATE

Lorena Corona, manager of governmental relations, provided the following report:

State

- The California Community College League of California supported the transition to a student-centered funding formula; the urgency to reconsider support to the current online education programs; the urgency to invest \$5 million ongoing and \$13.5 million one-time in resources for technological advances and modernization of financial aid offices; support the May Revision proposal to invest \$6 million in one-time resources to address students' growing textbook costs by supporting community college open educational resource (OER) expansion; urgency to included funding for all projects approved by the Board of Governors in the 2018-19 budget as part of its 2018-19 Capital Outlay Spending Plan; urgency to consider augmentations to the Cal Grant B award and an increase to the number of annually authorized competitive Cal Grants; and commending the

Governor for supporting the 10.93 percent community college share of the Proposition 98 split in the 2018-19 proposal.

Federal

- House members have signed a discharge petition to circumvent Republican leadership and bring four immigration proposals to the House floor.

Ms. Corona praised Tiffany Coleman and Donna Colondres who did a wonderful job in coordinating the Black African American graduation ceremony.

PRESENTATIONS

- a. Presentation of Plaque to Student Trustee Diana Contreras – Board President Brugger presented a plaque of appreciation to outgoing Student Trustee and Chaffey College Student Government President Diana Contreras. She wished her success in her future academic journey.

FOUNDATION

Lisa Nashua, executive director of the Foundation and governmental relations, distributed an update regarding foundation and alumni relations activities. Her report included: Grad Fest, Cap Decorating Party, alumni on campus, alumni engagement, golf tournament, Foundation Mini-Grant Program, Private Foundations, Endowment Stewardship, Annual Fund and Chaffeyans.

Ms. Nashua thanked Gary and Sue Ovitt for sponsoring a tee sign, Lee McDougal for his continued support of the golf tournament, and Kathy Brugger for sponsoring two foursomes.

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 (4:0) vote.

Employment of:

Alexandra Ortega to the position of counselor, disability programs and services, 1.0 FTE, 11-month tenure-track assignment effective July 1, 2018.

Shelli Martinez to the position of educational program assistant, counseling, 1.0 FTE, 12-months, range 20, step A of the CSEA salary schedule, effective June 1, 2018.

Isaac Garcia to the position of instructional assistant III, biology, 1.0 FTE, 12 months, range 13, step A of the CSEA salary schedule, effective June 1, 2018.

Manar Hijaz to the position of instructional specialist, Chino success center, 1.0 FTE, 11-month tenure-track assignment effective July 1, 2018.

Athalie Sapp to the position of instructional specialist, multidisciplinary success center, 1.0 FTE, 11-month tenure-track assignment effective July 1, 2018.

Cabrina Alviar to the position of instructor, art (graphic design), 1.0 FTE, 10-month tenure-track assignment effective August 15, 2018.

Stacy Scibelli to the position of instructor, fashion design, 1.0 FTE, 10-month tenure-track assignment effective August 15, 2018.

Hannah Lucas to the position of instructor, psychology, 1.0 FTE, 10-month tenure-track assignment effective August 15, 2018.

Hourly personnel including adjunct faculty, contract faculty overload, and short-term workers.

Myriam Arellano to the temporary, unclassified, professional expert position of accounting manager, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Stephen Lux to the temporary, unclassified, professional expert position of administrator, campus police, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Darryl Seube to the temporary, unclassified, professional expert position of deputy chief of police, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Alan Braggins to the temporary, unclassified, professional expert position of deputy sector navigator, advanced manufacturing, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Matthew Morin to the temporary, unclassified, professional expert position of director, adult education and high school partnerships, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Michael Goss to the temporary, unclassified, professional expert position of director, center of excellence, region 9, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Adrienne Grayson to the temporary, unclassified, professional expert position of director, special populations and equity programs, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Prentice Harris to the temporary, unclassified, professional expert position of facilities rental site supervisor, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Karena Jimenez to the temporary, unclassified, professional expert position of grant liaison, economic development, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Natalie Weaver to the temporary, unclassified, professional expert position of grant liaison, economic development, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Luke Meyer to the temporary, unclassified, professional expert position of labor market research manager, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Richard Levine to the temporary, unclassified, professional expert position of maintenance manager, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Isabel Bogue to the temporary, unclassified, professional expert position of manager, administrative application services, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Sarah Riley to the temporary, unclassified, professional expert position of manager, facilities development, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Lorena Corona to the temporary, unclassified, professional expert position of manager, governmental and external relations/transitional services, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Thomas Allison to the temporary, unclassified, professional expert position of manager, legal studies pathways, effective June 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Elizabeth Almanza to the temporary, unclassified, professional expert position of project director, upward bound program, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

James Caldwell to the temporary, unclassified, professional expert position of sector navigator, energy and utilities, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Rustico Antolin to the temporary, unclassified, professional expert position of simulation technology specialist, effective August 13, 2018, through May 24, 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:

Therese Coming to the position of admissions and records assistant, 1.0 FTE, 12 months, range 18, step F of the CSEA salary schedule, effective June 1, 2018.

Contract Employees Working During Non-Contract Months

Linda Lamp to the temporary, unclassified, professional expert position of director, grant effective July 1, 2018, through October 31, 2018, under the terms and conditions of the employment agreement.

Melissa Sipma to the position of instructional assistant II, multidisciplinary success center, 1.0 FTE, 12-months, range 9, step B of the CSEA salary schedule, effective June 1, 2018.

Annette Henry to the position of interim dean, kinesiology, nutrition and athletics, 1.0 FTE, 12 months, range 32, step A of the management salary schedule, effective May 18, 2018, through June 30, 2018.

Ruth-Ann Garcia to the temporary, unclassified, professional expert position of interim director, transfer center, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

Sam Gaddie to the temporary, unclassified, professional expert position of sustainability and environmental safety officer, effective July 1, 2018, through June 30, 2019, under the terms and conditions of the employment agreement.

The Governing Board approved an Interjurisdictional Exchange Agreement for Robert Rundquist

The Governing Board approved an amended reduced workload, instructor, gerontology, 2017-18.

The Governing Board approved an amended reduced workload, instructor, gerontology, 2018-19.

The Governing Board approved the request for an unpaid leave of absence for Giovanni Sosa, administrative assistant II, for the period of February 5, 2018, through May 25, 2018.

MONITORING

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

2018 Chaffey College Student Success Scorecard

Foundation Monitoring Report 2016-2017

Quarterly Investment Report

CONSENT AGENDA

A motion was made by Lee McDougal, seconded by Gloria McLeod, to approve the consent agenda as presented.

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

Through this action, the following were approved (Approval of Minutes, April 26, 2018 through Professional Expert Compensation).

GOVERNANCE PROCESS

The minutes of the April 26, 2018, regular board meeting were approved as presented.

The Governing Board changed the date of the October board meeting to Tuesday, October 23, 2018.

The Governing Board received the board policies for second reading and adoption.

The Governing Board adopted rules defining the role of the student trustee for the period June 1, 2018, through May 31, 2019.

ACADEMIC AFFAIRS

The Governing Board approved one new course, 29 course modifications, and study, 15 program of study modifications, and one program of study deactivation for the *Chaffey College 2018-2019 Catalog*.

BUSINESS/FISCAL AFFAIRS

The Governing Board authorized the district to issue and execute all necessary documents for the Solar Project to reduce the amount of retention withheld from 5 percent to 2 percent, in accordance with the terms and conditions of Contract No. 16P39 with Borrego Solar Systems, Inc., of San Diego, California.

The Governing Board approved the budget increase of \$484,783 to the 2017-2018 restricted general fund budget for year one of the Guided Pathways allocation.

The Governing Board approved a \$35,000 budget augmentation and term extension of 7/1/2018 through 8/31/2018, for the California Community Colleges Chancellor's Office existing Deputy Sector Navigator Contract currently ending on 6/30/18.

The Governing Board adopted Resolution 52418, 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 authorized the District to enter into a five-year agreement with Konica Minolta USA Business Solutions, Inc. for District-wide copier leases, for a total monthly lease payment of \$8,976.25, which includes equipment and up to 300,000 monochromatic prints and 10,000 color prints. Additional prints will be charged at an agreed upon per-page rate of \$0.0064 for monochromatic and \$0.04 for color. This procurement is made by means of an existing public agency contract (piggybackable contract) with the Foundation for California Community Colleges, contract number CB 13-011.

The Governing Board approved two new members to serve on the Measure L Bond Citizens' Oversight Committee.

The Governing Board approved the Participation Agreement No. 2017/20-17-B Strong Workforce Program between Riverside Community College District and Chaffey Community College in the amount of \$914,358 for the period of July 1, 2018 through December 31, 2020.

The Governing Board approved Resolution 52418A authorizing application to the Director of Industrial Relations, State of California, for a certificate of consent to self-insure workers' compensation liabilities.

The Governing Board approved the Participation Agreement No. 2017/20-17-B (P10) Strong Workforce Program between Riverside Community College District and Chaffey Community College in the amount of \$14,641 for the period of January 1, 2018 through December 31, 2019.

The Governing Board approved amendment no. 1 to the sub-award agreement between Chaffey College and University of California, Los Angeles to fund year two of the grant in the amount of \$27,635 with a term of 3/1/18 through 2/28/19. The amendment also confirms that year one unspent funds of \$44,731 can be carried over to the next year of the grant.

The Governing Board approved the amendment to the Vocational Education and Training Services fee-for-service contract with the County of San Bernardino in the amount not to exceed \$2,500,000 effective July 1, 2018 through June 30, 2019.

HUMAN RESOURCES

The Governing Board approved the district's annual submission of the EEO Fund Form affirming that funding use is in compliance with the Multiple Method Allocation Model pursuant to title 5, section 53030.

The Governing Board approved the Confidential Professional Development/Evaluation Plan.

The Governing Board approved that the district enter into an interjurisdictional exchange (“IJE”) agreement with the Chancellor’s Office of the California Community Colleges for the period of July 1, 2018 through June 30, 2019.

The Governing Board approved the Management Professional Development/Evaluation Plan.

The Governing Board approved the changes to the annual compensation reflected in the 2017-18 employment agreements between the Governing Board of the Chaffey Community College District and the professional expert positions.

ACTION AGENDA
BUSINESS/FISCAL AFFAIRS

The contract, purchase order, and warrant lists were ratified on the motion of Gloria McLeod, second of Gary Ovitt. (These lists have been made part of the minutes of this meeting.)

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

CEO/STAFF REPORTS

Henry Shannon, superintendent/president, thanked the faculty and staff for their hard work this past year. He thanked the Board for all of their engagement during this very busy month. He also thanked Diana Contreras for her service as student trustee and CCSG president.

President Shannon distributed his report which included: the 3rd Annual Student and Parent Leadership Conference, the Chancellor’s Higher Education Innovation Award, the End of the Year Events for 2017-2018, the Smoke and Tobacco Free Campuses Resolution, and the Governor’s 2018-2019 May Revision. Dr. Shannon also provided updates from business services and economic development, instruction and institutional effectiveness and student services.

Faculty Senate President Ardon Alger highlighted faculty members: Carol Williams, adjunct Business and Office Technologies professor; Stan Hunter, ceramic professor; and Ardon Alger, photography coordinator and professor.

Mr. Alger also congratulated Student Trustee Diana Contreras and thanked her for working with him this past year.

On behalf of Classified Senate President Anita Fletcher, Hope Ell highlighted classified employees Laura Rodes, who received an Associate in Arts degree in history, with honors, from Chaffey College; and Melissa Diaz, who received her Master's degree in English, with honors, from California State University, Fullerton. Ms. Ell also reported that classified employees Gabriella Gulliver, Anita Fletcher and Michelle Wallace attended the Ontario-Montclair Promise Scholars Appreciation Night to accept the award for "Most Valuable Volunteer" to the Financial Aid staff.

CSEA had no report.

CCFA President Jonathan Ausubel reported on his Sacramento trip and shared that CTA had switched its position to neutral on the online college issue and is still opposed on the funding formula. They have conveyed the message to legislators that the performance formula does not take into account issues that are out of control of the college and are looking to change the metrics of funding to factors that the college can control. Mr. Ausubel thanked the Board for the recently ratified negotiations contract, and stated that it is his goal to expedite the negotiations process so they can have a ratified contract before the current contract expires. CCFA will bring an interest list within the year.

CDCFA had no report.

BOARD COMMENTS, REQUESTS, AND FUTURE AGENDA ITEMS

During public comments, Trustee McDougal requested that a task force be formed to address accessibility and safety concerns for DPS students at all buildings on all three campuses. He asked that a report be presented to the Board in 90 to 120 days.

During community linkages, Mr. McDougal requested a study session on the process for filling vacancies for classified positions.

ADJOURNMENT

The meeting was adjourned at 4:57 p.m.

The next regular meeting of the Chaffey Community College District Governing Board will be Thursday, June 28, 2018.

President

Clerk

**AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD**

June 28, 2018
Board Meeting Date

TOPIC RESOLUTION – COMPENSATION FOR TRUSTEE WHEN ABSENT

Communication No. IV.E.1.b

SUPPORTS BOARD ENDS STATEMENT/POLICY

Board Policy 2725 Governing Board Member Compensation – Upon a resolution by the Governing Board, members may be paid for any meeting when absent if the Governing Board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting, she/he is performing services outside the meeting for the community college district, she/he was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the Governing Board.

PROPOSAL

To adopt the attached resolution to compensate Katie Roberts, governing board member, for the May 24, 2018, meeting from which she was absent.

BACKGROUND

Ms. Roberts was absent on May 24, 2018, due to illness.

BUDGET IMPLICATIONS

Funding Source – Unrestricted general fund

Status of Funds – Funding for board member compensation is in the appropriate fund and is included in the 2017–2018 adopted budget.

Future Implications – None

RECOMMENDATION

It is recommended that the Governing Board adopt the attached resolution to compensate Katie Roberts, Governing Board member, for the May 24, 2018, meeting from which she was absent.

Submitted by:	Henry D. Shannon, Superintendent/President
Reviewed by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

**A RESOLUTION OF THE GOVERNING BOARD OF
CHAFFEY COMMUNITY COLLEGE DISTRICT**

WHEREAS, Education Code §72024(d) provides that “A member may be paid for any meeting when absent if the board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting he or she is performing services outside the meeting for the community college district, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board;” and

WHEREAS, on May 24, 2018, Katherine J. Roberts, governing board member, was absent due to illness; and

WHEREAS governing board members, per Education Code §72024(a)(3) and §72024(b), receive \$400 per month for attending all board meetings in the month and a pro rata share if absent from any meeting; and

WHEREAS there was one meeting in the month of May;

NOW THEREFORE BE IT RESOLVED THAT the Governing Board of the Chaffey Community College District does hereby find that at the time of the scheduled meeting of the Governing Board May 24, 2018, Katherine J. Roberts, governing board member, was absent due to illness, and, as such, is entitled to receive compensation of \$400.00 for that meeting.

Ayes:
Nays:
Abstain:
Absent:

As secretary of the Governing Board of the Chaffey Community College District of San Bernardino County, California, I hereby certify that the above and foregoing resolution was duly adopted by the board at a regular meeting thereof on the 28th day of June, 2018, and passed by a majority of said board.

IN WITNESS WHEREOF, I have hereunto set my hand this 28th day of June, 2018.

Henry D. Shannon, Ph.D.
Secretary, Governing Board
Chaffey Community College District

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

June 28, 2018

Board Meeting Date

TOPIC **COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT FOR DUAL ENROLLMENT – BALDY VIEW REGIONAL OCCUPATIONAL PROGRAM**

Communication No. IV.E.2.a

SUPPORTS BOARD POLICY

BP 1250 Board Goals for Student Success - Chaffey College values, supports, and assesses student success and achievement. The District's strategic, educational, and other plans shall be designed to achieve the following Governing Board expectations for student success:

1. Students demonstrate success in basic skills courses and are prepared to succeed in college-level courses.
2. Students demonstrate success in career and technical education that prepares them for employment success.
3. Students demonstrate success in transfer-level courses and are prepared to succeed at transfer institutions.
4. Students achieve core competencies upon completion of their general education program including:
 - Effective communication and comprehension skills
 - Critical thinking and information competency
 - Community/global awareness and responsibility
 - Personal, academic, and career development skills
5. Students maximize their ability to complete courses, persist through program or course completion, and achieve their educational goals.

PROPOSAL

To review and consider a College and Career Access Pathways Partnership (CCAP) Agreement for Dual Enrollment between Chaffey Community College District and Baldy View Regional Occupational Program.

