



AGENDA
**MEETINGS OF THE GOVERNING BOARD
CHAFFEY COMMUNITY COLLEGE DISTRICT**

Thursday, September 19, 2019
Board Room, Marie Kane
Center for Student Services/Administration

- I. **REGULAR SESSION**
 - A. CALL TO ORDER (2:00 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. Maintenance and Operations/Environmental Sustainability Report
 2. Adult Education and High School Partnerships
- 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. Proclamation Presentation – Assemblymember Eloise Reyes
 - b. New Employee Introductions
 4. Foundation
 - D. REPORTS
 1. Closed Session Actions
 2. Monitoring
 - a. Libraries/Cybraries Monitoring Report
 - F. CONSENT AGENDA
 1. Governance Process
 - a. Approval of Minutes, August 29, 2019
 - b. Resolution – Compensation for Trustee When Absent
 2. General Institution
 - a. 2019-2022 Student Equity Plan
 3. Academic Affairs
 - a. Curriculum

4. Business/Fiscal Affairs
 - a. Disposal of District Property: Electronic Equipment and Miscellaneous Materials
 - b. Notice of Completion: Solar Carport Project

G. ACTION AGENDA

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

H. 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)

I. BOARD COMMENTS, REQUESTS, AND FUTURE AGENDA ITEMS

V. **ADJOURNMENT**

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

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

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

September 19, 2019

Board Meeting Date

TOPIC LIBRARY/CYBRARIES MONITORING REPORT

Communication No. IV.D.2.a

SUPPORTS BOARD POLICY

BP 4040 Library Services - The District shall have library services that are an integral part of the educational program and will comply with the requirements of the Reader Privacy Act.

ACTIVITIES THAT ADDRESS THE BOARD POLICY

The Library/Cybraries Monitoring Report provides a summary of the 2018-2019 activities of the Rancho Library, Chino Cybrary and Fontana Cybrary locations in support of the quality of the institution's instructional programs and student success by providing library services, instruction and resources that are sufficient in quantity, depth and variety to facilitate educational offerings at all campus locations as well as distance education.

MEANS OF ASSESSMENT

The Library/Cybraries Monitoring Report is derived from annual statistics for entrances, circulation, online database usage, service desk transactions, collection size as well as student surveys from library orientation sessions and the annual user survey.

SUMMARY OF EVIDENCE

The number of library instruction sessions stayed flat at Rancho, but increased at Fontana from 130 instruction sessions to 145, an increase of 12%. The number of classes where librarians were embedded in enhanced/online sections increased from 2,301 to 6,742 students, up 193% from 2017-8. Overall the number of students who attended library instruction sessions in person and online totaled 18,248, an increase of 27% more students.

Demand for on-site library materials decreased in the past academic year (-26%), as the gate counts also showed a slight decrease (-4% overall). This seems to be a trend with the number of students taking online classes and using library services and resources remotely continues to increase.

The amount of time that students use the library computers increased at Fontana (+10%) and Chino (+1%), but slightly decreased at Rancho (-10%). This shows that there is still a demand for access to computers offered at our library locations. Usage of our online resources increased as the number of total retrievals were up 8%, which continues the trend from last year.

Library faculty continue to make progress on the deselection assessment of Rancho print collection. Over 15,000 titles to date have been analyzed for possible withdrawal. The process of sending lists of titles slated for deselection to instructional faculty in subject areas for final input continues with lists going out to Anthropology, Astronomy, Biology, Chemistry, Child Development, Culinary, Earth Science, English, Geography, Gerontology, Philosophy, Physics and Political Science faculty this past year.

Another project that the Library faculty made progress on in spring 2019 was updating and adding newer titles to our print collections. Over 1,400 new print titles were ordered through Midwest in late spring and early summer and are in the process of being received and processed to add to our collections.

STUDENT SURVEYS

In the spring of 2014, the library implemented a student satisfaction survey with the assistance of the Institutional Research Office. The survey was designed to determine the student experience as well as purposes for using the library. A summary of the findings from the survey conducted in late spring 2019 are below:

Table 1: Student Satisfaction with Library Services and Resources

Survey Item	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
The library's range of services meet my needs	387	97.7%	1.6%
The library's staff help me find and evaluate information	387	97.4%	1.6%
I use the library's services/resources to acquire information I seek	387	98%	1.1%
The library's hours of operation meet my needs	387	83.2%	14.6%
Library facilities (i.e., computers, group rooms, study areas) meet my needs	387	95.6%	2.1%
The library offers a safe and comfortable environment	387	98.2%	0.5%
I received kind customer service at the library	387	95.6%	0.3%

As in previous years, the lowest levels of satisfaction were with library hours meeting student needs and the majority of students' comments were regarding increasing the open hours at all locations.

Rates of satisfaction for all items were similar, or slightly decreased compared to the rates seen in the spring 2018 survey. The use of library services and resources showed a larger increase at 98% of students who agreed or strongly agreed, compared to 96.7% from the previous year, which is an increase of +1.3%.

USE OF RESULTS FOR PLANNING

OUTREACH AND DISTRIBUTION OF SERVICES

VIP 1: *Extend equity of access to Library services to better meet the needs of the Chino, Fontana and Distance Education communities.*

We have been unable to extend faculty and staff coverage at the Cybrary locations. We are in dire need of the staff positions to maintain our current operational hours, let alone expand them further. With the

increase in minimum wage our reliance on short-term workers to fill operational hour gaps, particularly on evenings and weekends, has become more precarious, particularly this year. There has been a noticeable decrease in the quality of the workers we have been able to hire and a noticeable increase in turnover rates.

Our department continues to offer extended hours for key days during the last two weeks of fall and spring terms at all three Library locations.

Chino and Fontana - Library entrances and circulation rates of equipment/materials have dropped compared to the previous year, as is the case at the Rancho Library as well. However, additional outreach conducted by the Fontana-based library faculty has been successful as the number of orientation sessions has increased 12% compared to 2017-2018.

Distance Education - Statistics continue to climb in all categories for Distance Education. The number of sections in which librarians are embedded has increased 149% over the previous year and the number of students served is up 206%. The library faculty create 7-9 customized posts per term for each section in which they are embedded. These posts are released at the exact moment of student need and focus on variety of information literacy topics, including: how to pick a topic, database demonstrations, scholarly vs. popular sources, fake news, citation and plagiarism, and more. We support a wide variety of DE classes using this model including courses in English, Art History, Criminal Justice, Kinesiology and the Honors Program, among others. Our department is also beginning to pilot a credible sources review activity in some of the online classes.

PHYSICAL IMPROVEMENTS

VIP 2: Modify library spaces to support the capacity for collaborative learning and intellectual engagement.

Supplemental Instruction has moved into Rancho building, using two of the study rooms and conference room in the east wing as well as the partitioned area upstairs in the west wing. The Rancho Library also received 21 new computers which are in the process of being installed downstairs in the east wing of the building. We plan to reevaluate our priorities for modifying spaces and relocating collections inside the building this upcoming year.

SHIFTING RESOURCES

VIP 3: Formulate collection management strategy to improve suitability of Library resources for current Chaffey programs.

Deselection Assessment of Rancho Collection - Library faculty continue to make progress on deselection assessment of the Rancho print collection. Over 15,000 titles to date have been analyzed for possible withdrawal. Lists based on subject areas slated for deselection have been sent to instructional faculty in the subject areas for final input and were then withdrawn if there were no objections. Since we will be moving to a Library Services Platform (LSP) this upcoming December/January, the deselection assessment has taken a higher priority this academic year and will continue to do so moving forward.

Diversifying Book Collection - During the spring 2018 semester, Library faculty updated the library's print collection with new titles, many which promote diversity and inclusion. Almost 1,200 new print titles were ordered in late spring and early summer of 2018. Materials are now in the process of being added to collections and displays.

Serial Needs Assessment - Library liaisons contacted faculty in instructional departments to obtain more information about serial (journal/magazine/newspaper) needs and submitted information gathered via Google form. The results were then examined to see if any current physical holdings or, e-access to serials available. The results were used to determine priority list for new serial/database subscriptions. We are

currently in the process of adding full-text journal packages from three major academic publishers (Oxford, Taylor & Francis, Wiley) to supplement our online collections.

VHS Deselection Assessment, Spring 2019 - A librarian faculty has compiled a spreadsheet of VHS items in our collection with low circulation rates and is assessing for potential withdrawal. This list was sent out to all faculty and staff for comments before discarding.

PEDAGOGY

VIP 4: Develop best practices for Library instruction modalities to better ensure quality, engagement, and retention of information literacy concepts.

Specialized Workshops - Two specialized workshops, in addition to our general research workshop, are being offered through the Success Centers at all three campuses. Led by librarian faculty, workshops include "Finding & Evaluating Scholarly Articles" and "Fake News: Fact Checking like a Pro". All of the library workshops are now included on the official Success Center verification form, so that students can be certain that the workshops will count towards their supplemental learning requirement.