BACKGROUND

Chaffey College and Baldy View Regional Occupational Program are interested in entering into a CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities for high school students who may not already be college-bound, or who are underrepresented in higher education. Students who complete college credit while enrolled in high school are more likely to earn high school diplomas, enroll in community and four-year colleges, attend post-secondary education on a full-time basis, and complete degrees than students without these experiences.

The goals of the proposed agreement include developing seamless pathways from high school to community college for career technical education or transfer preparation; improving high school graduation rates; assisting high school pupils to achieve college and career readiness; and serving underachieving students from groups underrepresented in postsecondary education, those who are

seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended the Governing Board review and consider the proposed CCAP Agreement for Dual Enrollment between Chaffey Community College District and Baldy View Regional Occupational Program.

Prepared by:	<u>Matthew Morin, Director, Adult Education and High School Partnerships</u>
Submitted by:	<u>Meridith Randall, Associate Superintendent, Instruction and Institutional Effectiveness</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>

COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT FOR DUAL ENROLLMENT

This College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Chaffey Community College District (“CHAFFEY COLLEGE”), a public community college district organized and existing under the laws of the State of California with its principal place of business at 5885 Haven Avenue, Rancho Cucamonga, CA 91737, and the Baldy View Regional Occupational Program (“BVROP”), a Regional Occupational Center with its principal place of business at 2890 Inland Empire Blvd., Suite 100, Ontario, CA 91764.

WHEREAS, the mission of CHAFFEY COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Chaffey Community College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, BVROP is a public school district serving grades 9-12 located in within the regional service area of CHAFFEY COLLEGE, unless otherwise specified and agreed to as specified in Sec. 2 (e); and

WHEREAS, CHAFFEY COLLEGE desires to offer or expand dual enrollment opportunities for students served by BVROP; and

WHEREAS, CHAFFEY COLLEGE and BVROP are entering into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288 (Education Code § 76004), for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office, and CHAFFEY COLLEGE;

NOW THEREFORE, CHAFFEY COLLEGE and BVROP agree as follows:

1. TERM OF AGREEMENT

- 1.1 The term of this of this CCAP Agreement shall be for one year beginning on July 1, 2018 and ending on June 30, 2019, and requires annual renewal each year by

July 1, 2019 unless otherwise terminated in accordance with section 19 of this Agreement.

- 1.2 This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by CHAFFEY COLLEGE for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(1)
- 1.3 The CCAP Agreement Appendix shall identify a point of contact for the CHAFFEY COLLEGE and for BVROP. Sec. 2 (c)(2)
- 1.4 A copy of the CHAFFEY COLLEGE and BVROP CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the California Department of Education before the start of the CCAP partnership. Sec. 2 (c)(3)

2. DEFINITIONS

- 2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the BVROP have been approved in accordance with the policies and guidelines of CHAFFEY COLLEGE and applicable law. Sec. 2 (a)
- 2.2 Consistent with AB 288, this CCAP Agreement may include “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 2.3 Pupil or Student - A resident or nonresident student attending high school in California. Effective January 1, 2014, Pursuant to SB 150, the concurrent enrollment in secondary school and community college nonresident tuition exemption: concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

- 3.1 Student Eligibility - Students are eligible who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to CHAFFEY COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by CHAFFEY COLLEGE and shall be in compliance with applicable law and CHAFFEY COLLEGE standards and policies.
- 3.3 College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by CHAFFEY COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and CHAFFEY COLLEGE policy.
- 3.4 Student Records – It is the responsibility of the student to follow the CHAFFEY COLLEGE process when requesting an official CHAFFEY COLLEGE transcript for grade submission to the BVROP unless otherwise specified in the Appendix.
- 3.5 Priority Enrollment – CHAFFEY COLLEGE, as participant in this CCAP Agreement, may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g)
- 3.6 As part of this CCAP Agreement, CHAFFEY COLLEGE shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)
- 3.7 Students participating in a CCAP partnership program may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the

Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.

- 3.8 Minimum School Day - BVROP shall certify that students participating as part of a CCAP agreement will receive no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

- 4.1 CHAFFEY COLLEGE will be responsible for processing student applications.
- 4.2 CHAFFEY COLLEGE will provide the necessary admission and registration forms and procedures and both CHAFFEY COLLEGE and BVROP will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3 BVROP agrees to assist CHAFFEY COLLEGE in the admission and registration of BVROP students as may be necessary and requested by CHAFFEY COLLEGE.
- 4.4 BVROP and CHAFFEY COLLEGE understand and agree that timely and complete student admission and registration is essential for a successful CCAP Agreement dual enrollment program.
- 4.5 CHAFFEY COLLEGE admission and registration requires that each participating student has completed the CHAFFEY COLLEGE enrollment application process.
- 4.6 Participating students enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by California Education Code Sections 49011, 76060.5, 76140, 76223, 76300, 76350, and 79121. Sec. 2 (f)(q)

5. PARTICIPATING STUDENTS

- 5.1 A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (f)(q). The governing board of CHAFFEY COLLEGE shall exempt special part-time students under this CCAP Agreement as described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2 The total cost of books and instructional materials for BVROP students who enroll in a CHAFFEY COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by BVROP.
- 5.3 Participating students must meet all CHAFFEY COLLEGE prerequisite requirements as stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement.

- 5.4 Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official CHAFFEY COLLEGE transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the CHAFFEY COLLEGE catalog.
- 5.5 Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the CHAFFEY COLLEGE for information regarding applicable policies and procedures.
- 5.6 Students enrolled in CHAFFEY COLLEGE courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at CHAFFEY COLLEGE or through the BVROP. CHAFFEY COLLEGE shall ensure that student support services, including counseling and guidance, assistance with assessment and placement, and tutoring are available to participating students at CHAFFEY COLLEGE. BVROP shall ensure that support services, including counseling and guidance, and assistance with assessment and placement are available to students.
- 5.7 Students who withdraw from courses offered as part of this CCAP Agreement will not receive college credit. Students must comply with, and submit appropriate information/paperwork, by all published deadlines. Transcripts will be annotated according to college policy.
- 5.8 A course dropped within the CHAFFEY COLLEGE drop “without a W” deadline will not appear on the BVROP or CHAFFEY COLLEGE transcript.

6. CCAP AGREEMENT COURSES

- 6.1 CHAFFEY COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Sec. 2 (o)(1)
- 6.2 Courses offered as part of this CCAP Agreement at CHAFFEY COLLEGE may not limit enrollment in the course. Sec. 2 (o)(1)
- 6.3 CHAFFEY COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and educational program is offered on site at the BVROP or at CHAFFEY COLLEGE.
- 6.4 The scope, nature, time, location, and listing of courses offered by COLLEGE with the approval of CHAFFEY COLLEGE and the Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(1)
- 6.5 Courses offered as part of this CCAP Agreement either at CHAFFEY COLLEGE or BVROP shall be jointly reviewed and approved.

- 6.6 Courses offered as part of this CCAP Agreement at the BVROP shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with CHAFFEY COLLEGE academic standards.
- 6.7 Courses offered as part of this CCAP Agreement at the BVROP shall be listed in the CHAFFEY COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.
- 6.8 Courses offered as part of this CCAP Agreement at the BVROP shall adhere to the official course outline of record and the student learning outcomes established by the associated CHAFFEY COLLEGE academic department.
- 6.9 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to CHAFFEY COLLEGE as well as any corresponding policies, practices, and requirements of the BVROP. In the event of a conflict between CHAFFEY COLLEGE course related regulations, policies, procedures, prerequisites and standards and BVROP policies, practices and requirements, the CHAFFEY COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.10 Site visits and instructor evaluations by one or more representatives of CHAFFEY COLLEGE shall be permitted by the BVROP to ensure that courses offered as part of this CCAP Agreement in the BVROP are the same as the courses offered on the CHAFFEY COLLEGE campus and in compliance with CHAFFEY COLLEGE academic standards.
- 6.11 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with CHAFFEY COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.12 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with CHAFFEY COLLEGE guidelines, policies, pertinent statutes, and regulations.
- 6.13 CHAFFEY COLLEGE has the sole right to control and direct the instructional activities of all instructors, including those who are BVROP employees.
- 6.14 CHAFFEY COLLEGE and BVROP certify that any remedial course taught by CHAFFEY COLLEGE faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering BVROP, and shall involve collaborative effort between the BVROP and CHAFFEY COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

7. INSTRUCTOR(S)

- 7.1 All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended, and be hired by the CHAFFEY COLLEGE.
- 7.3 This CCAP Agreement specifies the BVROP will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m)(2)
- 7.4 Instructors who teach CHAFFEY COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
- 7.5 Instructors who teach CHAFFEY COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended, and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a BVROP site.
- 7.6 Prior to teaching, faculty provided by the BVROP shall receive discipline-specific training and orientation from CHAFFEY COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Said training shall be approved by and provided by CHAFFEY COLLEGE.
- 7.7 Faculty provided by the BVROP will participate in professional development activities sponsored by the CHAFFEY COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited address course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.8 Faculty performance shall be evaluated by CHAFFEY COLLEGE using the adopted evaluation process and standards for faculty of CHAFFEY COLLEGE, subject to the approval of CHAFFEY COLLEGE.
- 7.9 CHAFFEY COLLEGE may select instructors from BVROP personnel. BVROP personnel selected to be instructors remain employees of the BVROP, subject to the authority of the BVROP, but will also be subject to the authority of CHAFFEY COLLEGE specifically with regard to their duties as instructors.
- 7.10 CHAFFEY COLLEGE shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction, subject to approval by CHAFFEY COLLEGE.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1 Students enrolled in CHAFFEY COLLEGE courses offered as part of this CCAP Agreement at the BVROP shall be held to the same standards of achievement as students in courses taught on CHAFFEY COLLEGE campus.
- 8.2 Students enrolled in CHAFFEY COLLEGE courses offered as part of this CCAP Agreement at the BVROP shall be held to the same grading standards as those expected of students in courses taught on CHAFFEY COLLEGE campus.
- 8.3 Students enrolled in CHAFFEY COLLEGE courses offered as part of this CCAP Agreement at the BVROP shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on CHAFFEY COLLEGE campus.
- 8.4 Students enrolled in CHAFFEY COLLEGE courses offered as part of this CCAP Agreement at the BVROP shall be held to the same behavioral standards as those expected of students in courses taught on CHAFFEY COLLEGE campus.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 9.1 CHAFFEY COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact for COLLEGE and BVROP to facilitate and coordinate as to this agreement in conformity with CHAFFEY COLLEGE policies and standards.
- 9.2 CHAFFEY COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between CHAFFEY COLLEGE and BVROP in conformity with CHAFFEY COLLEGE policies and standards. Sec. 2 (c)(2)
- 9.3 BVROP shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between BVROP and CHAFFEY COLLEGE in conformity with BVROP policies and standards. Sec. 2 (c)(2)
- 9.4 CHAFFEY COLLEGE will provide BVROP personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach/recruitment activities and compliance with CHAFFEY COLLEGE policy and COLLEGE procedures and academic standards.
- 9.5 The BVROP shall provide personnel to perform clerical services and services associated with student outreach and recruitment activities, student assessment and college applications, the enrollment of eligible students and other related services as deemed necessary.

- 9.6 The BVROP's personnel will perform services specified in 9.4 as part of their regular assignment. BVROP personnel performing these services will be employees of BVROP, subject to the authority and policies of BVROP, but will also be subject to the direction of CHAFFEY COLLEGE, specifically with regard to their duties pertaining to CHAFFEY COLLEGE courses.
- 9.7 This CCAP Agreement requires completion and submission of an annual report, as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by CHAFFEY COLLEGE and BVROP on all the following information: Sec. 2 (t)(1)(A-D)
- The total number of high school students by school site enrolled in this CCAP Agreement partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)
 - The total number of community college courses by course category and type and by school site enrolled in by CCAP Agreement partnership participants. Sec. 2 (t)(1)(B)
 - The total number and percentage of successful course completions, by course category and type and by school site, of CCAP Agreement partnership participants. Sec. 2 (t)(C)
 - The total number of full-time equivalent students generated for CHAFFEY COLLEGE by CCAP Agreement partnership participants. Sec. 2 (t)(1)(D)

10. APPORTIONMENT

- 10.1 CHAFFEY COLLEGE shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 10.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2)
- 10.3 CHAFFEY COLLEGE shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)
- 10.4 The attendance of a high school pupil at CHAFFEY COLLEGE as a special part-time or full-time student pursuant to this section is authorized attendance for which CHAFFEY COLLEGE shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s)

11. CERTIFICATIONS

- 11.1 CHAFFEY COLLEGE certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
- 11.2 BVROP agrees and acknowledges that CHAFFEY COLLEGE will claim apportionment for the BVROP students enrolled in community college course(s) under this CCAP Agreement.
- 11.3 This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a BVROP campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)
- 11.4 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)

This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing CHAFFEY COLLEGE faculty member teaching the same course at CHAFFEY COLLEGE campus. Sec. 2 (j)

- 11.5 COLLEGE certifies that:
- A community college course offered for college credit at the participating BVROP does not reduce access to the same course offered at the partnering CHAFFEY COLLEGE. Sec. 2 (k)(1)
 - A community college course that is oversubscribed or has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k)(2)
 - The Agreement is consistent with the core mission of CHAFFEY COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead to displacement of otherwise eligible adults at CHAFFEY COLLEGE. Sec. 2 (k)(3)
- 11.6 This Agreement certifies that CHAFFEY COLLEGE and BVROP comply with local applicable collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

12. PROGRAM IMPROVEMENT

- 12.1 CHAFFEY COLLEGE and BVROP may annually conduct surveys of participating BVROP pupils, instructors, principals, and guidance counselors for

the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

13. RECORDS

- 13.1 Permanent records of student attendance, grades and achievement will be maintained by BVROP for BVROP students who enroll in any course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for CHAFFEY COLLEGE students shall be maintained by CHAFFEY COLLEGE.
- 13.2 Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

14. REIMBURSEMENT

- 14.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

15. FACILITIES

- 15.1 BVROP will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to CHAFFEY COLLEGE or students. BVROP agrees to clean, maintain, and safeguard BVROP's premises. BVROP warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 15.2 BVROP will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all BVROP students. The parties understand that such equipment and materials are BVROP's sole property. The instructor and BVROP shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. BVROP understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.
- 15.3 CHAFFEY COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

16. INDEMNIFICATION

- 16.1 BVROP agrees to and shall indemnify, save and hold harmless CHAFFEY COLLEGE and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of BVROP's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses

that arise from the negligence of the BVROP, its officers, employees, independent contractors, subcontractors, agents and other representatives.

- 16.2 CHAFFEY COLLEGE agrees to and shall indemnify, save and hold harmless the BVROP and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of CHAFFEY COLLEGE's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of CHAFFEY COLLEGE and its officers, employees, independent contractors, subcontractors, agents and other representatives.

17. INSURANCE

- 17.1 BVROP, in order to protect CHAFFEY COLLEGE, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name CHAFFEY COLLEGE, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to CHAFFEY COLLEGE.
- 17.2 For the purpose of Workers' Compensation, BVROP shall be the "primary employer" for all its personnel who perform services as instructors and support staff. BVROP shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective BVROP personnel made in connection with performing services and receiving instruction under this Agreement. BVROP agrees to hold harmless, indemnify, and defend CHAFFEY COLLEGE, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by BVROP personnel connected with providing services under this CCAP Agreement. BVROP is not responsible for non-School District personnel who may serve as instructors or students who are not affiliated with the BVROP.

18. NON-DISCRIMINATION

- 18.1 Neither BVROP nor CHAFFEY COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual

orientation, religion, or any other protected class under California State or federal law.

19. TERMINATION

19.1 Either party may terminate this CCAP Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by July 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this CCAP Agreement shall be addressed to the responsible person listed in Section 20 below.

20. NOTICES

20.1 Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

CHAFFEY COLLEGE
Chaffey Community College District
5885 Haven Avenue,
Rancho Cucamonga, CA 91737
Attn: Assoc. Superintendent of Instruction and Institutional Effectiveness
Services

BVROP
Baldy View Regional Occupational Program
2890 Inland Empire BLVD., Suite 100
Ontario, CA 91764
Attn: Dr. Shelley Adams, Superintendent

21. INTEGRATION

21.1 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

22. MODIFICATION AND AMENDMENT

22.1 No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

23. GOVERNING LAWS

23.1 This agreement shall be interpreted according to the laws of the State of California.

24. COMMUNITY COLLEGE DISTRICT BOUNDARIES

24.1 For locations outside the geographical service area boundaries of the Chaffey Community College Service District, CHAFFEY COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

25. SEVERABILITY

25.1 This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

26. COUNTERPARTS

26.1 This CCAP Agreement may be executed by the parties in separate counterparts, but all such counterparts shall together constitute one and the same instrument.

BALDY VIEW REGIONAL OCCUPATIONAL PROGRAM:

Representative: Shelley Adams
Superintendent

Tel: 909-980-6490
Email: shelly_adams@bvro.org

CHAFFEY COMMUNITY COLLEGE DISTRICT:

Representative: Meridith Randall
Associate Superintendent of Instruction and Institutional Effectiveness
Tel: 909-652-6163
Email: meridith.randall@chaffey.edu

IN WITNESS WHEREOF, the parties execute this MOU effective on the date first written above:

BVROP:

CHAFFEY COLLEGE:

By: _____
Signature

By: _____
Signature

Printed Name

Printed Name

Date: _____

Date: _____

\

APPENDIX

COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT FOR DUAL ENROLLMENT

WHEREAS, the College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Chaffey Community College District (“CHAFFEY COLLEGE”), a public community college district organized and existing under the laws of the State of California with its principal place of business at 5885 Haven Avenue, Rancho Cucamonga, CA 91737, and the Baldy View Regional Occupational Program (“BVROP”), a Regional Occupational Center with its principal place of business at 2890 Inland Empire Blvd., Suite 100, Ontario, CA 91764.

WHEREAS, CHAFFEY COLLEGE and BVROP agree to record specific components of the CCAP Agreement using this Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k)(3)

NOW THEREFORE, CHAFFEY COLLEGE and BVROP agree as follows:

1. CCAP AGREEMENT

- a. CHAFFEY COLLEGE and BVROP shall ensure that two public (informational and adoption) meetings are held in the review and approval of this CCAP Agreement. Sec. 2 (b)
- b. CHAFFEY COLLEGE shall file this CCAP Agreement with the office of the Chancellor of the California community colleges prior to the start of the partnership. Sec. 2 (c)(2) Confirmation of the filing shall be provided to BVROP.
- c. CHAFFEY COLLEGE and BVROP shall review and establish new or amended CCAP Agreements annually on or before July 1, 2019 and follow the protocols set forth in (a) and (b) of this section.
- d. CHAFFEY COLLEGE and BVROP point of contact: Sec. 2 (c)(2)

LOCATION	NAME AND TITLE	TELEPHONE	EMAIL
CHAFFEY COLLEGE	MATTHEW MORIN, DIR. OF ADULT ED AND HS PARTNERSHIPS	909-652-6103	matthew.morin@chaffey.edu
BALDY VIEW, ROP	FOREST DERENZO, ASST. SUPERINTENDENT OF ED. SERVICES	909-980-6490	forest_derenzo@bvrop.org

2. STUDENT SELECTION

- a. Minimum School Day - BVROP shall certify that students participating as part of a CCAP agreement will receive no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.
- b. BVROP shall select students consistent with the intent of AB 288 to include: high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” *Sec. 2 (a)* and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” *Sec. 1 (d)*
- c. CHAFFEY COLLEGE and BVROP certify that participating students will have a signed parental consent form on file with CHAFFEY COLLEGE. *Preamble and Sec. 2 (c)(1)*
- d. CHAFFEY COLLEGE and BVROP certify that participating students may enroll in up to a maximum of 15 unit load per term, the units may not constitute more than four courses per term, the units are part of an academic (educational) program identified as part of this CCAP Agreement and the units are part of an academic (educational) program designed to award students both a high school diploma and an associate degree or a certificate or credential. *Sec. 2 (p)(1-3)*

3. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. CHAFFEY COLLEGE is responsible for all educational program(s) and course(s) offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the BVROP or CHAFFEY COLLEGE.

4. CCAP AGREEMENT WITH CHAFFEY COLLEGE AND BVROP-

CHAFFEY COLLEGE and BVROP have identified the following: program year, educational program(s), and courses to be offered at the date, time, and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: 2018

EDUCATIONAL PROGRAM(S): FIREFIGHTING TECHNOLOGY; EMERGENCY MEDICAL RESPONDER

LOCATION: BVROP CAREER TRAINING CENTER, 1501 BON VIEW AVE, ONTARIO, CA 91761

COURSE NAME	COURSE #	TERM	TIME	DAYS/HOURS	INSTRUCTOR	FTES/STUDENTS SERVED	EMPLOYER OF RECORD	LOCATION
EMERGENCY MEDICAL RESPONDER	EMT 405	FALL '18	M/W 3:30-8:30pm	M/W 3:30-6:30 BVROP M/W 6:30-8:30 Chaffey	Corey Lynch	5.5/40	CC	ROP
FIREFIGHTING TECHNOLOGY	FIRETEC 1	FALL '18	T/Thurs. 3-6pm Saturday 8-2pm	Tues. 3:30-6:30 BVROP Thurs. 3:30-6:30 Chaffey Sat. 8:00-2:00 BVROP	Steve Hall	4.1/40	CC	ROP

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (sec. 2 (c)(1):

EMR students are assessed using multiple measures up to and including tests, quizzes, projects, hands on performance in addition to successfully earning the American Heart Association BLS Provider/Heart saver First Aid certification.

Fire Tech students are assessed using multiple measures up to and including tests, quizzes, project, hands on performance and physical agility in addition to successfully earning the American Heart Association BLS Provider/Heart saver First Aid certification

5. BOOKS AND INSTRUCTIONAL MATERIALS- The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by BVROP.

2018/2019 Fire Technology Budget: \$7,500					
4310	Supplies	\$5,350	5550	Laundry & Cleaning Services	\$300
4341	CPR Supplies	\$1,000	5620	Equipment Lease/Copying	\$200
5890	T-shirts	\$650			
2018-2019 Emergency Medical Response Budget: \$3,200					
4310	Supplies	\$1,000	5890	Laundry Services	\$150
4313	CPR Supplies	\$1,250	5550	Mileage	\$200
5620	T-Shirts	\$ 500	5620	Equipment Leases/Copying	\$100

6. MANDATED ANNUAL STATE REPORTING

- a. CHAFFEY COLLEGE and BVROP shall ensure accurate and timely reporting of the total number of CHAFFEY COLLEGE full-time equivalent students generated by CCAP Agreement partnership participants.
- b. CHAFFEY COLLEGE and BVROP shall each year report the annual total number of unduplicated high school student headcount by school site enrolled under the CCAP Agreement are aggregated by gender and ethnicity and reconciled on or before July 1, 2019, and the information shall be reported in compliance with all applicable state and federal privacy laws. The CHAFFEY COLLEGE shall annually report the student data to the office of the Chancellor of the California Community Colleges. *Sec. 2 (t) (1)(A)*
- c. CHAFFEY COLLEGE and BVROP shall report the annual total number of community college courses by category and type and by school site enrolled in under this CCAP Agreement. *Sec. 2 (t) (1)(B)*
- d. CHAFFEY COLLEGE and BVROP shall report the annual total number of the unduplicated high school student headcount and the percentage of successful course completions, by course category and type and by school site. *Sec. 2 (t)(1)(C)*
- e. CHAFFEY COLLEGE and BVROP shall report the annual total number of full-time equivalent students generated by this CCAP Agreement. *Sec. 2 (t)(1)(D)*
- f. CHAFFEY COLLEGE and BVROP shall ensure that the point of contact for each site establishes protocols for the collection and dissemination of participating student data each semester within 30 days of the end of the term.

7. CCAP AGREEMENT DATA MATCH AND REPORTING

- a. CHAFFEY COLLEGE and BVROP shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- b. CHAFFEY COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

8. PRIVACY OF STUDENT RECORDS

- a. CHAFFEY COLLEGE and BVROP understand and agree that education records of students enrolled in the CCAP Agreement course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). CHAFFEY COLLEGE and BVROP agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agree not to re-disclose such records except as authorized

by applicable law or regulation or by the parent or guardian’s prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

- b. **Limitation on Use.** CHAFFEY COLLEGE and BVROP shall use each student education record that is collected pursuant to this CCAP Agreement solely for a purpose(s) consistent with CHAFFEY COLLEGE and BVROP authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- c. **Recordkeeping Requirements.** CHAFFEY COLLEGE and BVROP shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- d. **Acknowledgement of Receipt of Notice of FERPA Regulations.** By signature of its authorized representative or agent on this Agreement, CHAFFEY COLLEGE and BVROP hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian’s prior written consent.

9. FACILITIES USE

- a. CHAFFEY COLLEGE and BVROP shall adhere to the terms outlined in Section 15, Facilities, of this CCAP Agreement.

BUILDING	CLASSROOM	DAYS	HOURS
BVROP Training Center	TBD	See days above	See hours above

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

June 28, 2018

Board Meeting Date

TOPIC **COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT FOR DUAL ENROLLMENT – CHINO VALLEY UNIFIED SCHOOL DISTRICT**

Communication No. IV.E.2.b

SUPPORTS BOARD POLICY

BP 1250 Board Goals for Student Success - Chaffey College values, supports, and assesses student success and achievement. The District's strategic, educational, and other plans shall be designed to achieve the following Governing Board expectations for student success:

1. Students demonstrate success in basic skills courses and are prepared to succeed in college-level courses.
2. Students demonstrate success in career and technical education that prepares them for employment success.
3. Students demonstrate success in transfer-level courses and are prepared to succeed at transfer institutions.
4. Students achieve core competencies upon completion of their general education program including:
 - Effective communication and comprehension skills
 - Critical thinking and information competency
 - Community/global awareness and responsibility
 - Personal, academic, and career development skills
5. Students maximize their ability to complete courses, persist through program or course completion, and achieve their educational goals.

PROPOSAL

To review and consider a College and Career Access Pathways Partnership (CCAP) Agreement for Dual Enrollment between Chaffey Community College District and Chino Valley Unified School District.

BACKGROUND

Chaffey College and Chino Valley Unified School District are interested in entering into a CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities for high school students who may not already be college-bound, or who are underrepresented in higher education. Students who complete college credit while enrolled in high school are more likely to earn high school diplomas, enroll in community and four-year colleges, attend post-secondary education on a full-time basis, and complete degrees than students without these experiences.

The goals of the proposed agreement include developing seamless pathways from high school to community college for career technical education or transfer preparation; improving high school graduation rates; assisting high school pupils to achieve college and career readiness; and serving underachieving students from groups underrepresented in postsecondary education, those who are

seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended the Governing Board review and consider the proposed CCAP Agreement for Dual Enrollment between Chaffey Community College District and Chino Valley Unified School District.

Prepared by:	<u>Matthew Morin, Director, Adult Education and High School Partnerships</u>
Submitted by:	<u>Meridith Randall, Associate Superintendent, Instruction and Institutional Effectiveness</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>

COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT FOR DUAL ENROLLMENT

This College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Chaffey Community College District (“CHAFFEY COLLEGE”), a public community college district organized and existing under the laws of the State of California with its principal place of business at 5885 Haven Avenue, Rancho Cucamonga, CA 91737, and the Chino Valley Unified School District (“CVUSD”), a California k-12 school district with its principal place of business at 5130 Riverside Drive, Chino, CA, 91710.

WHEREAS, the mission of CHAFFEY COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Chaffey Community College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, CVUSD is a public school district serving grades 9-12 located in within the regional service area of CHAFFEY COLLEGE, unless otherwise specified and agreed to as specified in Sec. 2 (e); and

WHEREAS, CHAFFEY COLLEGE desires to offer or expand dual enrollment opportunities for students served by CVUSD; and

WHEREAS, CHAFFEY COLLEGE and CVUSD are entering into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288 (Education Code § 76004), for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office, and CHAFFEY COLLEGE;

NOW THEREFORE, CHAFFEY COLLEGE and CVUSD agree as follows:

1. TERM OF AGREEMENT

- 1.1 The term of this of this CCAP Agreement shall be for one year beginning on July 1, 2018 and ending on June 30, 2019, and requires annual renewal each year by July 1, unless otherwise terminated in accordance with section 19 of this Agreement.

- 1.2 This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by CHAFFEY COLLEGE for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(1)
- 1.3 The CCAP Agreement Appendix shall identify a point of contact for the CHAFFEY COLLEGE and for CVUSD. Sec. 2 (c)(2)
- 1.4 A copy of the CHAFFEY COLLEGE and CVUSD CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the California Department of Education before the start of the CCAP partnership. Sec. 2 (c)(3)

2. DEFINITIONS

- 2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the CVUSD have been approved in accordance with the policies and guidelines of CHAFFEY COLLEGE and applicable law. Sec. 2 (a)
- 2.2 Consistent with AB 288, this CCAP Agreement may include “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 2.3 Pupil or Student - A resident or nonresident student attending high school in California. Effective January 1, 2014, Pursuant to SB 150, the concurrent enrollment in secondary school and community college nonresident tuition exemption: concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

- 3.1 Student Eligibility - Students are eligible who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to CHAFFEY COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by CHAFFEY COLLEGE and shall be in compliance with applicable law and CHAFFEY COLLEGE standards and policies.
- 3.3 College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by CHAFFEY COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and CHAFFEY COLLEGE policy.
- 3.4 Student Records – It is the responsibility of the student to follow the CHAFFEY COLLEGE process when requesting an official CHAFFEY COLLEGE transcript for grade submission to the CVUSD unless otherwise specified in the Appendix.
- 3.5 Priority Enrollment – CHAFFEY COLLEGE, as participant in this CCAP Agreement, may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g)
- 3.6 As part of this CCAP Agreement, CHAFFEY COLLEGE shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)
- 3.7 Students participating in a CCAP partnership program may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.

- 3.8 Minimum School Day - CVUSD shall certify that students participating as part of a CCAP agreement will receive no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

- 4.1 CHAFFEY COLLEGE will be responsible for processing student applications.
- 4.2 CHAFFEY COLLEGE will provide the necessary admission and registration forms and procedures and both CHAFFEY COLLEGE and CVUSD will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3 CVUSD agrees to assist CHAFFEY COLLEGE in the admission and registration of CVUSD students as may be necessary and requested by CHAFFEY COLLEGE.
- 4.4 CVUSD and CHAFFEY COLLEGE understand and agree that timely and complete student admission and registration is essential for a successful CCAP Agreement dual enrollment program.
- 4.5 CHAFFEY COLLEGE admission and registration requires that each participating student has completed the CHAFFEY COLLEGE enrollment application process.
- 4.6 Participating students enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by California Education Code Sections 49011, 76060.5, 76140, 76223, 76300, 76350, and 79121. Sec. 2 (f)(q)

5. PARTICIPATING STUDENTS

- 5.1 A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (f)(q). The governing board of CHAFFEY COLLEGE shall exempt special part-time students under this CCAP Agreement as described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2 The total cost of books and instructional materials for CVUSD students who enroll in a CHAFFEY COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement.
- 5.3 Participating students must meet all CHAFFEY COLLEGE prerequisite requirements as stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement.
- 5.4 Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official CHAFFEY COLLEGE transcript.

Students may submit a request for Pass/No Pass if the course is designated as such in the CHAFFEY COLLEGE catalog.

- 5.5 Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the CHAFFEY COLLEGE for information regarding applicable policies and procedures.
- 5.6 Students enrolled in CHAFFEY COLLEGE courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at CHAFFEY COLLEGE or through the CVUSD. CHAFFEY COLLEGE shall ensure that student support services, including counseling and guidance, assistance with assessment and placement, and tutoring are available to participating students at CHAFFEY COLLEGE. CVUSD shall ensure that support services, including counseling and guidance, and assistance with assessment and placement are available to students at the CVUSD.
- 5.7 Students who withdraw from courses offered as part of this CCAP Agreement will not receive college credit. Students must comply with, and submit appropriate information/paperwork, by all published deadlines. Transcripts will be annotated according to college policy.
- 5.8 A course dropped within the CHAFFEY COLLEGE drop “without a W” deadline will not appear on the CVUSD or CHAFFEY COLLEGE transcript.