New Library Instruction Activities - The Library Instruction Activities were developed in order to support student success in the shortened English sequence and in response to AB705. Activities include: "Thesis Statement & Keyword/Synonyms Activity", "Fake News and Fact Checking" and "Scholarly Peer-Reviewed Journals". We are currently working on customizing and utilizing the activities for various disciplines. The "Scholarly Journals" activity was piloted in Radiologic Technology class and a fourth-semester Nursing class in fall 2018 and were presented in two Cultural Anthropology classes in March 2019. Librarian faculty worked in consultation with instructors in discipline areas for selection of articles to assess for the activity. We are attempting to use the activities to delve more deeply into research strategies and critical thinking skills, providing a more hands-on, interactive experience for students.

Credible Sources Review - This is a new initiative that library faculty have launched during the spring 2019 semester, in response to instructor concerns about the credibility of sources used by students for research assignments. Students bring a copy of their assignment and information on the sources they plan to use to one of our Reference Desks. A librarian will go over their sources and offer suggestions as to reliability. A couple of instructors will be including the source review with a librarian as either extra credit or as a required part of the process for a research assignment.

LIBRARY FACULTY HIGHLIGHTS

Welcome to our new Librarian Terezita Overduin starting in Fall 2019!

Shelley Marcus, our Fontana-based librarian, teamed up with Adjunct English Instructor Randee Cowles for an embedded librarian project in her English 1A class, an event which Shelley does each semester at the Fontana campus as she has continued to focus on collaborating with various instructors. Shelley takes part in multiple class sessions in order to convey enhanced strategies for the research process. In order to further the College's emphasis on equity, the team integrated Guided Pathways, cultural wealth, and grit within the collaboration. In addition, Shelley presented sessions on understanding academic journal articles and how to detect fake news through workshops at the Fontana Success Center.

Annette Young continues to expand online information literacy at Chaffey College with "Poe, the Panther Librarian." Poe, which stands for Panther Online Education, is the brainchild of Annette and her librarian colleague, Selene Pineda. As Poe, they are embedded in several courses using Canvas; sharing information literacy content and answering student questions regarding research. Annette continues to collaborate with the English department, One Book One College, and the Wignall Museum on promoting cultural awareness with the use of zines. She helped organize the 2019 Chaffey College Zine Fest, while

LIBRARY/CYBRARIES MONITORING REPORT

September 19, 2019

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leading a workshop which invited students to make their own zines and learn about DIY publishing. Annette also serves as the faculty point person for the Chaffey Archives, where she is leading several inventory projects. During the Spring 2019 semester, Annette joined the Guided Pathways team, where she designed monthly newsletters and the new Academic and Career Communities academic maps.

Mellanie Reeve, continues to partner with Selene Pineda and the Rancho Language Success Center (LSC) in offering activity based Library workshops and is working to expand the LSC/Library workshops to be offered evenings and weekends for fall 2019, so that they are available to more students. She was awarded a Foundation mini-grant to have Chaffey's BLOOM posters and CTA equity posters laminated to hang in the student study and SI rooms at all three library locations, providing a visually impactful message that supports diversity, equality, and multiculturalism in the library's physical spaces. Mellanie Reeve and Carol Hutte collaborated to create the Credible Sources Review, which was piloted in spring with the English department for in person and online classes. The review consists of librarians individually working with students to review their selected sources and ensure that students are locating credible and relevant information.

William Araiza, our Chino based librarian, continues to serve the Chaffey-Chino community. William supports Chaffey College's Turning Point program and delivers on the promise that every Californian has the opportunity to achieve his or her potential through education. This goal is achieved through his support of "Library in a Box" which is a model that provides research material to both California's Institute for Women (CIW) and California's Institute for Men (CIM). William continues to outreach and work with faculty to develop meaningful projects that support enrichment and subject mastery by delivering quality resources to students to further their classroom objectives.

Selene Pineda, continues conducting several outreach responsibilities around various campus locations (VRC and EOPS), managing the library's social media, and working with underrepresented and special populations. Selene continues promoting library resources with the History & Awareness online guides and library displays. Working alongside colleagues, Annette Young and Mellanie Reeve, Selene has helped grow the library's online and in-person instruction programs with "Poe, the Panther Librarian" and Success Center/Library Workshops. Selene has been reassigned (50 % or .5) to be a Distance Education Co-Facilitator for the 2019 - 20 academic calendar.

Carol Hutte, Library Coordinator (to July 2019), continues to serve on the Electronic Access and Resources Committee, Council of Chief Librarians, as the Desert Region Representative. She facilitated outreach to faculty in several departments this past year for input into improving Library collections, both for withdrawal of obsolete print titles and input on new purchases and subscriptions. Carol also spearheaded deselection projects involving the print serials collection and VHS Collection. She was appointed as the Open Educational Resource Liaison by Faculty Senate in spring 2019. In conjunction with her librarian colleagues, she continues to expand integration of activities-based instruction into discipline specific classes, such as the scholarly journals activities in Cultural Anthropology classes in spring and Nursing, Gerontology and Biology classes this fall.

Prepared by:	<u>Robert Rundquist, Interim Dean, Institutional Effectiveness and Intersegmental Partnerships</u>
Submitted by:	<u>Laura Hope, Acting Associate Superintendent, Instruction and Institutional Effectiveness</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>

Chaffey College Libraries

ANNUAL REPORT

2018-2019

RESEARCH IMPACT

Develop critical thinking skills & increase student success



778,620

Database Searches

391,740

Database Retrievals



725

Instruction Sessions

18,248

Students Taught



314,462

Website Visits



14,850

Reference Questions Answered



COLLECTIONS

Explore perspectives & foster global awareness



20,082

Items Circulated



8,546

Textbook Loans



33

Databases



80,143

Print Books



188,956

eBooks

INNOVATIVE OUTREACH

Dynamic engagement



CREDIBLE SOURCES REVIEW

Library faculty collaborated with teaching faculty to provide one-on-one source review for students.



AWARENESS MONTHS / TOPIC GUIDES

Quality resource guides on today's issues curated by Librarians.



BOOK DISPLAYS & ESSAY CONTESTS

Monthly book displays, highlighting awareness months and new book collections. Essay contest in collaboration with OBOC, related to college book.



LIBRARY / LANGUAGE SUCCESS CENTER WORKSHOPS

Scholarly Journals and Fake News activity based instruction.



OPEN EDUCATIONAL RESOURCES / ZERO TEXTBOOK COST

Assist/train faculty on locating good quality, low/no-cost course materials.



POP-UP LIBRARIAN

Providing library research and services at various campus locations & events.



SNACKS 4 SUCCESS & EXTENDED HOURS

Open later on key dates last 2 weeks of term. Provided 700+ students with snacks during finals week, at all sites.



SOCIAL MEDIA

The Library can be found on Instagram and Twitter.



ZINE FEST

Showcase & workshop for zines & library zine collection. A Library, Wignall, & OBOC collaboration.



Reference Librarian Faculty Highlights

Annette Young: Rancho Library

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Carol Hutte, Coordinator: Rancho Library

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Mellanie Reeve: Rancho Library

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Shelley Marcus: Fontana Library

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STUDENT LEARNING OUTCOMES

Students develop research strategies and skills to fulfill information needs.

Students demonstrate ability to access information resources, library technology services, and facilities to conduct research.

Students demonstrate ability to critically evaluate information and its sources.

Students apply and demonstrate ethical and responsible use of information and library resources.

ACCESS

Expand opportunities & eliminate barriers



338,169
Visits to the Library

WAYFINDING
2,502
Help students find resources on campus

Open **6** Days / Week
151 Hours / Week

Monday-Saturday & Evening Hours

4,054
Group Study Room Sessions

STUDENT VOICES



“ I like that at this Chaffey Library, is cozy and the computers are clean and I can even see they have one or two plants in a pot, I love it, and Congratulations, everything looks neat and it makes me feel less stressed. ”

“ I always enjoy my time in the library. =) Thank you!! ”

“ the staff is friendly and helpful ”

“ To be honest I've never needed anything that they didn't, or couldn't supply. They have been great so far. ”

“ All the librarians are friendly, professional and extremely knowledgeable. ”

“ everything meets my needs. ”

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

September 19, 2019

Board Meeting Date

TOPIC **APPROVAL OF MINUTES, AUGUST 29, 2019**

Communication No. IV.F.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 August 29, 2019, 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 August 29, 2019, 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, August 29, 2019, in the boardroom of the Marie Kane Center for Student Services/Administration. Board President McLeod called the meeting to order at 2:02 p.m.

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

Members absent: Ms. Roberts

CLOSED SESSION

The public was 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 2:02 p.m. Closed session was adjourned at 3:30 p.m.

STUDY SESSION

A study session commenced on the following topics:

2019-2020 Adopted Budget – Lisa Bailey, associate superintendent of business services and economic development, introduced Executive Director of Budgeting and Fiscal Services Anita Undercoffer and commended her and her staff for their hard work on a difficult budget. She also thanked Trustee Ovitt for his participation in the budget development process. Ms. Undercoffer thanked the Board for changing the date of the August Board meeting to a week later to allow for time to complete the process.

Ms. Undercoffer's presentation included: 2018-2019 budget update, Student Centered Funding Formula funding challenges, State revenue shortfall, revenue and expenses historical summary, 2019-2020 Governor's May Revise budget, State approved budget major policy changes, 2019-2020 Adopted Budget, changes from tentative to adopted budget, adopted budget summary, and future considerations.

Marketing Report – Alisha Rosas, executive director, equity, outreach and communications, introduced her staff who were present at the meeting. Ms. Rosas presented on: advertising, enrollment support, AB 705 Campaign, media relations, website redesign set to launch early 2020, community and high school

outreach, awards and recognition, Report to the Community, commencement, and looking ahead.

President's Equity Council Report – Dr. Eric Bishop, associate superintendent of student services and legislative engagement, presented on: the role of the President's Equity Council; two primary functions are 1) to address issues of equity across all levels at the college, and 2) to serve in an advisory capacity to the superintendent/president and to human resources on the Student Equity and Equal Employment Opportunity plans; campus-based research; subgroups experiencing most disproportionate impact; *#RealCollege* National Survey identifying overall basic needs insecurity rates; and Equity Council transition. Dr. Bishop mentioned that the new tri-chairs of the President's Equity Council are Alisha Rosas as the management tri-chair, Ray Austin as the classified tri-chair, and the faculty tri-chair is to be determined.

REGULAR SESSION

The regular session reconvened, and Trustee Ovitt led the Pledge of Allegiance to the Flag.

PUBLIC COMMENTS

There were no public comments.

COMMUNITY LINKAGES

GOVERNING BOARD

Student Trustee Nikeenia Williams provided a written report which included: student trustee conference in San Diego, Chaffey College Student Government (CCSG) Welcome Back Event at all three campuses, book grant amount changed from \$50 to \$75, CCSG finance director and senator resignations, and student concerns.

Trustee Ovitt provided a printed report of community events he attended during the month of August that included the following: Chino Basin Water Conservation District meeting, Chaffey College Ontario site update meeting, Chaffey College Dialogue with the Board, The Leaven planning meeting, Soroptimist International of Montclair/Inland Valley social, Children's Fund Golf Committee meeting, First 5 agenda review teleconference, Esperanza Scholarship Foundation Board meeting, Ontario-Chaffey Community Show Band meeting, Children's Fund stuffing of backpacks, First 5 Commission meeting, West End YMCA Incredible Edibles fundraiser, Children's Fund Development meeting, The Leaven dinner, CHOC Walk, Ontario-Chaffey Community Show Band production meeting, Ontario-Chaffey Community Show Band concert, Chaffey High School Alumni Association Administrator/Counselor dinner, Children's Fund West End auxiliary meeting, Colony High School football game, Ontario-Chaffey Community Show Band thank you dinner, Inland Empire Elected

Officials conference on leadership, Ontario Parks and Recreation Commission meeting, Ontario-Chaffey Community Show Band meeting, and the Ontario-Montclair School District ribbon cutting at Vernon Middle School.

Mr. Ovitt reported that the fall convocation and employee recognition luncheon were very nice. He also mentioned that he attended an 80th birthday celebration for Ginger Eaton, former curator of the museum at Chaffey College and former mayor of Montclair, and a Promise Scholars annual retreat. As the Governing Board liaison on budget development, Mr. Ovitt stated that he learned so much about the budget during this process. He commended Dr. Shannon, Lisa Bailey, and Anita Undercoffer for their work on the budget.

Trustee McDougal reported that in August he attended the fall convocation and employee recognition lunch and enjoyed the event. He commented that it was nice to see the retirees come back. He also attended the City of Fontana Mayor's Educational Roundtable which included representatives from K-12 and colleges in the area all seeking to better educational opportunities for residents in the City of Fontana.

Mr. McDougal read a statement into the record in response to an article that appeared in the Sacramento Bee and on an L.A. radio show regarding his pension. Trustee McDougal also distributed a copy of the receipt from PERS indicating the service credit he had purchased. (This statement has been made part of the minutes of this meeting.)

Trustee Brugger reported that in August she attended a Senior Disability Fund Board meeting which purchased fans for those unable to get out to cooler places. Ms. Brugger also thanked those who make the start of the semester events, such as tailgate, so special.

Board President McLeod reported that in August she attended the employee recognition luncheon. She commented that there are many employees who have been with the College for a very long time which speaks well of the temperament and community at Chaffey. She also attended a bust unveiling in Sacramento for Merv Dymally, the first black man to serve as lieutenant governor for the State of California.

LEGISLATIVE UPDATE

Dr. Eric Bishop provided a list of community college-related pending legislation (this list has been made a part of the meeting minutes). He mentioned that because of current legislation, the College must include national suicide prevention information on student ID cards.

Dr. Bishop introduced Tariq Azim, Region IX Legislative Affairs Director, Student Center for California Community Colleges, who explained his duties on the state student senate. One of his duties is to increase advocacy along with representing his student constituents at Board meetings. He discussed current

legislation. He stated he looks forward to working with everyone in his role, especially Student Trustee Nikeenia Williams.

PRESENTATIONS

There were no presentations at the August 29, 2019, meeting.

FOUNDATION

Lisa Nashua, executive director of the Foundation, welcomed Wayne Scaggs, Foundation Board treasurer, who was present at the meeting. Ms. Nashua provided a written report which included: Fall 2019 scholarship application open; community partnerships; private foundations – Edison International, Arconic Foundation, Wells Fargo Foundation, JPMorgan Chase Philanthropy, San Manuel Band of Mission Indians; Foundation Board Retreat; Chaffey College Foundation 30th Annual Golf Tournament Save the Date, June 22, 2020 and special budget planning mailer for corporate partners; Foundation mini grants Guided Pathways theme; and community partnerships to support athletics.

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 or Ratification of:

Sylvia Crum to the position of administrative assistant II, budgeting and fiscal services, 1.0 FTE, 12 months, range 18, step A of the CSEA salary schedule, effective September 3, 2019.

Jennifer Reyes to the position of administrative assistant II, health sciences, 1.0 FTE, 12 months, range 18, step A of the CSEA salary schedule, effective September 3, 2019.

Kirk Collins to the position of counselor, 1.0 FTE, 11-month, tenure-track assignment, effective August 1, 2019.

Sandra Bermudez to the position of instructor, associate degree nursing, 1.0 FTE, 10-month, tenure-track assignment, effective August 14, 2019.

Nicole Miller to the position of instructor, associate degree nursing, 1.0 FTE, 10-month, tenure-track assignment, effective August 14, 2019.

Elizabeth Encarnacion to the position of instructor, communication studies, 1.0 FTE, 10-month tenure-track assignment effective August 16, 2019.

Jinny Lee to the position of instructor, earth science/geology, 1.0 FTE, 10-month, tenure-track assignment, effective August 14, 2019.

Adam Martinez to the position of instructor, English, 1.0 FTE, 10-month tenure-track assignment effective August 14, 2019.

Julie Leahy to the position of instructor, radiologic technology, 1.0 FTE, 11-month, tenure-track assignment, effective August 14, 2019.

Robert Frost to the position of interim dean, business and applied technology, 1.0 FTE, 12 months, range 32, step D of the management salary schedule, effective August 19, 2019, through June 30, 2020.

Sandra Galeas to the position of program assistant, 1.0 FTE, 12-months, range 13, step A of the CSEA salary schedule, effective September 3, 2019.

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

Jonathan Fox to the temporary, unclassified, professional expert position of business liaison, effective September 3, 2019, through June 30, 2020, under the terms and conditions of the employment agreement.

Michelle De La Cruz to the temporary, one-year position of child development center teacher, 1.0 FTE, effective August 12, 2019, through May 21, 2020.

Matthew Morin to the temporary, unclassified, professional expert position of director, intersegmental partnerships and deliveries, effective July 1, 2019, through June 30, 2020, under the terms and conditions of the employment agreement.

Julia Erickson to the temporary, unclassified, professional expert position of first assistant coach, volleyball/out-of-season, all sports, effective August 1, 2019, through June 30, 2020, under the terms and conditions of the employment agreement.

Brooke Padilla to the temporary, unclassified, professional expert position of first assistant coach, women's water polo/out-of-season, all sports, effective September 1, 2019, through June 30, 2020, under the terms and conditions of the employment agreement.