6. CCAP AGREEMENT COURSES

- 6.1 CHAFFEY COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Sec. 2 (o)(1)
- 6.2 Courses offered as part of this CCAP Agreement at CHAFFEY COLLEGE may not limit enrollment in the course. Sec. 2 (o)(1)
- 6.3 CHAFFEY COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and educational program is offered on site at the CVUSD or at CHAFFEY COLLEGE.
- 6.4 The scope, nature, time, location, and listing of courses offered by COLLEGE with the approval of CHAFFEY COLLEGE and the Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(1)
- 6.5 Courses offered as part of this CCAP Agreement either at CHAFFEY COLLEGE or CVUSD shall be jointly reviewed and approved.
- 6.6 Courses offered as part of this CCAP Agreement at the CVUSD shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with CHAFFEY COLLEGE academic standards.

- 6.7 Courses offered as part of this CCAP Agreement at the CVUSD shall be listed in the CHAFFEY COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.
- 6.8 Courses offered as part of this CCAP Agreement at the CVUSD shall adhere to the official course outline of record and the student learning outcomes established by the associated CHAFFEY COLLEGE academic department.
- 6.9 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to CHAFFEY COLLEGE as well as any corresponding policies, practices, and requirements of the CVUSD. In the event of a conflict between CHAFFEY COLLEGE course related regulations, policies, procedures, prerequisites and standards and CVUSD policies, practices and requirements, the CHAFFEY COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.10 Site visits and instructor evaluations by one or more representatives of CHAFFEY COLLEGE shall be permitted by the CVUSD to ensure that courses offered as part of this CCAP Agreement in the CVUSD are the same as the courses offered on the CHAFFEY COLLEGE campus and in compliance with CHAFFEY COLLEGE academic standards.
- 6.11 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with CHAFFEY COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.12 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with CHAFFEY COLLEGE guidelines, policies, pertinent statutes, and regulations.
- 6.13 CHAFFEY COLLEGE has the sole right to control and direct the instructional activities of all instructors, including those who are CVUSD employees.
- 6.14 CHAFFEY COLLEGE and CVUSD certify that any remedial course taught by CHAFFEY COLLEGE faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering CVUSD, and shall involve collaborative effort between the CVUSD and CHAFFEY COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

7. INSTRUCTOR(S)

- 7.1 All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended, and be hired by CHAFFEY COLLEGE.

- 7.3 This CCAP Agreement specifies the CVUSD will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m)(2)
- 7.4 Instructors who teach CHAFFEY COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
- 7.5 Instructors who teach CHAFFEY COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended, and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a CVUSD site.
- 7.6 Prior to teaching, faculty provided by the CVUSD shall receive discipline-specific training and orientation from CHAFFEY COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Said training shall be approved by and provided by CHAFFEY COLLEGE.
- 7.7 Faculty provided by the CVUSD will participate in professional development activities sponsored by the CHAFFEY COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited address course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.8 Faculty performance shall be evaluated by CHAFFEY COLLEGE using the adopted evaluation process and standards for faculty of CHAFFEY COLLEGE, subject to the approval of CHAFFEY COLLEGE.
- 7.9 CHAFFEY COLLEGE may select instructors from CVUSD personnel. CVUSD personnel selected to be instructors remain employees of the CVUSD, subject to the authority of the CVUSD, but will also be subject to the authority of CHAFFEY COLLEGE specifically with regard to their duties as instructors.
- 7.10 CHAFFEY COLLEGE shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction, subject to approval by CHAFFEY COLLEGE.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1 Students enrolled in CHAFFEY COLLEGE courses offered as part of this CCAP Agreement at the CVUSD shall be held to the same standards of achievement as students in courses taught on CHAFFEY COLLEGE campus.

- 8.2 Students enrolled in CHAFFEY COLLEGE courses offered as part of this CCAP Agreement at the CVUSD shall be held to the same grading standards as those expected of students in courses taught on CHAFFEY COLLEGE campus.
- 8.3 Students enrolled in CHAFFEY COLLEGE courses offered as part of this CCAP Agreement at the CVUSD shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on CHAFFEY COLLEGE campus.
- 8.4 Students enrolled in CHAFFEY COLLEGE courses offered as part of this CCAP Agreement at the CVUSD shall be held to the same behavioral standards as those expected of students in courses taught on CHAFFEY COLLEGE campus.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 9.1 CHAFFEY COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between CHAFFEY COLLEGE and CVUSD in conformity with CHAFFEY COLLEGE policies and standards. Sec. 2 (c)(2)
- 9.2 CVUSD shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between CVUSD and CHAFFEY COLLEGE in conformity with CVUSD policies and standards. Sec. 2 (c)(2)
- 9.3 CHAFFEY COLLEGE will provide CVUSD personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach/recruitment activities and compliance with CHAFFEY COLLEGE policy and COLLEGE procedures and academic standards.
- 9.4 The CVUSD shall provide personnel to perform clerical services and services associated with student outreach and recruitment activities, student assessment and college applications, the enrollment of eligible students and other related services as deemed necessary.
- 9.5 The CVUSD's personnel will perform services specified in 9.4 as part of their regular assignment. CVUSD personnel performing these services will be employees of CVUSD, subject to the authority and policies of CVUSD, but will also be subject to the direction of CHAFFEY COLLEGE, specifically with regard to their duties pertaining to CHAFFEY COLLEGE courses.
- 9.6 This CCAP Agreement requires completion and submission of an annual report, as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by CHAFFEY COLLEGE and CVUSD on all the following information: Sec. 2 (t)(1)(A-D)

- The total number of high school students by school site enrolled in this CCAP Agreement partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)
- The total number of community college courses by course category and type and by school site enrolled in by CCAP Agreement partnership participants. Sec. 2 (t)(1)(B)
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP Agreement partnership participants. Sec. 2 (t)(C)
- The total number of full-time equivalent students generated for CHAFFEY COLLEGE by CCAP Agreement partnership participants. Sec. 2 (t)(1)(D)

10. APPORTIONMENT

- 10.1 CHAFFEY COLLEGE shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 10.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2)
- 10.3 CHAFFEY COLLEGE shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)
- 10.4 The attendance of a high school pupil at CHAFFEY COLLEGE as a special part-time or full-time student pursuant to this section is authorized attendance for which CHAFFEY COLLEGE shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s)

11. CERTIFICATIONS

- 11.1 CHAFFEY COLLEGE certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
- 11.2 CVUSD agrees and acknowledges that CHAFFEY COLLEGE will claim apportionment for the CVUSD students enrolled in community college course(s) under this CCAP Agreement.

11.3 This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a CVUSD campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)

11.4 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)

This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing CHAFFEY COLLEGE faculty member teaching the same course at CHAFFEY COLLEGE campus. Sec. 2 (j)

11.5 COLLEGE certifies that:

- A community college course offered for college credit at the participating CVUSD does not reduce access to the same course offered at the partnering CHAFFEY COLLEGE. Sec. 2 (k)(1)
- A community college course that is oversubscribed or has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k)(2)
- The Agreement is consistent with the core mission of CHAFFEY COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead to displacement of otherwise eligible adults at CHAFFEY COLLEGE. Sec. 2 (k)(3)

11.6 This Agreement certifies that CHAFFEY COLLEGE and CVUSD comply with local applicable collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

12. PROGRAM IMPROVEMENT

12.1 CHAFFEY COLLEGE and CVUSD may annually conduct surveys of participating CVUSD pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

13. RECORDS

13.1 Permanent records of student attendance, grades and achievement will be maintained by CVUSD for CVUSD students who enroll in any course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for CHAFFEY COLLEGE students shall be maintained by CHAFFEY COLLEGE.

- 13.2 Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

14. REIMBURSEMENT

- 14.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

15. FACILITIES

- 15.1 CVUSD will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to CHAFFEY COLLEGE or students. CVUSD agrees to clean, maintain, and safeguard CVUSD's premises. CVUSD warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 15.2 CVUSD will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all CVUSD students. The parties understand that such equipment and materials are CVUSD's sole property. The instructor and CVUSD shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. CVUSD understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.
- 15.3 CHAFFEY COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

16. INDEMNIFICATION

- 16.1 CVUSD agrees to and shall indemnify, save and hold harmless CHAFFEY COLLEGE and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of CVUSD's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the CVUSD, its officers, employees, independent contractors, subcontractors, agents and other representatives.
- 16.2 CHAFFEY COLLEGE agrees to and shall indemnify, save and hold harmless the CVUSD and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of CHAFFEY COLLEGE's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of CHAFFEY COLLEGE and its officers, employees, independent contractors, subcontractors, agents and other representatives.

17. INSURANCE

- 17.1 CVUSD, in order to protect CHAFFEY COLLEGE, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name CHAFFEY COLLEGE, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to CHAFFEY COLLEGE.

- 17.2 For the purpose of Workers' Compensation, CVUSD shall be the "primary employer" for all its personnel who perform services as support staff. CVUSD shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective CVUSD personnel made in connection with performing services and receiving instruction under this Agreement. CVUSD agrees to hold harmless, indemnify, and defend CHAFFEY COLLEGE, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by CVUSD personnel connected with providing services under this CCAP Agreement. CVUSD is not responsible for non-School District personnel who may serve as instructors or students who are not affiliated with the CVUSD.

18. NON-DISCRIMINATION

- 18.1 Neither CVUSD nor CHAFFEY COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

19. TERMINATION

- 19.1 Either party may terminate this CCAP Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by July 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this CCAP Agreement shall be addressed to the responsible person listed in Section 20 below.

20. NOTICES

- 20.1 Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

CHAFFEY COLLEGE
Chaffey Community College District
5885 Haven Avenue,
Rancho Cucamonga, CA 91737
Attn: Assoc. Superintendent of Instruction and Institutional Effectiveness
Services

CVUSD
Chino Valley Unified School District
5130 Riverside Drive
Chino, CA, 91710
Attn: Superintendent

21. INTEGRATION

- 21.1 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

22. MODIFICATION AND AMENDMENT

- 22.1 No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

23. GOVERNING LAWS

- 23.1 This agreement shall be interpreted according to the laws of the State of California.

24. COMMUNITY COLLEGE DISTRICT BOUNDARIES

- 24.1 For locations outside the geographical service area boundaries of the Chaffey Community College Service District, CHAFFEY COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

25. SEVERABILITY

- 25.1 This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the

extent allowed by law, and all other provisions or parts shall remain in full force and effect.

26. COUNTERPARTS

26.1 This CCAP Agreement may be executed by the parties in separate counterparts, but all such counterparts shall together constitute one and the same instrument.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

CHAFFEY COMMUNITY COLLEGE DISTRICT

Representative: Norm Enfield
Deputy Superintendent

Representative: Meridith Randall
Associate Superintendent of Instruction
Institutional Effectiveness

Tel: 909-628-1201
Email: Norm_Enfield@chino.k12.ca.us

Tel: 909-652-6163
Email: meridith.randall@chaffey.edu

IN WITNESS WHEREOF, the parties execute this MOU effective on the date first written above:

CVUSD:

CHAFFEY COLLEGE:

By: _____
Signature

By: _____
Signature

Printed Name

Printed Name

Date: _____

Date: _____

APPENDIX

COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT FOR DUAL ENROLLMENT

WHEREAS, the College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Chaffey Community College District (“CHAFFEY COLLEGE”), a public community college district organized and existing under the laws of the State of California with its principal place of business at 5885 Haven Avenue, Rancho Cucamonga, CA 91737, and the Chino Valley Unified School District (“CVUSD”), a Regional Occupational Center with its principal place of business at 2890 Inland Empire Blvd., Suite 100, Ontario, CA 91764.

WHEREAS, CHAFFEY COLLEGE and CVUSD agree to record specific components of the CCAP Agreement using this Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k)(3)

NOW THEREFORE, CHAFFEY COLLEGE and CVUSD agree as follows:

1. CCAP AGREEMENT

- a. CHAFFEY COLLEGE and CVUSD shall ensure that two public (informational and adoption) meetings are held in the review and approval of this CCAP Agreement. Sec. 2 (b)
- b. CHAFFEY COLLEGE shall file this CCAP Agreement with the office of the Chancellor of the California community colleges prior to the start of the partnership. Sec. 2 (c)(2) Confirmation of the filing shall be provided to CVUSD.
- c. CHAFFEY COLLEGE and CVUSD shall review and establish new or amended CCAP Agreements annually on or before July 1, 2019 and follow the protocols set forth in (a) and (b) of this section.
- d. CHAFFEY COLLEGE and CVUSD point of contact: Sec. 2 (c)(2)

LOCATION	NAME AND TITLE	TELEPHONE	EMAIL
CHAFFEY COLLEGE	MATTHEW MORIN, DIR. OF ADULT ED AND HS PARTNERSHIPS	909-652-6103	matthew.morin@chaffey.edu
CVUSD	PRESTON CARR, DIR. OF ALTERNATIVE EDUCATION	909-980-6490	Preston_carr@chino.k12.ca.us

2. STUDENT SELECTION

- a. Minimum School Day - CVUSD shall certify that students participating as part of a CCAP agreement will receive no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.
- b. CVUSD shall select students consistent with the intent of AB 288 to include: high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” *Sec. 2 (a)* and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” *Sec. 1 (d)*
- c. CHAFFEY COLLEGE and CVUSD certify that participating students will have a signed parental consent form on file with CHAFFEY COLLEGE. *Preamble and Sec. 2 (c)(1)*
- d. CHAFFEY COLLEGE and CVUSD certify that participating students may enroll in up to a maximum of 15 unit load per term, the units may not constitute more than four courses per term, the units are part of an academic (educational) program identified as part of this CCAP Agreement and the units are part of an academic (educational) program designed to award students both a high school diploma and an associate degree or a certificate or credential. *Sec. 2 (p)(1-3)*

3. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. CHAFFEY COLLEGE is responsible for all educational program(s) and course(s) offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the CVUSD or CHAFFEY COLLEGE.

4. CCAP AGREEMENT WITH CHAFFEY COLLEGE AND CVUSD-

CHAFFEY COLLEGE and CVUSD have identified the following: program year, educational program(s), and courses to be offered at the date, time, and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: 2018

EDUCATIONAL PROGRAM(S): GUIDANCE/CAREER EXPLORATION/STUDY SKILL/ED PLANNING/IGETC FINE ARTS

LOCATION: DON ANTONIO LUGO HIGH SCHOOL, 13400 PIPELINE AVE, CHINO, CA 91710

COURSE NAME	COURSE #	TERM	TIME	DAYS/HOURS	INSTRUCTOR	FTES/ STUDENTS SERVED	EMPLOYER OF RECORD	LOCATION
Essentials of Student Success	GUID 2	SPRING '18	7:25-8:30am	T, Th	TBA		CC	DAL HIGH SCHOOL
Career Exploration & Life Planning	GUID 3	SPRING '18	7:25-8:30am	M,W,F	TBA		CC	DAL HIGH SCHOOL
Successful College Transition	GUID 6	SPRING '19	TBD	TBD	TBD		CC	DAL HIGH SCHOOL
TBD	IGETC F/A	SPRING '19	TBD	TBD	TBD		CC	

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (sec. 2 (c)(1):

Students will be assessed according to Chaffey College SLOs and standard course grading procedures and policies. Chaffey College participates in assessment using the assessment platform, Taskstream, to archive and map student success. The courses will also follow COR outlines for the courses, which have been approved by the curriculum committee and transfer institutions (if applicable). Finally, instructors for these courses are subject to evaluations, and they must meet minimum qualifications, per the CCFA faculty labor association contract.

5. BOOKS AND INSTRUCTIONAL MATERIALS- The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by CVUSD.

2018/2019 GUID 2: Textbook-\$120
2018/2019 GUID 3: Textbook-\$108; Myers Briggs Test Packet-\$38.75
2018/2019 GUID 6: TBD
2018/2019 IGETC F/A

6. MANDATED ANNUAL STATE REPORTING

- a. CHAFFEY COLLEGE and CVUSD shall ensure accurate and timely reporting of the total number of CHAFFEY COLLEGE full-time equivalent students generated by CCAP Agreement partnership participants.
- b. CHAFFEY COLLEGE and CVUSD shall each year report the annual total number of unduplicated high school student headcount by school site enrolled under the CCAP Agreement are aggregated by gender and ethnicity and reconciled on or before July 1, 2019, and the information shall be reported in compliance with all applicable state and federal privacy laws. The CHAFFEY COLLEGE shall annually report the student data to the office of the Chancellor of the California Community Colleges. *Sec. 2 (t) (1)(A)*
- c. CHAFFEY COLLEGE and CVUSD shall report the annual total number of community college courses by category and type and by school site enrolled in under this CCAP Agreement. *Sec. 2 (t) (1)(B)*
- d. CHAFFEY COLLEGE and CVUSD shall report the annual total number of the unduplicated high school student headcount and the percentage of successful course completions, by course category and type and by school site. *Sec. 2 (t)(1)(C)*
- e. CHAFFEY COLLEGE and CVUSD shall report the annual total number of full-time equivalent students generated by this CCAP Agreement. *Sec. 2 (t)(1)(D)*
- f. CHAFFEY COLLEGE and CVUSD shall ensure that the point of contact for each site establishes protocols for the collection and dissemination of participating student data each semester within 30 days of the end of the term.