John Hallman to the temporary, unclassified, professional expert position of head coach, men's swimming, effective January 2, 2020, through May 31, 2020, under the terms and conditions of the employment agreement.

Jerry Tivey to the temporary, unclassified, professional expert position of head coach, softball, effective January 2, 2020, through May 31, 2020, under the terms and conditions of the employment agreement.

Laura Kocsis to the temporary, unclassified, professional expert position of head coach, women's water polo, effective September 1, 2019, through December 31, 2019, under the terms and conditions of the employment agreement.

Mehgan Hassanzadah to the temporary, one-year position of instructor, biology, 1.0 FTE, effective August 14, 2019, through May 20, 2020, for the 2019-20 academic year.

Arya Parsa to the temporary, one-year position of instructor, biology, 1.0 FTE, effective August 14, 2019, through May 20, 2020, for the 2019-20 academic year.

Alejandra Parise to the one-year temporary position of instructor, fashion design, 1.0 FTE, effective August 14, 2019, through May 20, 2020, for the 2019-20 academic year.

Kevin Carlson to the temporary, one-year position of instructor, psychology, 1.0 FTE, effective August 14, 2019, through May 20, 2020, for the 2019-20 academic year.

Sharlene Smith to the temporary, unclassified, professional expert position of transition facilitator, effective July 1, 2019, through December 31, 2019, under the terms and conditions of the employment agreement.

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

Appointment of:

The Governing Board approved the revised educational services coordinator assignments for the 2019-20 academic year as identified on the attached list.

The Governing Board ratified the temporary increase in assignment for the administrative assistant II, Health Sciences, from .475 to .9 FTE for the period of June 3, 2019, through September 30, 2019.

MONITORING

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

Budget Monitoring Report
Distance Education Annual Monitoring Report
President's Equity Council Monitoring Report
Quarterly Investment Report

PUBLIC HEARINGS

BUSINESS/FISCAL AFFAIRS

A public hearing was held on the 2019-2020 proposed budget.

No comments were made.

Communication No. IV.E.1.b 2019-2020 Budget Adoption.

The Governing Board adopted the 2019-2020 budget and adopted Resolution No. 82919 on a motion of Mr. McDougal, and second by Mr. Ovitt.

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

HUMAN RESOURCES

A public hearing was held on the Joint Proposal/Preliminary Agreement of the Child Development Center Faculty Association (CDCFA) and Chaffey Community College District.

No comments were made.

Communication No. IV.E.2.b Joint Proposal/Preliminary Agreement of the Child Development Center Faculty Association (CDCFA) and Chaffey Community College District.

The Governing Board adopted the Joint Proposal/Preliminary Agreement of the Child Development Center Faculty Association (CDCFA) and Chaffey Community College District on a motion of Mr. McDougal, and second by Ms. Brugger.

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

CONSENT AGENDA

A motion was made by Mr. Ovitt, seconded by Mr. McDougal to approve the consent agenda as presented.

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

Through this action, the following were approved (Approval of Minutes, July 11, 2019, through Professional Expert Compensation).

GOVERNANCE PROCESS

The minutes of the July 11, 2019, regular board meeting were approved as presented.

BUSINESS/FISCAL AFFAIRS

The Governing Board approved Amendment 02 to increase the amount of the California Department of Education 2018-2019 California State Preschool program (CSPP - 8419) by \$72,626.

The Governing Board approved Fiscal Agent Sub-Agreement DO-19-2566-01 between Rancho Santiago Community College District and Chaffey College, hosting the Center of Excellence, to conduct labor-market research for the period of July 1, 2019 through June 30, 2020 in the amount of \$200,000.

The Governing Board approved that Klein Educational Systems is the single source supplier for Amatrol and FANUC products, Amatrol and FANUC products are sole source products for the performance and services required under the subject Strong Workforce Program grant as described in this Agenda Item, and Chaffey may proceed to negotiate and enter into a sole source contract with Klein Educational Systems for the products and equipment described herein.

The Governing Board approved Resolution No. 82919A 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. (This resolution has been made part of the minutes of this meeting.)

The Governing Board approved the determination that Proposition 55 Education Protection Account funds in the estimated amount of \$16,519,214 be used to partially fund instructional faculty salaries and benefits for the 2019-2020 fiscal year.

The Governing Board approved the Memorandum of Understanding between Chaffey Joint Union High School District and Chaffey College, a

member of the West End Corridor Chaffey Regional Adult Education Consortium, for the period of July 1, 2019 through June 30, 2020 in the amount of \$300,000.

The Governing Board approved the agreement between Riverside Community College District and Chaffey Community College District in the amount of \$30,000 for the period of July 3, 2019 through June 30, 2020 to provide employer partner outreach for the Inland Empire Desert Region Consortium LAUNCH Apprenticeship Network.

The Governing Board approved the Statewide Director, Energy, Construction & Utilities Grant from the California Community Colleges Chancellor's Office in the amount of \$372,000 for the period of July 1, 2019 through September 30, 2020.

The Governing Board approved the Strong Workforce Program Participation Agreement No. 2017/20-19-B-R4 Multi Project Award, between Riverside Community College District and Chaffey Community College, in the amount of \$674,821 for the period of July 1, 2019 through December 31, 2021.

The Governing Board approved Strong Workforce Program Participation Agreement No. 2017/20-19-B-P00 R4 Regional Project Coordination and Support, between Riverside Community College District and Chaffey Community College, in the amount of \$25,000 for the period of July 1, 2019 through June 30, 2020.

The Governing Board approved Strong Workforce Program Participation Agreement No. 2017/20-19-B-P00 R4 Regional Project Management – P01 and P23, between Riverside Community College District and Chaffey Community College District, in the amount of \$102,654 for the period of July 1, 2019 through June 30, 2020.

HUMAN RESOURCES

The Governing Board ratified the employment contracts between the Governing Board of the Chaffey Community College District and the following management positions: dean, health sciences; and interim dean, business and applied technology.

The Governing Board ratified changes to the annual compensation reflected in the 2019-20 employment agreements between the Governing Board of the Chaffey Community College District and professional expert positions.

ACTION AGENDA

BUSINESS/FISCAL AFFAIRS

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

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

CEO/STAFF REPORTS

Henry Shannon, superintendent/president, presented the Board with copies of his monthly report. The report highlighted the 2019-20 Management and Confidential Retreat, Measure P meeting with the City of Rancho Cucamonga, Fall 2019 Convocation/Flex, and updates from instruction and institutional effectiveness and student services.

Dr. Shannon mentioned that this Monday would be his 12-year anniversary at Chaffey College. He was not sure if he wanted to leave St. Louis and his position as Chancellor for the St. Louis Community College System, and that it was Lee McDougal's convincing and negotiation that brought him here. He thanked Mr. McDougal for the wonderful journey, along with the trustees at the time including Kathy Brugger, Katie Roberts, Paul Gomez and Gary George.

Acting Faculty Senate President Nicole DeRose provided Board members with the Faculty Senate's monthly report in which she highlighted Stan Hunter, ceramics; Brianna Gonzales-Harwell, head coach, women's volleyball and KNA; Marc Meyer, anthropology; and Don Schroeder, broadcasting and cinema.

Hope Ell, executive assistant, represented Trisha Albertsen, Classified Senate president, and highlighted Monica Han, success center specialist and CSEA Chapter President, Chaffey College 431.

CSEA had no report.

CCFA President Jonathan Ausubel congratulated Nicole DeRose on becoming acting faculty senate president, and looks forward to an exciting year. On behalf of CCFA, he hopes that Board elections and negotiations go well.

CDCFA had no report.

BOARD COMMENTS, REQUESTS, AND FUTURE AGENDA ITEMS

Mr. Ovitt commented that Dr. Bishop's Associate Superintendent's VIBE Symposiums look very interesting and that he plans to attend some of the future dates.

Mr. Ovitt also commented that the College has been blessed that Dr. Shannon decided to leave St. Louis and that he is the best thing to ever happen to Chaffey.

ADJOURNMENT

The meeting adjourned at 5:07 p.m. in memory of Frank L. Hagen, father-in-law of Ted Younglove, dean, math and science.

The next regular meeting of the Chaffey Community College District Governing Board will be Thursday, September 19, 2019.

President

Clerk

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

September 19, 2019

Board Meeting Date

TOPIC RESOLUTION – COMPENSATION FOR TRUSTEE WHEN ABSENT

Communication No. IV.F.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 Katherine Roberts, Governing Board member, for the August 29, 2019, meeting from which she was absent.

BACKGROUND

Ms. Roberts was absent on August 29, 2019, 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 2019–2020 adopted budget.

Future Implications – None

RECOMMENDATION

It is recommended that the Governing Board adopt the attached resolution to compensate Katherine Roberts, Governing Board member, for the August 29, 2019, 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 August 29, 2019, Katherine 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 August;

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 August 29, 2019, Katherine 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 19th day of September, 2019, and passed by a majority of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand this 19th day of September, 2019.

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

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

September 19, 2019
Board Meeting Date

TOPIC 2019-2022 STUDENT EQUITY PLAN

Communication No. IV.F.2.a

SUPPORTS BOARD POLICY

Board Policy 5300 Student Equity – The District shall have a Student Equity Plan. Following approval of the District Student Equity Plan by the Chaffey College Governing Board, the plan is filed, as required, with the State Chancellor’s Office. The Plan will be updated and sent to the State Chancellor’s Office every three (3) years.

PROPOSAL

To approve the 2019–2022 Chaffey College Student Equity Plan.

BACKGROUND

The Office of Special Populations and Equity Programs and the President’s Equity Council steered a number of discussions to prepare a new Student Equity Plan. These activities engaged members across all three campuses in dialogue to identify current and future efforts which could be institutionalized to achieve the college’s goal to increase student success for disproportionately impacted groups. The Student Equity Plan has also completed a review through the shared governance process.

In accordance with California Ed. Code 78220, as a condition for receiving Student Equity and Achievement (SEA) Program funding, and in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of each community college district shall maintain a student equity plan.

BUDGET IMPLICATIONS

Funding Source – California Community Colleges Chancellor’s Office

Status of Funds – The governing board of each community college district shall maintain a student equity plan as a condition for receiving SEA Program funding. Chaffey College’s SEA Program 2019-2020 allocation is \$6,370,285.

Future Implications – It is unknown if these funds will be on-going.

RECOMMENDATION

It is recommended that the Governing Board approve the 2019–2022 Chaffey College Student Equity Plan.

Prepared by:	Adrienne Grayson, Director, Special Populations and Equity Programs
Submitted by:	Alisha Rosas, Executive Director, Equity, Outreach and Communication
Recommended by:	Henry D. Shannon, Superintendent/President

Chaffey College
Student Equity Plan 2019-2022

This document represents the Chaffey College Student Equity Plan 2019-2022 Summary and Executive Summary. Initial submission of the document was submitted to the Chancellor's Office through the NOVA online platform on June 28, 2019. Though the Chancellor's Office approved an extension for final signatures through September 30, 2019, all colleges were still required to submit their plans by the June 30, 2019 deadline. Chaffey College will be permitted to make changes to the Student Equity Plan on NOVA through September 30, by contacting the Chancellor's Office. The included Executive Summary is required to be available on our college website and can be found at the following link: <https://www.chaffey.edu/spep/docs/2019-22-executive-summary.pdf>

The Student Equity Plan Summary represents what was submitted to the NOVA platform on June 28, 2019 and can only be changed by sending a request to the Chancellor's Office after the Student Equity Plan has been approved by the College's Governing Board. Therefore, the activities listed in the Executive Summary are the most up-to-date version of the Student Equity Plan activities. Furthermore, the main point of contact understands that the list of approvers may need to be updated to reflect recent changes in roles since the initial submission of the Student Equity Plan on June 28, 2019.



**2019-2022 Student Equity Plan
Executive Summary**

The Purpose of the 2019-2022 Student Equity Plan

Chaffey College remains committed to providing quality educational experiences for all of its students, especially those who have been historically underserved or underrepresented in higher education. The College's previous Student Equity Plans have played a significant role in advancing equity-centered practices at all levels of the institution. The activities and goals outlined in the 2019-2022 plan utilize campus-based and national research to identify solutions and methods with the aim of increasing academic success and expanding an equity-minded culture throughout the institution. The College's efforts reflect our dedication to facilitating intersegmental strategies and collaboration that empower students to reach their academic goals and promote a culturally affirming campus environment.

Chaffey College's vision, "improving lives through education," remains at the foundation for the activities listed in the 2019-2022 Student Equity Plan. The Plan extends ongoing college-wide conversations and efforts addressing student success. Programs, support services, and instructional approaches have been, and will continue to be coordinated, regularly evaluated, and revised where necessary to achieve stated goals.

The 2019-2022 Student Equity Plan serves as a blueprint for:

- Achievement of equitable access, student success, retention and persistence in order to increase the number of disproportionately impacted students who complete certificates and degrees or transfer to four-year institutions.
- Identification and elimination of barriers to student success amongst underserved populations.
- Provisions for professional growth and development of a climate of inclusion for all faculty, staff and students, particularly those from minoritized groups.

The heart of the Student Equity Plan is the disaggregation of data to identify where specific groups are experiencing the greatest disproportionate impact and creating a plan of action to set goals and objectives tailored for those identified groups. The College will regularly provide opportunities through its shared governance process to disseminate disaggregated data, analyses of success rates for target populations, as well as local and national best practices.

After developing a working group of cross-functional campus stakeholders and holding in-person and virtual open forums, the 12 activities included in the Plan were designed to enable the College to better serve our disproportionately impacted student populations between the years of 2019 and 2022.

Framework

The 2019-22 Student Equity Plan is rooted in an understanding of the need for a transformative examination of our institutions and the systemic processes that have exacerbated inequitable success rates among historically underrepresented and minoritized students since the inception of higher education. This Plan is Chaffey College's call to action as our College takes a stand to engage in substantive, sustained, outcomes-oriented dialog about student learning, student equity, academic engagement, institutional effectiveness, and continuous reflective praxis by all constituents. Maintaining our vision to "improve lives through education" requires full support of our students' holistic pursuits while at the same time recognizing and dissecting their histories of oppression, inequity and struggle. Moreover, as we create new and improve existing services and infuse equity-mindedness into our academic programs, a close inspection of the intersectionality of identity and recognition of our students' full humanity are required in order to serve our students holistically.

Like many others enrolled in community college, students choose Chaffey College for its affordability, open-access policies, flexible class schedules, proximity to home, and diversity of programs. Our students seek degrees and certificates from Chaffey as a means for self-empowerment, economic advancement and social mobility for themselves and their families. Though their reasons for attending a community college may vary, while they are enrolled they are entrusting this institution to aid them in attaining their goals. We must highly value this trust and multilaterally confront the conditions that lead to disproportionate success rates by race, gender, socio-economic or ability statuses. These conditions, both inside and outside the classroom, have been shown to impact our students' academic performance, the quality of their engagement with faculty, staff and other students, and ultimately their decisions to persist in their education.

Our 2019-22 Student Equity Plan is founded upon two guiding frameworks: The Research and Planning (RP) Group's *Student Support (Re)defined*¹ and bell hook's *Teaching to Transgress*². *Student Support (Re)defined* is the result of a mixed-methods study where 807 community college students from across California shared their perspectives on what factors best contribute to goal attainment. The results from this study found that programs and services that aim to foster student motivation and ensure comprehensive support, particularly for African American and Latinx students, should ensure that employed strategies focus on the following six success factors (listed in order of importance):

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 extracurricular activities

¹ The Research and Planning Group for California Community Colleges (RP Group) developed the six success factors framework as part of the *Student Support (Re)defined* study.

² hooks, b. 1994. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.

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

Additionally, in *Teaching to Transgress*, hooks asserts a need to create community on our college campuses, especially in our classrooms. She asserts that creating a sense of community “create[s] a climate of openness and intellectual rigor... [and] a sense that there is shared commitment and a common good that binds us” (p. 40). Furthermore, listening to our students' voices, more importantly, creating opportunities to amplify their voices, may offer powerful insight into understanding the barriers they encounter both on campus and off campus that impact their educational trajectories. However, as hooks explains, creating places on campus where students only feel safe, and not necessarily challenged from an ethic of love, trust and support, will never fully address the social injustices that have been and continue to be committed on a daily basis against our students. Likewise, this can also be said for the working environments that we create for the faculty and staff who work tirelessly to serve our students. Therefore, the community that we create should not only serve to emancipate our students, but also our faculty and staff in order to support their exploration of innovative and courageous ways to better meet our students' diverse needs and promote learning.

These frameworks serve as guiding lights to our continued work and ground our activities and interventions within a foundation of a common language and conviction. We must ask ourselves and one another, “do our efforts lead to students being more directed, focused, nurtured, connected, valued, and engaged in community?” Given the diverse mission of the College and the community served by it, the College must evaluate its services and pedagogies through the lenses of equity, disproportionate impact, educational opportunity, and access. Institutional practices must be set in place in order to more fully examine the experiences of our campus community and understand the systems that perpetuate the inequities we observe. More importantly, we must take the courageous steps to implement solutions to confront and justly eradicate these systems.