7. CCAP AGREEMENT DATA MATCH AND REPORTING

- a. CHAFFEY COLLEGE and CVUSD shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- b. CHAFFEY COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

8. PRIVACY OF STUDENT RECORDS

- a. CHAFFEY COLLEGE and CVUSD understand and agree that education records of students enrolled in the CCAP Agreement course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). CHAFFEY COLLEGE and CVUSD agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agree not to re-disclose such records except as authorized

by applicable law or regulation or by the parent or guardian’s prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

- b. **Limitation on Use.** CHAFFEY COLLEGE and CVUSD shall use each student education record that is collected pursuant to this CCAP Agreement solely for a purpose(s) consistent with CHAFFEY COLLEGE and CVUSD authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- c. **Recordkeeping Requirements.** CHAFFEY COLLEGE and CVUSD shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- d. **Acknowledgement of Receipt of Notice of FERPA Regulations.** By signature of its authorized representative or agent on this Agreement, CHAFFEY COLLEGE and CVUSD hereby acknowledges that it has been provided with the notice required under 34 C.F.R.§ 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian’s prior written consent.

9. FACILITIES USE

- a. CHAFFEY COLLEGE and CVUSD shall adhere to the terms outlined in Section 15, Facilities, of this CCAP Agreement.

BUILDING	CLASSROOM	DAYS	HOURS
DON A. LUGO HS	TBD	See above	See above

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

June 28, 2018
Board Meeting Date

TOPIC 2018-2019 CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP-8419) CONTRACT

Communication No. IV.E.3.a

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 adopt the attached resolution to approve the California Department of Education 2018-2019 California State Preschool Program Contract (CSPP-8419) in the amount of \$340,185 for the period of July 1, 2018 through June 30, 2019.

BACKGROUND

The Chaffey College Child Development Center will receive AB 2759 funding to provide services for preschool program contract (CSSP). AB 2759 created the California State Preschool Program (CSPP), the largest state-funded preschool program in the nation, to service three and four year olds.

BUDGET IMPLICATIONS

Funding Source – California Department of Education, Child Development Division.

Status of Funds – Income and expenditures of \$340,185 are included in the 2018-2019 Restricted Child Development Center fund tentative budget.

Future Implications – It is anticipated the Child Development Center will continue to receive funds from the California Department of Education (CDE), Child Development Division in the future.

RECOMMENDATION

It is recommended that the Governing Board adopt the attached resolution to approve the California Department of Education 2018-2019 California State Preschool Program contract (CSPP-8419) in the amount of \$340,185 for the period of July 1, 2018 through June 30, 2019.

Prepared by:	Birgit Monks, Director, Child Development Center
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

June 28, 2018
Board Meeting Date

TOPIC 2018-2019 GENERAL CHILD CARE & DEVELOPMENT PROGRAMS (CCTR-8190) CONTRACT

Communication No. IV.E.3.b

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 adopt the attached resolution to approve the California Department of Education 2018-2019 General Child Care and Development Programs Contract (CCTR-8190) in the amount of \$359,385 for the period of July 1, 2018 through June 30, 2019.

BACKGROUND

Successful application for annualized campus child care began in January, 1977. Assembly Bill 3790, Vasoncellos, provided child care/child development services to student-parent families. The California Department of Education has the Child Development Center application and description of services on file.

BUDGET IMPLICATIONS

Funding Source – California Department of Education, Child Development Division.

Status of Funds – Income and expenditures of \$359,385 are included in the 2018-2019 Restricted Child Development Center fund tentative budget.

Future Implications – It is anticipated the Child Development Center will continue to receive funds from the California Department of Education (CDE), Child Development Division in the future.

RECOMMENDATION

It is recommended that the Governing Board adopt the attached resolution to approve the California Department of Education 2018-2019 General Child Care and Development Program contract (CCTR-8190) in the amount of \$359,385 for the period of July 1, 2018 through June 30, 2019.

Prepared by:	<u>Birgit Monks, Director, Child Development Center</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

June 28, 2018
Board Meeting Date

TOPIC **2018-2019 TENTATIVE BUDGET**

Communication No. IV.E.3.c

SUPPORTS BOARD POLICY

Board Policy 6200 Budget Preparation - Each year, the Superintendent/President shall present a budget or plan, prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual, to the Governing Board that shall include reasonable assumptions on which planning and budgeting are based, support the educational programs and services of the District, and identify all sources and amounts of anticipated income, along with projected expenditures for that fiscal year.

PROPOSAL

To approve the 2018-2019 tentative District budget.

BACKGROUND

Title 5 of the California Code of Regulations, Section 58300, requires the District to develop a tentative budget on or before July 1 each fiscal year. The purpose of the tentative budget is to establish spending authority for the District operations until the State budget has been finalized and the adopted budget is approved by the Governing Board. Board approval of the adopted budget usually occurs in August, depending on when the State budget is signed.

The District's tentative budget was developed with information from the Governor's proposed May budget revision and before the legislature and the Governor reached the June 8 budget agreement. The tentative budget includes an estimated 1% growth and 2.71% COLA. The budget reflects the Board Policies approved by the Governing Board, protects the core mission of the college, and is designed to support student access and success. The estimated unrestricted general fund income is \$110,669,035 and the prior year re-allocation amount is \$5,363,864. Estimated budgeted expenses are \$116,032,899 and the projected 2018-2019 ending balance/reserve is \$13,264,429 (11.43%).

The tentative budget also includes the restricted general, bond, capital projects, scheduled maintenance, campus store, Chino community center, food services, self-insurance, vacation liability, child development center, student government, and auxiliary donation funds.

Administration will update the budget recommendation for the adopted budget during the August meeting of the Governing Board.

BUDGET IMPLICATIONS

Funding Source – All district funds.

Status of Funds – The budgets are based on estimated figures at the time of development and will be updated for the budgets proposed for adoption in August 2018.

Future Implications – N/A

RECOMMENDATION

It is recommended the Governing Board approve the 2018-2019 tentative District budget as submitted.

Prepared by:	Anita D. Undercoffer, Executive Director, Budgeting and Fiscal Services
Submitted 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

June 28, 2018
Board Meeting Date

TOPIC **APPROVAL TO AUTHORIZE INCREASE TO AGREEMENT WITH DEVELOPING LEADERS, INC.
FOR TRAINING AND CONSULTING SERVICES**

Communication No. IV.E.3.d

SUPPORTS BOARD POLICIES

Supports and complies with Policies 2710 Conflict of Interest, 6330 Purchasing, and 6430 Contracts.

PROPOSAL

To authorize the District to waive the competitive bidding process and issue an increase to contract 2018CS84 with Developing Leaders, Inc. of Fontana, CA (Developing Leaders), to bring the total not-to-exceed amount to \$175,000 for additional training and associated client consultation to District's business clients and community partners to train their full-time workers.

BACKGROUND

California Public Contract Code Section 20651 requires a competitive bidding process before the governing board of a community college district lets a contract of more than the bid limit (currently ninety thousand two hundred dollars, \$90,200) for (1) the purchase of equipment, materials, or supplies to be furnished, sold, or leased to the district (2) services, except construction services (3) repairs, including maintenance as defined in Section 20656, that are not a public project as defined in subdivision (c) of Section 22002.

However, California Civil Code Section 3532 states that the law does not require idle acts. This code provision has been interpreted by the courts to mean that persons may be excused from following the letter of the law where to do so would be wasteful, meaningless or superfluous. (*Stockton v Stockton Plaza Corp.* (1968) 261 Cal.App.2d 639; *People v Boone* (1969) 2 Cal.App.3d 503.) Therefore, District staff believe that it is in the best interest of the District for the Board to, in this case, waive California Public Contract Code section 20651 and issue an increase to contract 2018CS84 with Developing Leaders to bring the total not-to-exceed amount to \$175,000, without going through a competitive bidding process.

On August 9, 2017, the District entered into contract 2018CS84 with Developing Leaders for a not-to-exceed amount of \$50,000. The contract was requested by the Chaffey College Economic Development – Contract Education department (Contract Ed) and was for Developing Leaders to provide training to incumbent workers of employers in the region, using funding from the state's Employment Training Panel (ETP). Using ETP funds, Contract Education facilitates and administers training for businesses in the region to train their existing workers in the following areas but not limited to: leadership skills, interpersonal skills, customer service, management skills, communication skills, interviewing skills, continuous improvement, logistics skills, and vocational ESL. Developing Leaders charges a competitive rate for trainers and also has the availability of qualified trainers in needed areas to meet training demands.

Additionally, starting this fiscal year, Chaffey College received a significantly higher amount of ETP funding from the state, totaling \$950,000. The goal of Contract Education is to expend this funding in one year in order to be eligible to apply for additional ETP funding thereby providing resources to remain a self-supporting operation. The increase in ETP funding this year, which needed to be expended over a shorter timeline, necessitated a sharp increase in the need for trainers.

Due to the success of the trainings offered by Developing Leaders, the demand for these trainers by local businesses, the availability of their trainers in needed subject areas, the sharp increase needed for training to expend the funding provided by ETP, and to ensure the continuity of training, District staff recommends an increase to cover costs for trainers through Developing Leaders, for a total not-to-

**APPROVAL TO AUTHORIZE INCREASE TO AGREEMENT WITH DEVELOPING LEADERS, INC.
FOR TRAINING AND CONSULTING SERVICES**

June 28, 2018

Page 2

exceed contract amount of \$175,000. The District has determined that there would be no advantage to seek or engage another firm to complete these training courses.

This board item has been developed in consultation with legal counsel and has been approved as to form.

BUDGET IMPLICATIONS

Funding Source – Restricted General Fund.

Status of Funds – Funds for this contract increase are included in the 2017–2018 restricted general fund budget.

Future Implications – These funds carryover to the 2018–2019 fiscal year.

RECOMMENDATION

It is recommended that the Governing Board authorize the District to waive the competitive bidding process and issue an increase to contract 2018CS84 with Developing Leaders, Inc. of Fontana, CA (Developing Leaders), to bring the total not-to-exceed amount to \$175,000 for additional training and associated client consultation to District’s business clients and community partners to train their full-time workers.

Prepared by:	<u>Eva Ramirez, Interim Director, 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

June 28, 2018
Board Meeting Date

TOPIC CENTER OF EXCELLENCE (COE) RFA 17-305-006 – AMENDMENT 1

Communication No. IV.E.3.e

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 Amendment 1 to Center of Excellence (COE) Grant Agreement 17-305-006, between the California Community Colleges Chancellor’s Office and Chaffey College, in the amount of \$100,000 for an additional six months of COE Technical Assistance. The new extended performance period shall be July 1, 2017 through December 31, 2018.

BACKGROUND

Integral to the Economic and Workforce Development Program (EWD) and the Strong Workforce Initiative, the Centers of Excellence for Labor Market Research (COE) serve as as labor market and data resource for education and industry stakeholders. COEs provide real-time and look-ahead regional labor market research and data that is validated by industry partners, connect business and industry with community colleges and workforce and economic development professionals, and advance the workforce mission. The COE at Chaffey College is receiving a six month grant extension and an increase of \$100,000.00 to the original grant awarded of \$200,000.00 not to exceed \$300,000.00 to host the Center of Excellence for Labor Market Research serving community colleges in Region F.

BUDGET IMPLICATIONS

Funding Source – California Community Colleges Chancellor’s Office

Status of Funds – Funds of \$100,000 for this amendment will be included in the 2018-2019 restricted general fund adopted budget.

Future Implications – None

RECOMMENDATION

It is recommended that the Governing Board approve Amendment 1 to Center of Excellence (COE) Grant Agreement 17-305-006, between California Community Colleges Chancellor’s Office and Chaffey College, in the amount of \$100,000 for an additional six months of COE Technical Assistance. The new extended performance period shall be July 1, 2017 through December 31, 2018.

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

June 28, 2018
Board Meeting Date

TOPIC DEPARTMENT OF VETERANS AFFAIRS GRANT

Communication No. IV.E.3.f

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 receipt of Veterans Affairs (VA) grant funds in the amount of \$2,198 for the 2017-2018 fiscal year.

BACKGROUND

The Department of Veterans Affairs pays an annual reporting fee to partially reimburse the District for the costs incurred in certifying VA students. By law these funds are to be used to support the work of the office responsible for certification of VA students including, but not limited to, office supplies and equipment, and travel to VA sponsored training.

BUDGET IMPLICATIONS

Funding Source – Department of Veterans Affairs

Status of Funds – The 2017-2018 restricted general fund budget will be increased as indicated below:

48xxx	Income	<u>\$2,198</u>
55xxx	Other Services	<u>2,198</u>
	Total	<u>\$2,198</u>

Future Implications – N/A

RECOMMENDATION

It is recommended that the Governing Board approve the receipt of the Veterans Affairs grant funds in the amount of \$2,198 for the 2017-2018 fiscal year.

Prepared by:	Adrienne Grayson, Director, Special Populations and Equity Programs
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

June 28, 2018

Board Meeting Date

TOPIC DISPOSAL OF DISTRICT PROPERTY: ELECTRONIC EQUIPMENT

Communication No. IV.E.3.g

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 62818, which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the electronic equipment 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 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 62818 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 62818, which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the electronic equipment 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 62818

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. 62818

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

WHEREAS, the Chaffey Community College District ("District") is owner of the electronic equipment 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 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 28th day of June, 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

EXHIBIT A

**DISPOSAL OF DISTRICT PROPERTY: ELECTRONIC EQUIPMENT
BOARD MEETING DATE: JUNE 28, 2018**

Quantity	Description (Make, Model, Color, Dimensions, Etc.)	Serial #s (Asset #'s)
38	Computer, Optiplex 7010	9R3YL02 (136427), 9QBZL02 (136397), 9QYTL02 (136347), 9R20M02 (136428), 9QSYL02 (136469), 9QHWL02 (136413), 9QJXL02 (136309), 9QCZL02 (136409), 9PSYL02 (136418), 9QSTL02 (136386), 9QDZL02 (136306), 9QGXL02 (136458), 9QG0M02 (136414), 9Q2VL02 (136390), 9QL0M02 (136461), 9QZYL02 (136432), 9Q0ZL02 (136322), 9Q7ZL02 (136393), 9QWVL02 (136387), 9QVVL02 (136378), 9QQ0M02 (136457), 9RDXL02 (136382), 9PVXL02 (136314), 9RDYL02 (136431), 9QLWL02 (136300), 9QXYL02 (136459), 9R3VL02 (136430), 9QLVL02 (136411), 9PWYL02 (136313), 9QTVL02 (136470), 9Q6ZL02 (136319), 9QJZL02 (136441), 9R9XL02 (136381), CDJDX1 (135030), 2PXXL02 (136293), FSRKFX1 (135180), FSPLFX1 (135261), FS0KFX1 (135568)
1	Document Scanner, Fujitsu fi-5530C	001566 (125563)
1	Scantron Reader Model 888p+	K-0126037 (112305)
	Computer, Optiplex 760	4106MJ1 (130973), J006MJ1 (131009), 4206MJ1 (130970), 2306MJ1 (131012), 7PX1FN1 (132571), 3TPLKC1 (126337), 1106MJ1 (130990), 5106MJ1 (131001), 7D06MJ1 (130998), C106MJ1 (131007), 8D06MJ1 (131014),
3	Computer, Optiplex 755	FLJXFG1 (129526), DTJXFG1 (129494), FDW9KH1 (126552)
4	Computer, Optiplex 745	BFZL1C1 (125967), 3816DD1 (128111), 1TPLKC1 (126334), 5TPLKC1 (126336)
41	Laptop, Latitude D820	24DSWC1 (127733), BJDSWC1 (127758), GRDSWC1 (127737), BJDSWC1 (127758), GRDSWC1 (127737), 5GDSWC1 (127732), 5RDSWC1 (127744), 3WDSWC1 (127723), 9VDSWC1 (127749), 5MDSWC1 (127747), 1XDSWC1 (127739), H4DSWC1 (127756), GVDSWC1 (127736), GTDSWC1 (127746), 12DSWC1 (127751), 1RDSWC1 (127735), JTDSWC1 (127750), B0DSWC1 (127761), GKDSWC1 (127754), 2PDSWC1 (127755), DYCSWC1 (127742), UJDSWC1 (127759), GNDSWC1 (127731), 6UDSWC1 (127730), 7TCSWC1 (127727), 1WDSWC1 (127724), 46DSWC1 (127760), 8NDSWC1 (127729), 9TDSWC1 (127740), 8WDSWC1 (127753), 5DDSWC1 (127748), 4LDSWC1 (127752), 7KDSWC1 (127757), 1DDSWC1 (127722), 8SDSWC1 (127726), 94DSWC1 (127743), 2FDSWC1 (127738), 57DSWC1 (127728),

		BX1SWC1 (127745), 5QDSWC1 (127752), 8PDSWC1 (127734)
1	Computer, Optiplex 960	FXV7PJ1 (130185)
4	Laptop, Latitude E6500	8RH5FN1 (132659), 1RH5FN1 (132661), 4F6H6K1 (131377), 1F6H6K1 (131141),
1	Laptop, Latitude E6430	9QS64X1 (135023)
1	Washer/Dryer Unit, Kenmore	N/A (136863)

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

June 28, 2018
Board Meeting Date

TOPIC RENEWING COMMUNITIES PROJECT GRANT 2018-2019 – AMENDMENT 2

Communication No. IV.E.3.h

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 twelve month grant renewal agreement (Amendment 2) with the Opportunity Institute for the Renewing Communities Project Grant totaling \$119,000 for the period of May 26, 2018, through May 25, 2019.