Student Groups

Each California community college must maintain a Student Equity Plan as a condition for receiving funds under the Student Equity and Achievement Program (SEA) - EDC 78222(b). The goal is to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances. Colleges are required to use campus-based research to assess disproportionate impact of specified student groups. Additionally, all categories listed below must be further disaggregated by gender:

- 1) Current or former foster youth
- 2) Students with disabilities
- 3) Low income students
- 4) Veterans
- 5) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census:

- a) American Indian or Alaska Native
 - b) Asian
 - c) Black or African American
 - d) Hispanic or Latino
 - e) Native Hawaiian or other Pacific Islander
 - f) White
 - g) Some other race
 - h) More than one race
- 6) Lesbian, gay, bisexual, or transgender students (LGBTQ)
 - 7) Homeless (while included in the legislation, due to lack of data from the California Community Colleges Chancellor's Office, homeless students were not included in the Plan goals).
 - 8) Additional categories of students as determined by the governing board of the community college district.

Student Success Metrics

At Chaffey College, our intent is to align the 2019-2022 Student Equity Plan with other major plans across the College, such as the Vision for Success local goals, the Strategic Plan, and the Educational Master Plan. Colleges are required to use Data on Demand for their campus-based, disproportionate impact research of the groups listed above to include the following metrics of student success:

1. Access: Successful Enrollment (enroll within one year at same college after applying)
 - Goal Definition: Among all applicants, the proportion who enrolled in the same community college in the selected year.
 - Denominator: All individuals who applied in the selected or previous year through CCC Apply and indicated any educational goal and the college ID in CCC Apply equals Chaffey College.
 - Numerator: Enrollment in the SAME community college identified through CCC Apply in the selected year. To be identified as enrolled, the student must generate one or more enrollment records in the selected year. International students are excluded from this metric.
2. Retention: Fall to Spring
 - Goal Definition: Among all students, the proportion retained from fall to spring at the same college in the selected year. Excludes students who completed an award or transferred to a postsecondary institution.
 - Denominator: Students who generated one or more enrollment records in the fall semester and did not complete an award or transfer to a postsecondary institution.
 - Numerator: Students in the cohort who enrolled in the following spring semester. To be identified as enrolled, the student must generate one or more enrollment records in the selected year.
3. Completion of both transfer-level math and English within the first year

- Goal Definition: Among all students, the proportion who completed BOTH transfer-level English and Math in their first academic year of credit enrollment within the district.
 - Denominator: First-time credit students in the district in the selected year.
 - Numerator: Students who enrolled in and successfully completed a transfer-level English AND a transfer-level Math course within the selected year and were identified as a first-time student in the district in the selected year.
4. Earned credit certificates over 18 units or associate degree within three years (Vision Goal Completion)
- Goal Definition: Among all students, the proportion of students in the subgroup who earned one or more Chancellor’s Office approved certificates, associate degrees, or associate degrees for transfer (ADT) relative to the subgroup’s representation in the total student population in the selected or previous year.
 - Denominator: The subgroup percentage of all students who generated a credit enrollment in the selected or previous year.
 - Numerator: The subgroup percentage of all students who earned one or more Chancellor’s Office approved certificates, associate degrees, or associate degrees for transfer (ADT) in the selected year.
5. Transfer to a four-year institution
- Goal Definition: Among all students, the proportion of students in the subgroup who transferred to a four-year institution relative to the subgroup’s representation in the total student population in the selected or previous year.
 - Denominator: The subgroup percentage of all students who generated a credit enrollment in the selected or previous year.
 - Numerator: The subgroup percentage of all students who transferred to a four-year institution in the selected year.

Below is a chart of the groups that are disproportionately impacted at Chaffey College disaggregated by gender within the five identified success metrics:

2019-22 Student Success Metric	Disproportionately Impacted Groups
Access: Successful Enrollment (enroll within one year at same college after applying)	African American/Black women, Filipino women, Native American women, Pacific Islander women, women who are some other race, White women, women who are current/former foster youth, veteran women, Native American men, Pacific Islander men, men who are current/former foster youth, veteran men
Retention: Fall to Spring	African American/Black women, LGBTQ women,

	African American/Black men
Completion of both transfer-level math and English within the first year	African American/Black women, Latinas, women with disabilities, women who are current/former foster youth, African American/Black men
Earned credit certificates over 18 units or associate degree within three years (Vision Goal Completion)	African American/Black women, women who are some other race, women who are current/former foster youth, LGBTQ women, Native American men, Pacific Islander men, men who are current/former foster youth, LGBTQ men, veteran men
Transfer to a four-year institution	women with disabilities, LGBTQ women, Filipino men, Pacific Islander men, men w/ disabilities, first generation men

The above chart demonstrates that our most disproportionately impacted groups are:

- African American/Black women (4 out of 5 categories)
- Women who current/former foster youth (3 out of 5 categories)
- LGBTQ women (3 out of 5 categories)

Therefore, the below rates and the goals associated with the DI groups, especially those groups most impacted, necessitate intentional and deliberate strategies that explore academic development through the lenses of race, gender, identity and personal development with an acute awareness of the intersectionalities between them.

Goals for Disproportionately Impacted Groups

Below are the three-year goals for each disproportionately impacted group within each Student Equity metric. For comparison purposes, subgroups who experienced disproportionate impact were compared against both the college average and the highest performing group within that particular subgroup. In order to fully close equity gaps, Chaffey College has identified activities that are designed to bring DI groups within range of the highest performing group in each metric.

Metric: Access (Enrolled in Same College): All Students							
College Average: .4420	Observed Outcome DI Groups		Highest Group	College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2017-18 Baseline		N Needed	Percent Increase	N Needed	Percent Increase
Disproportionately Impacted Group:							
African American	3,264/8,097	.4031	.4608	3,579	9.7%	3,731	14.3%

Filipino	684/1,653	.4137	.4608	731	6.9%	762	11.4%
Native American	144/401	.3591	.4608	173	20.1%	185	28.5%
Pacific Islander	106/293	.3617	.4608	130	22.6%	135	27.4%
Some Other Race	168/540	.3111	.4608	239	42.3%	249	48.2%
Foster Youth	541/1,458	.3710	.4459	645	19.2%	651	20.3%
Veterans	380/1,029	.3692	.4454	455	19.7%	459	20.8%

Metric: Access (Enrolled in Same College): Female Students							
College Average: .4324 Disproportionately Impacted Group:	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
African American	1,805/4,655	.3877	.4492	2,013	11.5%	2,091	15.8%
Filipino	349/902	.3869	.4492	390	11.7%	406	16.3%
Native American	79/222	.3558	.4492	96	21.5%	100	26.6%
Pacific Islander	54/148	.3648	.4492	64	18.5%	67	24.1%
Some Other Race	74/218	.3394	.4492	95	28.4%	98	32.4%
White	2,183/5,264	.4147	.4492	2,277	4.3%	2,365	8.3%
Foster Youth	336/893	.3762	.4338	387	15.2%	397	18.2%
Veterans	55/179	.3072	.4330	78	41.8%	78	41.8%

Metric: Access (Enrolled in Same College): Male Students							
College Average: .4710 Disproportionately Impacted Group:	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
Native American	62/168	36.90	.4865	80	29.0%	82	32.3%
Pacific Islander	49/141	34.75	.4865	67	36.7%	69	40.8%
Foster Youth	200/536	37.31	.4730	253	26.5%	254	27.0%
Veterans	320/827	38.69	.4738	390	21.9%	392	22.5%

Metric: Retained Fall-to-Spring: All Students							
College Average: .7236 Disproportionately Impacted Group:	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
	African American	1,188/1,818	65.34	.7528	1,316	10.8%	1,369
LGBTQ	439/668	65.71	.7255	484	10.3%	485	10.5%

Metric: Retained Fall-to-Spring: Female Students							
College Average: .7262 Disproportionately Impacted Group:	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
	African American	697/1,068	65.26	.7644	776	11.3%	817
LGBTQ	277/425	65.17	.7287	309	11.6%	310	11.9%

Metric: Retained Fall-to-Spring: Male Students							
College Average: .7198 Disproportionately Impacted Group:	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
	African American	462/713	64.79	.7914	514	11.3%	565

Metric: Completed Transfer-Level English and Math: All Students							
College Average: .0446 Disproportionately Impacted Group:	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
	African American	4/405	.0098	.1297	19	375.0%	53
Students w/ Disabilities	6/265	.0226	.0458	12	100.0%	13	116.7%
Foster Youth	2/136	.0147	.0454	7	250.0%	7	250.0%

Metric: Completed Transfer-Level English and Math: Female Students							

College Average: .0364 Disproportionately Impacted Group:	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
	African American	2/217	.0092	.1041	8	300.0%	23
Latina	65/1,967	.0330	.1041	72	10.8%	205	215.4%
Students w/ Disabilities	1/126	.0079	.0389	5	400.0%	5	400.0%
Foster Youth	1/77	.0129	.0382	3	200.0%	3	200.0%

Metric: Completed Transfer-Level English and Math: Male Students							
College Average: .0546 Disproportionately Impacted Group:	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
	African American	2/181	.0110	.1590	10	400.0%	29

Metric: Attained the Vision for Student Success Goal Completion: All Students							
College Average: .0508 Disproportionately Impacted Group:	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
	Native American	4/101	.0396	.0657	6	50.0%	7
Foster Youth	25/675	.0370	.0657	35	40.0%	45	80.0%
LGBTQ	32/1,376	.0232	.0517	70	118.8%	72	125.0%
Veterans	13/330	.0393	.0509	17	30.8%	17	30.8%

Metric: Attained the Vision for Student Success Goal Completion: Female Students							
College Average: .0507 Disproportionately Impacted Group:	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
	African American	89/2,190	.0406	.0636	111	24.7%	140
More Than One Race	25/709	.0352	.0636	36	44.0%	45	80.0%

Foster Youth	16/403	.0397	.0509	21	31.3%	21	31.3%
LGBTQ	22/857	.0256	.0517	44	100.0%	45	104.5%

Metric: Attained the Vision for Student Success Goal Completion: Male Students							
College Average: .0511 Disproportionately Impacted Group:	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
Native American	1/33	.0303	.0675	2	100.0%	3	200.0%
Pacific Islander	1/43	.0232	.0675	3	200.0%	3	200.0%
Foster Youth	9/262	.0343	.0514	14	55.6%	14	55.6%
LGBTQ	9/492	.0182	.0521	26	188.9%	26	188.9%
Veterans	5/222	.0225	.0515	12	140.0%	12	140.0%

Metric: Transferred to a Four-Year Institution: All Students							
College Average: .0676 Disproportionately Impacted Group:	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2016-17 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
Students w/ Disabilities	65/1,697	.0383	.0701	115	76.9%	119	83.1%
First Generation	523/10,002	.0522	.0805	676	29.3%	805	53.9%
LGBTQ	24/497	.0482	.0681	34	41.7%	34	41.7%

Metric: Transferred to a Four-Year Institution: Female Students							
College Average: .0683 Disproportionately Impacted Group:	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2016-17 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
Students w/ Disabilities	37/930	.0397	.0706	64	73.0%	66	78.4%
LGBTQ	12/304	.0394	.0690	21	75.0%	21	75.0%

Metric: Transferred to a Four-Year Institution: Male Students							

Disproportionately Impacted Group:	Observed Outcome DI Groups		Highest Group	College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2016-17 Baseline		N Needed	Percent Increase	N Needed	Percent Increase
Filipino	11/205	.0536	.0864	14	27.3%	18	63.6%
Pacific Islander	1/20	.0500	.0864	2	100.0%	2	100.0%
Students w/ Disabilities	27/713	.0378	.0677	47	74.1%	49	81.5%
First Generation	176/3,759	.0468	.0794	246	39.8%	299	69.9%

Planned Activities

Below are the descriptions of the activities that have been identified to support attainment of the Student Equity Plan metrics:

Activity Title	Description	Metric
1. Create and implement Student Success Teams.	<p>1.1. Maximize counseling, staff, mentor and advising capacity as well as develop infrastructure to begin a case management approach in order to holistically address students’ needs and equity-based challenges for students who identify as African American/Black, foster youth, first generation, veterans, LGBTQ+, over the age of 30, undocumented, and/or currently and formerly incarcerated.</p> <p>1.2. Create systematic onboarding and connection points to ensure students are guided through the system to receive the services they need.</p> <p>1.3. Increase communication, or touchpoints, with disproportionately impacted (DI) populations regarding services and deadlines.</p>	Access, Retention, Goal Completion
2. Enhance professional development opportunities for faculty and staff.	2.1. Increase coordination and collaboration with Professional Development Committee, Faculty Success Center (FSC), Classified Success Network (CSN), Chaffey Alliance of Management Professionals (CAMP), and Center for Culture and Social Justice (CCSJ) to provide more professional development opportunities on cultural competency and	Retention; Goal Completion

	<p>culturally responsive teaching and learning strategies for faculty and staff with the goal of improving success rates of DI student groups.</p> <p>2.2. Create professional development activities and trainings focused upon building capacities for culturally relevant and inclusive practices, language and pedagogy while removing barriers for students who identify as African American/Black, Filipino, Native American, Pacific Islander, foster youth, LGBTQ+, undocumented, currently and formerly incarcerated, and veteran.</p> <p>2.3. Provide professional learning in pedagogical design that will increase success of African American/Black, LatinX, LGBTQ+, foster youth, undocumented, currently and formerly incarcerated, and first-generation students.</p> <p>2.4. Train and educate instructional faculty on concepts of Umoja practices, Reading Apprenticeship strategies, metacognition, and “Universal Design” to improve educational outcomes for many DI populations.</p> <p>2.5. Provide professional development for faculty of gateway and barrier courses that consistently produce high non-success rates for DI populations.</p> <p>2.6. Identify and create infrastructure using disaggregated success and retention data for instructor self-reflection on teaching students from DI populations.</p> <p>2.7. Institutionalize BLOOM training, including but not limited to multiculturalism, biases and microaggressions workshops.</p> <p>2.8. Enhance faculty awareness of DPS student needs and regulations.</p>	
<p>3. Expand equity-mindedness within Instructional Support.</p>	<p>3.1. Collaboration between the Office Special Populations and Equity Programs and the Supplemental Instruction (SI) Program should focus on increasing success rates within English and math courses of students who identify as African American/Black,</p>	<p>Completion of transfer-level math and English; Retention</p>

	<p>foster youth, having a disability(ies), and/or Latina.</p> <p>3.2. Collaborate with Success Centers and DPS to offer workshops on English and math study skills, writing personal statements and other transfer-related topics.</p> <p>3.3. Ensure that SI leaders and Success Center tutors not only represent, but also are trained in working with African American/Black, Filipino, Native American, Pacific Islander, foster youth, and veteran student populations.</p> <p>3.4. Introduce new Success Center activities and increase requirements that are supplemental to transferable math and English courses on all three campuses and within prison education programs.</p> <p>3.5. Expand availability of DPS note takers and aids for math and English classes with highest non-success rates.</p>	
<p>4. Enhance Faculty Advising’s visibility and connectivity to DI populations.</p>	<p>4.1. Maximize “in-reach” by faculty advisors to specifically impacted populations (students who identify as first generation, African American/Black, foster youth, LGBTQ+, undocumented, and/or currently and formerly incarcerated) to clarify career pathways and provide career preparation assistance to disproportionately impacted students.</p>	<p>Transfer; Goal Completion</p>
<p>5. Create inquiry teams and make recommendations for change.</p>	<p>5.1. Create Inquiry Teams comprised of faculty and staff, in order to research, collect quantitative and qualitative data, and make recommendations for how the College can better meet the needs of students who identify as LGBTQ+, African American, parents, undocumented, and over the age of 30.</p> <p>5.2. Create Inquiry Teams comprised of faculty and staff, in order to research, collect disaggregated quantitative and qualitative data, and make recommendations that will lead to the increase in success rates of Math and English courses for students from disproportionately impacted populations.</p>	<p>Access; Transfer; Retention; Goal Completion; Completion of transfer-level Math & English</p>

	5.3. Identify potential institutional barriers to student success; examples include the following: time of course offerings, campus location, online options, full-time or part-time faculty instruction, etc.	
6. Identify and institutionalize equitable hiring practices.	6.1. Increase recruitment and hiring of faculty who represent African American/Black, Latinx, Filipino, Native American, Pacific Islander, foster youth, and veteran student populations. 6.2. Re-examine hiring qualifications to include experience and training in teaching students of color. 6.3. Institutionalize and increase student participation in hiring processes.	Retention; Goal Completion
7. Institutionalize equity-driven outreach processes.	7.1. Model outreach efforts through the guided pathways framework to maximize engagement with DI populations. 7.2. Develop outreach programming and materials to better assist African American/Black, non-traditional, veteran, foster youth, Filipino, Native American, Pacific Islander, undocumented, and formerly incarcerated students with successful enrollment. 7.3. Provide access to programs and information regarding college affordability, financial literacy and assistance with completion of financial aid processes for potential students. This will include workshops at partnership schools on FAFSA/Dream Act completion, Panther Promise and scholarships. 7.4. Continue to expand partnerships with high schools, adult schools, community organizations, and county foster and veteran agencies to facilitate access and increase enrollment of DI populations. 7.5. Increase outreach, recruitment and course offerings for dual-enrollment and adult school programming, and create College and Career Access Pathway agreements with feeder school districts, to maximize the pipeline of dual-enrollment and adult school students toward successful enrollment as full-time Chaffey College students.	Access; Completion of transfer-level math and English