BACKGROUND

Chaffey College was granted a renewal for the third year of the 2016 Renewing Communities Project grant to continue to build upon our existing relationship with California Institution for Men (CIM) by expanding credit and non-credit course offerings at this location.

Project activities/services include 1) In-person, classroom-based instruction that supports the completion of an Associate Degree for Transfer (ADT) in Arts and Humanities and in Business/Logistics Management; an Associate Degree in Business (emphasis in Small Business Entrepreneur); stackable credentials in Professional Skills, Logistics Management, and Controls Systems Technology; and XL coursework leading to transfer credit recognized by both the University of California and California State University systems. 2) Job training and readiness assessment, workshops and counseling; 3) Internships and job placement; 4) Academic, personal and career guidance & behavioral awareness; 5) Acquisition of equipment and supplies necessary to support instructional programs offered within the prisons; 6) Development of an intranet for use in CIW and CIM; and 7) A rigorous assessment.

BUDGET IMPLICATIONS

Funding Source – The Opportunity Institute

Status of Funds –Funds of \$119,000 will be included in the 2018-2019 restricted general fund adopted budget.

Future Implications – None

RECOMMENDATION

It is recommended that the Governing Board approve the twelve month grant renewal agreement (Amendment 2) with the Opportunity Institute for the Renewing Communities Project Grant totaling \$119,000 for the period of May 26, 2018, through May 25, 2019.

Prepared by:	Meredith Randall, Associate Superintendent, Instruction and Institutional Effectiveness
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

June 28, 2018

Board Meeting Date

TOPIC RIVERSIDE COMMUNITY COLLEGE DISTRICT EMPLOYMENT TRAINING PANEL (ETP) CONTRACT

Communication No. IV.E.3.i

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 agreement between Chaffey College and the Riverside Community College District in the not to exceed amount of \$25,000 for the period of June 4, 2018 through April 2, 2019 to provide training funded by the California Employment Training Panel (ETP).

BACKGROUND

The District will provide training to companies using Employment Training Panel (ETP) funds according to the Agreement reference #ET17-0428 with ETP. Training will be held at company sites. The contract amount for this agreement will be up to \$25,000. This contract cap amount may be increased through a separate contract amendment.

BUDGET IMPLICATIONS

Funding Source –California Employment Training Panel administered by Riverside Community College District

Status of Funds –Funds of \$25,000 for this contract will be included in the 2018-2019 restricted general fund adopted budget.

Future Implications – None

RECOMMENDATION

It is recommended that the Governing Board approve the agreement between Chaffey College and the Riverside Community College District at the not to exceed amount of \$25,000 for the period of June 4, 2018 through April 2, 2019 to provide training funded by the California Employment Training Panel (ETP).

Prepared by:	Sandra Sisco, Director, 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

June 28, 2018
Board Meeting Date

TOPIC ATHLETIC DEPARTMENT PROFESSIONAL EXPERT PERSONNEL PLAN

Communication No. IV.E.4.a

SUPPORTS BOARD POLICY

Board Policy 7130 Compensation – Salary schedules, compensation and benefits, including health and welfare benefits, for all classes of employees and each contract employee shall be established by the Governing Board.

PROPOSAL

It is recommended the Governing Board approve the updated Athletic Department Professional Expert Personnel Plan.

BACKGROUND

The Plan is designed to cover all Athletic Department district employees who have been designated as “professional experts.”

BUDGET IMPLICATIONS

Funding Source – Unrestricted or restricted funds, as appropriate
Status of Funds – N/A
Future Implications – The estimated costs of \$10,352 for the year 2018-19 are included in the tentative budget.

RECOMMENDATION

It is recommended the Governing Board approve the Athletic Department Professional Expert Personnel Plan.

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

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

June 28, 2018
Board Meeting Date

TOPIC INTERJURISDICTIONAL EXCHANGE AGREEMENT

Communication No. IV.E.4.b

SUPPORTS BOARD POLICY

Board Policy 7150, Evaluation and Professional Growth: The Superintendent/President shall provide professional development opportunities, consistent with the institutional mission and based on identified teaching and learning needs for administrators, faculty, and classified staff.

PROPOSAL

To enter into an interjurisdictional exchange (“IJE”) agreement with the Chancellor’s Office of the California Community Colleges for the period of August 1, 2018 through June 30, 2019. The purpose of the IJE is to transfer Laura Hope, dean, instructional support, to the Chancellor’s Office on a full-time, temporary basis to function as the executive vice chancellor of educational services in the Chancellor’s Office.

BACKGROUND

The Chancellor’s Office of the California Community Colleges has requested the temporary transfer of Laura Hope to serve as the executive vice chancellor of educational services, and is prepared to compensate the district.

There are mutual benefits to the temporary transfer: in selecting a Chaffey administrator, the Chancellor’s Office has access to best practices and field expertise; in permitting the temporary transfer, the district will have an employee who has received broad training and experience regarding a variety of system-wide initiatives.

BUDGET IMPLICATIONS

Funding Source – Unrestricted general fund
Status of Funds – The personnel costs associated with this position are included in the 2018–19 tentative budget.
Future Implications – This temporary transfer will expire.

RECOMMENDATION

It is recommended that the Governing Board approve the interjurisdictional exchange (“IJE”) agreement with the Chancellor’s Office of the California Community Colleges for the period of August 1, 2018 through June 30, 2019, for the purpose of temporarily transferring Laura Hope, dean, instructional support, to the Chancellor’s Office on a full-time, temporary basis to function as the executive vice chancellor of educational services in the Chancellor’s Office.

Prepared by:	<u>Susan Hardie, Director, Human Resources</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

June 28, 2018
Board Meeting Date

TOPIC MANAGEMENT PERSONNEL PLAN/EMPLOYMENT CONTRACTS

Communication No. IV.E.4.c

SUPPORTS BOARD POLICY

Board Policy 7250, Educational Administrators - Educational administrators shall be compensated in the manner provided for by the appointment or contract of employment.

Board Policy 7260, Classified Supervisors, Managers, and Administrators – If a classified administrator is employed by an appointment or contract, the appointment or contract shall be subject to the same conditions as applicable to educational administrators.

PROPOSAL

To approve the employment contracts between the Governing Board of the Chaffey Community College District and the management employees in positions listed below:

	<u>Proposed Contract Expiration Date</u>
Superintendent/President	June 30, 2022
 <u>Level I</u>	
Associate Superintendent, Business Services and Economic Development	June 30, 2021
Vice President, Administrative Affairs	June 30, 2021
Vice President, Student Services	June 30, 2021
 <u>Level II</u>	
Dean, Business and Applied Technology	June 30, 2020
Dean, Chino Campus	June 30, 2020
Dean, Instructional Support	June 30, 2020
Dean, Instructional Support, Guided Pathways, and Kinesiology, Nutrition and Athletics	June 30, 2020
Dean, Language Arts	June 30, 2020
Dean, Mathematics & Science	June 30, 2020
Dean, Social & Behavioral Sciences	June 30, 2020
Dean, Student Life	June 30, 2020
Dean, Visual and Performing Arts	June 30, 2020
Executive Director, Foundation/Governmental Relations	June 30, 2020
Interim Dean, Kinesiology, Nutrition and Athletics/Success Centers and Library	June 30, 2019
 <u>Level III</u>	
Chief of Police/Director, Public Safety	June 30, 2020
Director, Economic Development	June 30, 2020
Interim Director, Career Development	June 30, 2019
Interim Director, Purchasing Services	June 30, 2019
 <u>Level IV</u>	
Interim Campus Store Administrator	June 30, 2019

BACKGROUND

The Chaffey Community College District Management Professional Development/Evaluation Personnel Plan approved by the Governing Board on May 24, 2018, consistent with the provisions of California Education Code, Section 72411, a provision enacted under AB1725, requires all instructional and student services administrators to be employed, and all other administrators may be employed, by the Governing Board of the district by an appointment or contract not to exceed four years. The applicable provisions of the Management Professional Development/Evaluation Personnel Plan approved by the Governing Board provides that managers appointed to Level I positions may be employed by the Governing Board under contract for a period not greater than four (4) years. Managers appointed to Level II, Level III, and Level IV positions may be employed by the Governing Board under contract for a period not greater than three (3) years.

BUDGET IMPLICATIONS

Funding Source – Restricted and unrestricted general fund
Status of Funds – The personnel costs associated with these positions is included in the 2018–19 tentative budget.
Future Implications – It is anticipated that these costs will be ongoing.

RECOMMENDATION

It is recommended the Governing Board approve the employment contracts between the Governing Board of the Chaffey Community College District and management employees in positions listed above.

Prepared by:	<u>Susan Hardie, Director, Human Resources</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

June 28, 2018

Board Meeting Date

TOPIC MANAGEMENT PROFESSIONAL DEVELOPMENT/EVALUATION PERSONNEL PLAN REVISION

Communication No. IV.E.4.d

SUPPORTS BOARD POLICY

Board Policy 7130 Compensation – Salary schedules, compensation and benefits, including health and welfare benefits, for all classes of employees and each contract employee shall be established by the Governing Board.

PROPOSAL

It is recommended the Governing Board approve the revision of section 6.1 Classification Structure of the 2017-20 Management Professional Development/Evaluation Plan.

BACKGROUND

To ensure the 2017-20 Management Professional Development/Evaluation Plan is aligned with BP 7260, Classified Supervisors, Managers, and Administrators, section 6.1 Classification Structure of the Management Plan is revised to include all management positions that may be employed under contract by the Governing Board.

BUDGET IMPLICATIONS

Funding Source – N/A
Status of Funds – N/A
Future Implications – N/A

RECOMMENDATION

It is recommended the Governing Board approve the revision of section 6.1 Classification Structure of the 2017-20 Management Professional Development/Evaluation Plan.

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

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

June 28, 2018

Board Meeting Date

TOPIC MEMORANDUM OF UNDERSTANDING – CHAFFEY COLLEGE FACULTY ASSOCIATION

Communication No. IV.E.4.e

SUPPORTS BOARD POLICY

Board Policy 7140, Collective Bargaining – The superintendent/president shall:

- Conduct collective bargaining in a manner that is fair, applies principles of interest-based bargaining, and complies with Governing Board-established parameters.
- Approve collective bargaining contracts.

PROPOSAL

It is recommended that the Governing Board approve the attached six memoranda of understandings between the Chaffey Community College District and the Chaffey College Faculty Association (CCFA).

BACKGROUND

Article 11.1.1 of the 2017-2020 collective bargaining agreement between the district and CCFA states the District's contribution for medical coverage. With the change to the CalPERS medical insurance plan on July 1, 2017, it is necessary to amend the language in the agreement as reflected on the attached memorandum of understanding.

Article 18.5.1 of the 2017-2020 collective bargaining agreement between the district and CCFA was intended to maintain the district's ability to hire administrators as health science program directors. This language was inadvertently excluded from the new contract. Therefore, it is necessary to amend the language in the agreement as reflected in the attached memorandum of understanding.

Article 18.5.6(k) of the 2017-2020 collective bargaining agreement between the district and CCFA lacked clarity regarding educational services longevity. It is necessary to amend the language in the agreement as reflected in the attached memorandum of understanding.

Articles 21.1 and 21.2 of the 2017-2020 collective bargaining agreement between the district and CCFA regarding contract/regular and part-time compensation, one time stipend required clarification. It is necessary to amend the language in the agreement as reflected on the attached memorandum of understanding.

Article 21.2.4 of the 2017-2020 collective bargaining agreement between the district and CCFA regarding the cooperative work experience education rate schedule needed to be updated with correct salary information. It is necessary to amend the language in the agreement as reflected on the attached memorandum of understanding.

Article 25 of the 2017-2020 collective bargaining agreement between the district and CCFA required additional definition of per diem salary. Therefore, it is necessary to add such language in the agreement as reflected on the attached memorandum of understanding.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended the Governing Board approve the attached six memoranda of understanding between the Chaffey Community College District and the Chaffey College Faculty Association (CCFA).

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

**CHAFFEY COMMUNITY COLLEGE DISTRICT
MEMORANDUM OF UNDERSTANDING
REGARDING
Section 11.1.1 of the 2017-2020 CBA**

This Memorandum of Understanding is made by and between the Chaffey Community College District ("District") and Chaffey College Faculty Association ("CCFA") regarding section 11.1.1 of the 2017-2020 Collective Bargaining Agreement (CBA). The following will replace section 11.1.1 in the 2017-2020 contract:

11.1.1 Medical/Hospital/Surgical Coverage

The District's contribution for medical coverage shall not exceed the annual premium cost of Kaiser CalPERS Plan, for the duration of this Agreement. Any premium costs during the life of this Agreement which exceed the annual premium cost of the Kaiser CalPERS Plan shall be borne by the employee

The District shall provide group medical insurance coverage for the domestic partner (as defined in the California Codes Family Code, Section 297) of an eligible bargaining unit member when all of the conditions provided in the Affidavit of Domestic Partnership are satisfied.

IN WITNESS WHEREOF, the parties hereto have executed this Memorandum of Understanding this 14 day of May 2018.

Chaffey Community College District

X Moridillo
May 14, 2018
Date

Chaffey College Faculty Association

X [Signature]
5/14/2018
Date

**CHAFFEY COMMUNITY COLLEGE DISTRICT
MEMORANDUM OF UNDERSTANDING
REGARDING
Section 18.5.1 of the 2017-2020 CBA**

This Memorandum of Understanding is made by and between the Chaffey Community College District ("District") and Chaffey College Faculty Association ("CCFA") regarding section 18.5.1 of the 2017-2020 Collective Bargaining Agreement (CBA). The District and Association agree that language regarding the District's ability to hire administrators as Health Science program directors was inadvertently dropped from the new contract. Therefore, the following language should be added to the beginning of the second paragraph of section 18.5.1:

The District reserves the right to fill Health Sciences director positions with qualified administrative directors rather than faculty with reassigned time.

IN WITNESS WHEREOF, the parties hereto have executed this Memorandum of Understanding this 14th day of May 2018.

Chaffey Community College District

X Meridith Paulsen
May 14, 2018
Date

Chaffey College Faculty Association

X [Signature]
MAY 14, 2018
Date

CHAFFEY COMMUNITY COLLEGE DISTRICT
MEMORANDUM OF UNDERSTANDING
REGARDING
Section 18.5.6(k) of the 2017-2020 CBA

This Memorandum of Understanding is made by and between the Chaffey Community College District ("District") and Chaffey College Faculty Association ("CCFA") regarding section 18.5.6 (k) of the 2017-2020 Collective Bargaining Agreement (CBA). Section 18.5.6(k) will be amended as follows, with the following paragraph replacing the paragraph about longevity:

Longevity: After completing four (4) semesters as an educational services coordinator, longevity compensation in the amount of \$300 shall be paid and every year of coordinator service thereafter increased an additional \$100 annually. If a break in service as a coordinator exceeds five (5) years, longevity is lost. A coordinator position will be readvertised when a single person has been actively serving for five (5) consecutive years whether or not the position has been advertised during that time. That person will not be eligible to serve again as a coordinator for the five (5) years following their latest service unless that person is the only applicant for a readvertised position. These same conditions apply when multiple people share a single coordinator position over a five (5) year period.

IN WITNESS WHEREOF, the parties hereto have executed this Memorandum of Understanding this 14th day of May 2018.

Chaffey Community College District

X Meridith Randall
May 14, 2018
Date

Chaffey College Faculty Association

X [Signature]
MAY 14, 2018
Date

**CHAFFEY COMMUNITY COLLEGE DISTRICT
MEMORANDUM OF UNDERSTANDING
REGARDING
Sections 21.1 and 21.2 of the 2017-2020 CBA**

This Memorandum of Understanding is made by and between the Chaffey Community College District ("District") and Chaffey College Faculty Association ("CCFA") regarding section XXXX of the 2017-2020 Collective Bargaining Agreement (CBA). The parties agree as follows:

Any faculty member who served as a full-time temporary faculty member in Fall 2017 and subsequently served as a part-time faculty member in Spring 2018 will receive \$2250 for Fall 2017 and his/her appropriate part-time stipend according to section 21.2 for Spring 2018. These payments will be one-time, off-schedule, total compensation for the 2017-18 year and will be made on or before June 30, 2018.

IN WITNESS WHEREOF, the parties hereto have executed this Memorandum of Understanding this 14th day of May 2018.

Chaffey Community College District

X Merideth Randall

May 14, 2018
Date

Chaffey College Faculty Association

X [Signature]

May 17, 2018
Date

**CHAFFEY COMMUNITY COLLEGE DISTRICT
MEMORANDUM OF UNDERSTANDING
REGARDING
Section 21.2.4 of the 2017-2020 CBA**

This Memorandum of Understanding is made by and between the Chaffey Community College District ("District") and Chaffey College Faculty Association ("CCFA") regarding section 21.2.4 of the 2017-2020 Collective Bargaining Agreement (CBA).

The correct amount for each Cooperative Work Experience student should be \$255, based on the computation agreed to by the Association and The District. The section should read:

21.2.4 Cooperative Work Experience education Rate Schedule²

Part-time and overload compensation for Cooperative Work Experience is determined by a formula based on Lab and Instructional Support Rate schedules.

Part-time or overload compensation shall be at the Cooperative Work Experience Education rate of \$255 per student (as of census headcount).

² *Computation of Cooperative Work Experience/Independent Study Service Rate*

Computation of percent of parity for the Lab and Instructional Support Rate schedules shall use the hourly rates at Step 2.

- 1. Average the annual pay for teaching a full load at step two of the hourly rate for lab ($\$67 * 35wk * 15hr / 0.9 = \$39,083$) with the same for instructional support ($\$57 * 35wk * 32hr = \$63,840$) to get \$50,352.*
- 2. Divide the average ($\$63,840$) by 250 students, yielding \$255.36 per student. Round to the nearest dollar: $\$255.36 = \255 per student.*

IN WITNESS WHEREOF, the parties hereto have executed this Memorandum of Understanding this 14th day May 2018.

Chaffey Community College District

X *Meridith Paul*
5/14/18
Date

Chaffey College Faculty Association

X *[Signature]*
MAY 14 2018
Date

**CHAFFEY COMMUNITY COLLEGE DISTRICT
MEMORANDUM OF UNDERSTANDING
REGARDING
Article 25 of the 2017-2020 CBA**

This Memorandum of Understanding is made by and between the Chaffey Community College District ("District") and Chaffey College Faculty Association ("CCFA") regarding Article 25 of the 2017-2020 Collective Bargaining Agreement (CBA). The following sentence will be added to the definition of Per Diem Salary:

For Counselors, Reference Librarians, Instructional Specialists, Supplemental Instruction Coordinator, and Faculty Success Center Facilitator, the daily base load equals 6.4 hours.

IN WITNESS WHEREOF, the parties hereto have executed this Memorandum of Understanding this ^{14th} day of ~~May~~ 2018.

Chaffey Community College District

X Meridith Sandell

May 14, 2018
Date

Chaffey College Faculty Association

X [Signature]

MM 14, 2018
Date

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

June 28, 2018
Board Meeting Date

TOPIC PROFESSIONAL EXPERT COMPENSATION

Communication No. IV.E.4.f

SUPPORTS BOARD POLICY

Board Policy 7130 Compensation – Salary schedules, compensation and benefits, including health and welfare benefits, for all classes of employees and each contract employee shall be established by the Governing Board.

PROPOSAL

To approve a change to the annual compensation reflected in the 2017-18 employment agreement between the Governing Board of the Chaffey Community College District and the professional expert position listed below:

<u>Position Title</u>	<u>Proposed Increase</u>
Deputy Chief of Police	3%

BACKGROUND

The professional expert salaries were last increased on July 1, 2016. Consistent with the Management Professional Development Plan, the district is proposing a 3% increase for this position effective July 1, 2017.

BUDGET IMPLICATIONS

Funding Source – Restricted and unrestricted general fund

Status of Funds – The personnel costs associated with the increase in salary for the position referenced above will be approximately \$2,275 (salary \$2,078; benefits \$197) for the 2017–18 fiscal year. Funding for this increase is included in the 2017–18 budget.

Future Implications – These temporary costs will expire.

RECOMMENDATION

It is recommended the Governing Board approve the change to the annual compensation reflected in the 2017-18 employment agreement between the Governing Board of the Chaffey Community College District and the professional expert listed above.

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

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

June 28, 2018
Board Meeting Date

TOPIC UPDATE TO INTERJURISDICTIONAL EXCHANGE AGREEMENT

Communication No. IV.E.4.g

SUPPORTS BOARD POLICY

Board Policy 7150, Evaluation and Professional Growth: The Superintendent/President shall provide professional development opportunities, consistent with the institutional mission and based on identified teaching and learning needs for administrators, faculty, and classified staff.

PROPOSAL

To update the interjurisdictional exchange agreement with the Chancellor's Office of the California Community Colleges for the period of May 1, 2018 through June 30, 2018, which transferred Robert Rundquist, interim dean, kinesiology, nutrition and athletics/success centers and library, to the Chancellor's Office on a full-time, temporary basis to function as the visiting vice chancellor of guided pathways in the Chancellor's Office.

BACKGROUND

The Chancellor's Office of the California Community Colleges requested the temporary transfer of Robert Rundquist to serve as the visiting vice chancellor of guided pathways, and agreed to compensate the district for the full salary and benefit costs. With the approval of the 2017-20 Management Professional Development/Evaluation Plan approved by the Governing Board in May 2018, it is necessary to adjust the cost per annum in the agreement to reflect the change in salary for the period of May 1, 2018 through June 30, 2018 and to submit to the chancellor's office a reimbursement claim for the difference.

BUDGET IMPLICATIONS

Funding Source – N/A

Status of Funds – The district will be hiring a substitute to fill this vacant position; therefore, there will be no salary savings from this temporary assignment.

Future Implications – This temporary transfer will expire.

RECOMMENDATION

It is recommended that the Governing Board approve the update to the interjurisdictional exchange agreement with the Chancellor's Office of the California Community Colleges for the period of May 1, 2018 through June 30, 2018.

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

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

June 28, 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 May 2018.

BUDGET IMPLICATIONS

Funding Source – All Funds

Status of Funds – Funding for these contracts, purchase orders, and warrants are included in the 2017-2018 adopted district budgets.

Future Implications – None

RECOMMENDATION

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

Prepared by:	<u>Eva Ramirez, Interim Director, 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 Shannon, Superintendent/President</u>

CONTRACT AND CHANGE ORDER LIST¹

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018CS579	Adrian Alfaro	Los Angeles, CA	For a not-to-exceed amount, provide live Mariachi music during the <i>2018 Chaffey College Latino Faculty & Staff Association Graduation Celebration</i> event, held on May 6, 2018, as approved by Special Populations and Equity. ²	\$400.00	Restricted General Fund
2018CS582	African Soul International	Rancho Cucamonga, CA	For a not-to-exceed amount, provide a dance and a drum performance during the <i>2018 Chaffey College 4th Annual Black African-American Graduation Celebration</i> event, on May 12, 2018, as approved by Special Populations and Equity. ³	3,211.50	Restricted General Fund
2018CS580	Alert Security Systems	Upland, CA	For a not-to-exceed amount, to rewire the high voltage electrical system needed to install new X-Ray equipment at the Rancho San Antonio Medical Center, for the period of May 21, 2018 through July 1, 2018, as approved by Facilities Development.	5,600.00	Unrestricted General Fund
2018CS603	Alert Security Systems Inc.	Upland, CA	For a not-to-exceed amount, to renovate rooms AD-191 and AD-109 in the Administration Building on the Rancho Cucamonga Campus, includes patch, repair, prime and paint all walls and brick areas, and installation of doors, for the period of April 17, 2018 through June 1, 2018, as approved by Facilities Development.	16,900.00	Unrestricted General Fund
2018PW593	Alert Security Systems Inc.	Upland, CA	For a not-to-exceed amount, to install a new drop ceiling, install new HVAC ducting work, rewire ceiling lighting, replace old lighting, and apply paint in room CCE-101B at the Campus Center East Building located on the Rancho Cucamonga Campus, for the period of April 2, 2018 through June 30, 2018, as approved by Facilities Development. ⁴	44,750.00	Restricted and Unrestricted General Funds
2018PW588	Alert Security Systems, Inc.	Upland, CA	For a not-to-exceed amount, to remodel the student dining area at the MACC Building, located on the Rancho Cucamonga Campus, for the period of April 25, 2018 through June 30, 2018, as approved by Facilities Development.	44,400.00	Unrestricted General Fund
2018PW614	Alert Security Systems, Inc.	Upland, CA	For a not-to-exceed amount, prepare, power wash, and paint several areas on the Fontana Campus, for the period of April 17, 2018 through May 31, 2018, as approved by Facilities Development.	6,300.00	Unrestricted General Fund

¹ Funding for all contracts and change orders on this list are included in the 2017-2018 adopted district budgets.

² Funded by Student Equity budget.

³ Funded by Student Equity budget.

⁴ Funded by Physical Plant & Instructional Support Block grant budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018CS391	American Business Catalysts, Inc. and Anderson Business Coaching	Redlands, CA	Amendment 1 to increase the not-to-exceed amount for additional training and associated client consultation to District's clients and community partners to train full-time workers in the following areas, but not limited to: business skills, commercial skills, computer skills, continuous improvement, health care, management skills, manufacturing skills, literacy skills and safety skills, as approved by Economic Development. ⁵	\$5,000.00	Restricted General Fund
2018CS602	Ananda Ilcken	Yucaipa, CA	For a not-to-exceed amount, to deliver seminars, workshops, and training related to video game design, web design time, Minecraft – Building, and robotics, for the period of June 1, 2018 through August 2, 2018, as approved by Career Development & Distance Education.	7,650.00	Unrestricted General Fund
2018CS577	Annie Buckley	Los Angeles, CA	For a not-to-exceed amount, participate as a judge for the Spring Photography Show held at Montclair Plaza, in Montclair, on April 30, 2018, as approved by Visual and Performing Arts.	100.00	Unrestricted General Fund
2018PW563	Best Contracting Services, Inc.	Gardena, CA	For a not-to-exceed amount, to remove and replace the roof at the swimming pool office located at the Rancho Cucamonga Campus, for the period of May 1, 2018 through June 30, 2018, as approved by Facilities Development. ⁶	17,810.00	Restricted General and Capital Projects Funds
2018CS625	Blended Sounds of Joy	Rancho Cucamonga, CA	For a not-to-exceed amount, provide a choir performance during the <i>2018 Chaffey College 4th Annual Black African-American Graduation Celebration</i> event at the Rancho Cucamonga Campus, on May 12, 2018, as approved by Special Populations and Equity. ⁷	603.00	Restricted General Fund
2018CS616	Bradford Hurte	Woodinville, WA	For a not-to-exceed amount, to support the Energy, Construction and Utilities Sector (ECU) by providing project management services, which includes planning, tracking, reporting, and ensuring that Industry Sector Projects in Common (ISPIC) grant funds are successfully spent by the expiration date, for the period of April 1, 2018 through December 31, 2018, as approved by Economic Development. ⁸	15,700.00	Restricted General Fund
2018PW623	Burgess Moving and Storage	Riverside, CA	For a not-to-exceed amount, to provide as-needed moving and storage services for the Fontana Center Building (FNFC) during its renovation, for the period of May 1, 2018 through June 30, 2018, as approved by Facilities Development.	11,871.00	Unrestricted General Funds

⁵ Funded by Economic Development grant funds.

⁶ Funded by Physical Plant & Instructional Support Block grant budget.

⁷ Funded by Student Equity budget.

⁸ Funded by Economic Development grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018CS525	Chino Valley USD	Chino, CA	Year 1 of a 3-Year Memorandum of Understanding in partnership with Chino Valley Unified School District (CVUSD), where Chaffey College will serve as the registration and fiscal agent to facilitate the delivery of a High School Summer Program, using fees generated from the program to satisfy expenses; net proceeds determined after expenses will be shared on a 50/50 basis between CVUSD and Chaffey College, for the period of April 1, 2018 through July 31, 2020, as approved by Career Development.	\$20,000.00	Unrestricted General Fund
2018CS576	Citizens Business Bank Arena	Ontario, CA	Use license agreement for venue rental, associated services, and catering for the <i>Chaffey College 101st Commencement Ceremony</i> on May 18, 2018, as approved by Student Services.	87,052.19	Unrestricted General Fund
2018CS615	Commline Inc.	Gardena, CA	For a not-to-exceed amount, to improve radio frequency for hand-held radios used by maintenance/operations and emergency operations, for the period of May 1, 2018 through July 1, 2018, as approved by Facilities/Physical Plant.	3,015.00	Unrestricted General Fund
2018CS327	Concentra Medical Centers	Rancho Cucamonga, CA	Amendment 1 to extend contract start date to July 1, 2017 in order to remit payment for invoices received for the month of July, and to increase the not-to-exceed amount for additional as-needed health services, which include, but are not limited to fitness for duty exams, vaccinations, and tests for faculty and/or staff, as approved by Human Resources.	300.00	Unrestricted General Fund
2018CS607	Cristal Quijada	Fontana, CA	For a not-to-exceed amount, participate in a panel titled, "Transfer Student Success Strategies" on April 27, 2018, as approved by EOPS. ⁹	150.00	Restricted General Fund
2018CS572	CurricUNET	Idaho Falls, ID	For a not-to-exceed amount, to provide CurricUNET hosting, maintenance and technical support, for the period of July 1, 2018 through June 30, 2019, as approved by Information Technology Services.	27,240.00	Unrestricted General Fund
2018CS638	Daryl C. Duncan	Moreno Valley, CA	For a not-to-exceed amount, provide DJ services for the <i>2018 Chaffey College 4th Annual Black African-American Graduation Celebration</i> event on May 12, 2018, as approved by Special Populations and Equity. ¹⁰	400.00	Restricted General Fund
2018PW612	Dovetail Decision Consultants, Inc.	San Anselmo, CA	For a not-to-exceed amount, to provide consulting services for furniture, fixtures, and equipment (FF&E) for the dining commons area at the Michael Alexander Campus Center on the Rancho Cucamonga Campus, for the period of May 1, 2018 through September 30, 2018, as approved by Facilities Development.	4,950.00	Unrestricted General Fund

⁹ Funded by Cooperative Agencies Resources for Education (CARE) budget.

¹⁰ Funded by Student Equity budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018CS619	Enviser	Garden Grove, CA	For a not-to-exceed amount, to troubleshoot and repair two condenser units at the Fontana Campus, for the period of January 1, 2018 through July 1, 2018, as approved by Facilities/Physical Plant.	\$7,580.00	Scheduled Maintenance Fund
2018CS635	Fallen Leaf Films	Sacramento, CA	For a not-to-exceed amount, to deliver a series of high definition videos aligned with the criteria presented in the Industry Sector Projects in Common (ISPIC) video project specifications, for the period of May 8, 2018 through December 31, 2018, as approved by Economic Development. ¹¹	44,800.00	Restricted General Fund
2018CS640	Fiori Barton	Rancho Cucamonga, CA	For a not-to-exceed amount, facilitate a creative therapy and painting workshop for the 2018 general counselor retreat on May 17, 2018, as approved by Counseling. ¹²	460.00	Restricted General Fund
2018PW200	Golden Eagle Moving Services, Inc.	Upland, CA	Amendment 1 to increase the not-to-exceed amount for additional moving services associated with the Wignall Museum renovation, as approved by Administrative Affairs.	450.00	Measure L Fund
2018CS311	Graffiti Protective Coatings, Inc.	Los Angeles, CA	For a not-to-exceed amount, to provide as-needed graffiti removal services at the Rancho Cucamonga, Fontana, and Chino Campuses, and off-site centers, for the period of August 10, 2017 through June 30, 2018, as approved by Facilities/Physical Plant.	2,450.00	Unrestricted General Fund
2018CS611	Growth Perspectives in Education	Riverside, CA	For a not-to-exceed amount, provide a research-based workshop for the <i>2018 Living Lab Symposium</i> , for the period of March 1, 2018 through May 1, 2018, as approved by Math and Science. ¹³	2,820.00	Restricted General Fund
2018CS203	Immaculata Studios, LLC	Columbia Falls, MT	Amendment 3 to increase the not-to-exceed amount for additional digital creative services, as approved by Marketing and Public Relations.	4,000.00	Unrestricted General Fund
2018CS609	Immaculata Studios, LLC	Columbia Falls, MT	For a not-to-exceed amount, provide digital creative services including interviews, fieldwork footage, editing, and creation of a video for the <i>2018 Living Lab Symposium and the Campus as a Living Lab Initiative</i> , for the period of April 17, 2018 through May 17, 2018, as approved by Math and Science. ¹⁴	10,000.00	Restricted General Fund
2018PW604	Inland Signs Inc.	Rancho Cucamonga, CA	For a not-to-exceed amount, to manufacture and install room signage for the Science Complex buildings on the Rancho Cucamonga Campus, for the period of May 1, 2018 through August 1, 2018, as approved by Facilities Development. ¹⁵	18,877.65	Restricted and Unrestricted General Funds

¹¹ Funded by Economic Development grant funds.

¹² Funded by Student Success and Support Program budget.

¹³ Funded by Title III, STEM grant funds.

¹⁴ Funded by Title III, STEM grant funds.

¹⁵ Funded by Physical Plant & Instructional Support Block grant budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018CS526	Juventino Monteon	Rialto, CA	For a not-to-exceed amount, provide DJ services during the <i>Extended Opportunities Programs and Services Graduation Luncheon</i> , held on May 4, 2018, at the Rancho Cucamonga Campus, as approved by EOPS. ¹⁶	\$500.00	Restricted General Fund
2018CS542	Kathleen L. Dutton	Lehi, Utah	For a not-to-exceed amount, to prepare and complete a response to the County of San Bernardino Request for Qualifications No. EDA 118-WDD-2895 High Desert Regional Training Center Project Manager, for the period of April 1, 2018 through June 30, 2018, as approved by Economic Development.	2,000.00	Unrestricted General Fund
2018CS104	Kevin Kaler	Rancho Cucamonga, CA	Amendment 3 to increase the not-to-exceed amount for additional training and curriculum development for the District's business clients and community partners, as approved by Economic Development. ¹⁷	1,500.00	Restricted General Fund
2018PW234	Knowland Construction Services, Inc.	Rancho Palos Verdes, CA	Amendment 1 to increase the not-to-exceed amount to provide additional services as project engineer to work and support the inspector for the Measure L Build Out Project, as approved by Administrative Affairs.	25,600.00	Measure L Fund
2018CS633	Landwirth Legacy Productions	Studio City, CA	For a not-to-exceed amount, to provide professional video and production services for the <i>2018 Chaffey College 4th Annual Black African-American Graduation Celebration</i> event, for the period of May 12, 2018 through June 30, 2018, as approved by Special Populations and Equity. ¹⁸	1,750.00	Restricted General Fund
2018CS639	Leith Ford	Hawthorne, CA	For a not-to-exceed amount, set up and tear down photo booth for the <i>2018 Chaffey College 4th Annual Black African-American Graduation Celebration</i> on May 12, 2018, as approved by Special Populations and Equity. ¹⁹	750.00	Restricted General Fund
2018CS449	Lorbel Inc.	Rancho Cucamonga, CA	Amendment 1 to increase the not-to-exceed amount to complete repairs to the uninterruptible power supply (UPS) in the server room on the Rancho Cucamonga Campus, and to extend the project completion date to June 30, 2018, as approved by Technical Services.	2,377.23	Unrestricted General Fund
2018CS564	Lorraine I. Gagliardi	La Verne, CA	For a not-to-exceed amount, to complete the District's Commission on Dental Accreditation (CODA) report and to build a curriculum in response to CODA required documentation, for the period of April 2, 2018 through June 30, 2018, as approved by Health Sciences.	15,960.00	Unrestricted General Fund

¹⁶ Funded by restricted Extended Opportunities Programs and Services funds.

¹⁷ Funded by Economic Development grant funds.

¹⁸ Funded by Student Equity budget.

¹⁹ Funded by Student Equity budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018CS656	LV Integrators	North Hills, CA	For a not-to-exceed amount, to extend network connection by re-blowing fiber cable from the Museum Building to the Language Arts building, for the period of May 31, 2018 through June 30, 2018, as approved by Technical Services.	\$5,306.00	Unrestricted General Fund
2018CS644	Marco Rosales	Hesperia, CA	For a not-to-exceed amount, provide training and consulting services to the District's business clients, community partners and their full-time employees, in the following areas but not limited to: business skills, commercial skills, computer skills, continuous improvement, health care, management skills, manufacturing skills, literacy skills and safety skills, for the period of May 10, 2018 through June 30, 2018, as approved by Economic Development. ²⁰	1,040.00	Restricted General Fund
2018CS613	Melissa Holcombe	Redlands, CA	For a not-to-exceed amount, provide ECER-R and ITER-R assessments, data and feedback, in order to make the Child Development Center (CDC) aware of their quality rating which will allow the CDC to make realistic and achievable goals for quality improvement, for the period of April 17, 2018 through May 5, 2018, as approved by the Child Development Center.	2,400.00	Children's Center
2018CS531	Miller Electric MFG. LLC	Appleton, WI	For a not-to-exceed amount, provide training and consulting services to the District's business clients, community partners and their full-time employees in the following areas but not limited to: welding processes and filler metals 1, for the period of March 30, 2018 through June 30, 2018, as approved by Economic Development. ²¹	6,500.00	Restricted General Fund
2018CS620	Montgomery Hardware Co.	Rancho Cucamonga, CA	For a not-to-exceed amount, replace the restroom door at the Math Building located on the Rancho Cucamonga Campus, for the period of April 11, 2018 through June 30, 2018, as approved by Facilities/Physical Plant.	2,607.65	Unrestricted General Fund
2018CS624	Niki Tran	West Covina, CA	For a not-to-exceed amount, provide services as a subject area specialist for the evaluation of a full-time faculty member, for the period of January 22, 2018 through May 17, 2018, as approved by Instruction and Institutional Effectiveness.	500.00	Unrestricted General Fund
2018CS605	Pasco Doors	Pomona, CA	For a not-to-exceed amount, furnish and install one automatic single sliding three panel telescopic door, at the Center for the Arts (CAA) building on the Rancho Cucamonga Campus, for the period of May 11, 2018 through June 30, 2018, as approved by Facilities/Physical Plant.	9,103.14	Unrestricted General Fund

²⁰ Funded by Economic Development grant funds.

²¹ Funded by Economic Development grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018CS653	Pasco Doors	Pomona, CA	For a not-to-exceed amount, furnish and install one automatic sliding door at the Center for the Arts (CAA) building on the Rancho Cucamonga Campus, for the period of May 11, 2018 through June 30, 2018, as approved by Facilities/Physical Plant.	\$7,335.43	Unrestricted General Fund
2018CS86	Quick Caption Inc.	Riverside, CA	Amendment 2 & 3 to increase the not-to-exceed amount for additional sign language interpreting services, as approved by Disabled Program Services. ²²	19,900.00	Restricted General Fund
2018CS550	Quiel Bros Electric Co Inc.	San Bernardino, CA	For a not-to-exceed amount, remove and dispose of the existing electronic display and install a new electronic display for the marquee at Rancho Cucamonga Campus, for the period of April 19, 2018 through June 30, 2018, as approved by Facilities Development.	81,370.00	Unrestricted General Fund
2018CS629	RDM Electric Co., Inc.	Chino, CA	For a not-to-exceed amount, troubleshoot electrical stage lighting circuits at the Theatre Building located at the Rancho Cucamonga Campus, for the period of May 1, 2018 through June 30, 2018, as approved by Facilities/Physical Plant. ²³	9,650.00	Restricted General Fund
2018PW592	Reillys Plumbing	Alta Loma, CA	For a not-to-exceed amount, install new plumbing and three floor sinks for the new Starbucks location at the dining commons located at the MACC Building on the Rancho Cucamonga Campus, for the period of April 25, 2018 through June 30, 2018, as approved by Facilities Development.	19,900.00	Unrestricted General Fund
2018PW458	S&K Engineers	Monrovia, CA	For a not-to-exceed amount, provide electrical engineering services for the transformer replacement project on the Rancho Cucamonga Campus, for the period of February 27, 2018 through June 30, 2018, as approved by Facilities Development. ²⁴	27,350.00	Restricted General Fund
2018CS636	Sally B. Reynolds	Fontana, CA	For a not-to-exceed amount, provide a dance performance for the <i>2018 Chaffey College 4th Annual Black African-American Graduation Celebration</i> event on May 12, 2018, as approved by Special Populations and Equity. ²⁵	300.00	Restricted General Fund
2018CS578	Saul Juarez	San Bernardino, CA	For a not-to-exceed amount, provide DJ entertainment services during the <i>Chaffey College 101st Commencement Ceremony</i> , held at the Citizens Business Bank Arena on May 18, 2018, as approved by Student Services.	300.00	Unrestricted General Fund
2018CS289	Scott McLeod Plumbing, Inc.	Alta Loma, CA	Amendment 1 to increase the not-to-exceed amount for additional as-needed emergency plumbing services at all Chaffey College campuses and off-site centers, as approved by Facilities/Physical Plant.	5,000.00	Unrestricted General Fund

²² Funded by Disability Programs and Services (DPS) budget.

²³ Funded by Physical Plant & Instructional Support Block grant budget.

²⁴ Funded by Physical Plant & Instructional Support Block grant budget.

²⁵ Funded by Student Equity budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018CS631	Siemens Industry Inc.	Cypress, CA	For a not-to-exceed amount, conduct fiber test services at the Rancho Cucamonga Campus, for the period of March 1, 2018 through June 30, 2018, as approved by Facilities/Physical Plant.	\$3,493.00	Capital Projects Fund
2018PW144	Southland Industries	Garden Grove, CA	For a not-to-exceed amount, furnish and replace the cooling tower strainer at the Central Plant located on the Rancho Cucamonga Campus, for the period of May 1, 2018 through June 30, 2018, as approved by Facilities Development. ²⁶	31,500.00	Restricted General Fund
17P15	SVA Architects, Inc.	Santa Ana, CA	Amendment 1 to increase the not-to-exceed amount to complete topography surveys for the Chino and Fontana Mixed Use Buildings project, as approved by Administrative Affairs.	37,800.00	Capital Projects Fund
2018CS618	Thought Leadership Lab	Redwood City, CA	For a not-to-exceed amount, develop and assist in executing an integrated leadership strategy to be implemented by all Energy, Construction & Utilities (ECU) team members, for the period of April 30, 2018 through December 31, 2018, as approved by Economic Development. ²⁷	30,000.00	Restricted General Fund
2018CS606	Tiffany Mims	Upland, CA	For a not-to-exceed amount, to participate in a panel titled "Transfer Student Success Strategies" on April 27, 2018, as approved by EOPS. ²⁸	150.00	Restricted General Fund
2018CS610	Trinity Construction, Inc.	Upland, CA	For a not-to-exceed amount, install drywall over four existing moveable wall units at the Wignall Museum, for the period November 29, 2018 through January 31, 2019, as approved by Facilities/Physical Plant.	5,981.00	Measure L Fund

List reflects contracts entered into and change orders to existing contracts for the month of May 2018.²⁹

²⁶ Funded by Physical Plant & Instructional Support Block grant budget.

²⁷ Funded by Economic Development grant funds.

²⁸ Funded by Cooperative Agencies Resources for Education (CARE) budget.

²⁹ Funding for all contracts and change orders on this list are included in the 2017-2018 adopted district budgets.

CHAFFEY COMMUNITY COLLEGE

WARRANT REGISTER REPORT

FOR THE MONTH OF MAY 2018

GENERAL FUNDS (10)

PAYROLL	8,558,771.85	
COMMERCIAL	5,703,944.49	
TOTAL FUND (10)		14,262,716.34

SCHEDULED MAINTENANCE FUND (42) 10,837.63

BUILDING FUND (40) 985,660.61

EARLY RETIREMENT FUND (61) -

VACATION LIABILITY (69) -

CAPITAL OUTLAY PROJECT FUND (41) 588,892.43

CHILD DEVELOPMENT FUND (33)

PAYROLL	\$ 83,315.74	
COMMERCIAL	8,134.30	
TOTAL FUND (33)		91,450.04

TOTAL ALL FUNDS **\$ 15,939,557.05**

PAYROLL WARRANT/ADVICE NUMBERS

124057-124249 383094-386124

COMMERCIAL WARRANT NUMBERS

1012247-1012378 1702629-1703884

PURCHASE ORDER NUMBERS

BPO's	13301-13306	\$	43,977.22
PO's	50001-50228	\$	1,534,632.26

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

June 28, 2018
Board Meeting Date

TOPIC EMERGENCY REPAIR OF CHILLERS AT CENTRAL PLANT

Communication No. IV.F.1.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

It is recommended that the Governing Board of the District authorize Chaffey Community College to enter into an emergency contract with Trane U.S., Inc. of Brea, CA (Trane) for the repair of two centrifugal chillers at the Central Plant on the Rancho Cucamonga Campus, in the amount not to exceed \$62,315.

BACKGROUND

On January 26, 2012, the Chaffey College Governing Board adopted Resolution 12612, delegating the authority to enter into emergency contracts to the superintendent/president, or his or her designee, according to Public Contract Code section 22050, which sets forth the emergency contracting procedures that the District must comply with. In accordance with this section, when the superintendent/president chooses to take action in the event of an emergency, he must report why the emergency will not permit the delay caused by a bidding process, and why the action is a necessary response to the emergency. The report must be made to the Governing Board for approval by four-fifths vote either seven days after the emergency action is taken or at the next regularly scheduled meeting, if the meeting is scheduled no more than fourteen days after the action is taken. Thereafter, unless the action is terminated by the designated district officer, the Governing Board must review the emergency action and maintain approval for the continuation of the emergency action by four-fifths vote at every regularly scheduled meeting until the emergency action is terminated.

During the recent annual inspection of the centrifugal chillers at the Central Plant, it was discovered that both chillers have developed significant issues due to corrosion and possible water treatment deficiencies, and are in urgent need of repair to prevent critical failures. A critical failure of the chillers means that there would be no air conditioning available to the multiple buildings that are connected to the Central Plant. The repair work that is needed includes removing corroded parts, sand blasting all steel surfaces to clean metal, applying new epoxy coating, and reassembling. As time is of the essence, District staff recommends entering into an emergency contract with Trane and foregoing the bidding process to ensure that the chillers are operational during the hot summer months. The District is also researching the causes of the corrosion and is taking measures to prevent a reoccurrence.

BUDGET IMPLICATIONS

Funding Source – Capital Projects – Redevelopment funds

Current Status of Funds – Funds of \$62,315 for this contract are included in the 2017–2018 Capital Projects fund budget.

Future Implications – N/A

RECOMMENDATION

It is recommended the Governing Board, by a four-fifths vote, authorize the District to enter into an emergency contract with Trane U.S., Inc. of Brea, CA for the repair of two centrifugal chillers at the Central Plant on the Rancho Cucamonga Campus, in the amount not to exceed \$62,315.

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 D. Shannon, Superintendent/President