	7.6. Leverage current recruiting technology to increase touchpoints between potential students and Outreach staff.	
8. Develop Open Educational Resources (OER) for “Golden Four” Courses and CTE.	8.1. Support integration of low-cost and zero-cost course materials to enhance degree and certificate completion and transfer to four-year institutions within courses that have been identified by the CSU system as the "Golden Four" (oral communication, written communication, critical thinking, and mathematics/quantitative reasoning). 8.2. Support integration of low-cost and zero-cost course materials to enhance degree and certificate completion and transfer to four-year institutions within the College’s key CTE programs.	Transfer; Completion of transfer-level Math & English; Goal Completion
9. Support socio-emotional and basic needs services for the advancement of academic success.	9.1. Support the College’s effort to assist students with basic human survival resources, including food, housing, transportation, and child care. 9.2. Evaluate and address the mental health needs of disproportionately impacted students to assist in their educational persistence. 9.3. Integrate basic needs and mental health services with counseling, guidance and educational planning for all DI groups.	Retention; Goal Completion
10. Create a welcoming environment by validating student identities and experiences.	10.1. Classroom and student services spaces will promote a welcoming environment aimed to optimize and address diverse learning needs. 10.2. Increase capacity of campus programs, such as Umoja, Puente, Brothers Forum, Sisters Forum, Independent Scholars, Veterans Services, and others to effectively serve students from DI populations. 10.3. The Center for Culture and Social Justice will enhance cultural competency opportunities for faculty, staff and students. 10.4. Support the College’s implementation of the <i>Caring Campus</i> program, which aims to increase student connectedness to the college in order to directly enhance student engagement and success.	Access; Retention; Goal Completion

	<p>10.5. Increase the showcasing of educational achievements by individuals from DI populations.</p> <p>10.6. The College’s art collection will reflect the identities and experiences of our student population in all its diversity and difference.</p> <p>10.7. Create and maintain central location, both physically and digitally, for access to campus resources and information to better support DI students.</p>	
11. Enhance Distance Education support systems.	<p>11.1. Adapt equity-driven supports for Distance Education courses.</p> <p>11.2. Increase access to online degrees and certificates through the development of Distance Education programs and participation in the Online Education Initiative to support DI populations.</p>	Retention; Goal Completion
12. Augment transfer and career services.	<p>12.1. The College’s Career Center and Transfer Center will be utilized to engage and assist students from DI populations in developing career and transfer goals through collaborative efforts with campus departments, student clubs, and faculty.</p> <p>12.2. Actively pursue new opportunities to create transfer articulation agreements with public and private colleges and universities, including UCs, CSUs, and HBCUs outside of those currently within the Chancellor’s Office.</p> <p>12.3. Actively recruit and support historically underrepresented students for professional degree programs, including medical and legal programs.</p> <p>12.4. Increase coordinated on-campus collaborations, programming and college visits for underrepresented students, including those participating in programs sponsored by Special Populations and Equity Programs, Umoja, Puente, EOPS, CalWorks and DPS, in order to increase transfer to four-year transfer institutions for DI student populations.</p>	Retention; Transfer; Goal Completion

The overall goal of the Chaffey College Student Equity Plan is to increase student success by eliminating disproportionate impact among specific student groups. This will be accomplished through the devotion of focused attention on those groups with histories of marginalization and exclusion. It is also a goal of the Plan to enhance the prioritization of equity among all constituent groups across the college, ultimately leading to equity-mindedness and transformative conversations as part of the college culture.

Accounting of Student Equity Budget Allocations

The 2019-2022 Student Equity Plan requires an accounting of how student equity funding for 2015-2016, 2016-2017, and 2017-2018 was expended. Below is an accounting of expended funds.

Object Code	Category	2015-16	2016-17	2017-18
1000	Academic Salaries	\$465,209.00	\$416,995.00	\$393,643.00
2000	Classified and Other Nonacademic Salaries	\$625,436.00	\$659,446.00	\$697,918.00
3000	Employee Benefits	\$220,151.00	\$289,972.00	\$331,830.00
4000	Supplies & Materials	\$121,149.00	\$82,669.00	\$47,765.00
5000	Other Operating Expenses and Services	\$438,495.00	\$374,764.00	\$397,599.00
6000	Capital Outlay	\$66,116.00	\$46,627.00	\$42,068.00
7000	Other Outgo	\$19,420.00	\$81,378.00	\$17,570.00
	Program Totals	\$1,955,976.00	\$1,951,851.00	\$1,928,393.00
	Original Allocations	\$1,848,676.00	\$1,951,851.00	\$1,942,150.00
	Supplemental Allocation	\$107,300.00	\$0	\$0
	Total Allocations	\$1,955,976.00	\$1,951,851.00	\$1,942,150.00

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Student Equity Plan Summary

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Details

Assurances

* I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

Progress & Success

Process & Schedule

Chaffey College's Student Equity Plan (SEP) reflects the college's commitment to a long-term plan that facilitates student success, spanning the arc of students' educational careers from pre-enrollment to completion. In partnership with the President's Equity Council (PEC), the Office of Special Populations and Equity Programs (SPEP) has created processes to aid in the formulation and evaluation of the Plan components. In collaboration with the Office of Institutional Research, each area responsible for SEP activities will be initially responsible for assessing and evaluating the effectiveness of those activities. Outcomes are reported to PEC during monthly meetings, where progress is evaluated and recommendations are made. The Office of Institutional Research is involved in all phases of evaluation, either directly or in a supportive/consultative role. Mid-

year assessments will allow the College to verify the facilitation of the activities and monitor expenditures. The cycle shall include a review of progress toward meeting outlined activities at the beginning of the spring semester, allowing for any adjustments to be made prior to the end of the school year and fiscal years. Annual reviews of the measurable performance outcomes and progress on the Plan's components is disseminated through the college's shared governance process. Our systemic process of evaluation, evidence-based review, informed planning, and open communication, positions the College to make meaningful strides in mitigating observed disproportionate impact and increasing student success rates.

Success Criteria

The College regularly engages in ongoing, formative dialog focused on student outcomes, equity, academic quality, institutional effectiveness, and the continuous improvement of student learning and achievement. The College has charged the Office of Special Populations and Equity Programs (SPEP) and the President's Equity Council (PEC) to oversee and coordinate the Student Equity Plan and the activities therein. PEC sits within the shared governance framework of the college and connects to Faculty Senate, Classified Senate and the President's Cabinet. This allows all groups to have a voice not just in the oversight of the Plan, but the broader equity discussions, conversations and efforts of the College. Programs, support services, and instructional approaches have been, and will continue to be coordinated, regularly evaluated, and revised where necessary to achieve stated goals. PEC meets monthly to review progress toward established Plan goals. Annually we review qualitative and quantitative data pertaining to programs receiving Equity funds and campus climate data through collaboration with analysts within Institutional Research to ensure that we are addressing the needs of our students, particularly those that are in our DI groups. Additionally, there is an interdependent working relationship between student equity efforts and other statewide and campus endeavors, such as Guided Pathways, Strong Workforce, implementation of AB 705, and our local Vision for Success goals, which enable collaboration among all entities to be synergistic and outcomes-focused. Moreover, as of June 1, 2019, SPEP has been moved under the Equity, Outreach and Communication unit. This move positions SPEP to strategically connect with instruction, instructional support, and student services programs for the purposes of improved collaboration and coordination at all levels. These collaborative efforts will enhance outreach and in-reach efforts while continuing to provide opportunities that promote equity-minded practices and services and validate our diverse students' experiences.

Executive Summary

<https://www.chaffey.edu/spep/docs/2019-22-executive-summary.pdf>

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Enrolled in the Same Community College	28564	31707	+11%
Transferred to a Four-Year Institution	1480	1998	+35%
Attained the Vision Goal Completion Definition	2139	2567	+20.01%
Completed Both Transfer-Level Math and English Within the District in the First Year	236	472	+100%
Retained from Fall to Spring at the Same College	16740	18080	+8%

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Disabled	Female	Transferred to a Four-Year Institution	37	66	+78.38% ◀
Disabled	Male	Transferred to a Four-Year Institution	27	49	+81.48% ◀
Filipino	Male	Transferred to a Four-Year Institution	11	17	+54.55% ◀
Native Hawaiian or other Pacific Islander	Male	Transferred to a Four-Year Institution	1	2	+100% ◀
LGBT	Female	Transferred to a Four-Year Institution	12	21	+75% ◀
White	Female	Enrolled in the Same Community College	2183	2365	+8.34% ◀ ▶
Black or African American	Female	Enrolled in the Same Community College	1805	2091	+15.84% ◀
Filipino	Female	Enrolled in the Same Community College	349	405	+16.05% ◀
American Indian or Alaska Native	Female	Enrolled in the Same Community College	79	100	+26.58% ◀
Some other race	Female	Enrolled in the Same Community College	74	98	+32.43% ◀
Native Hawaiian or other Pacific Islander	Female	Enrolled in the Same Community College	54	67	+24.07% ◀
American Indian or Alaska Native	Male	Enrolled in the Same Community College	62	82	+32.26% ◀
Native Hawaiian or other Pacific Islander	Male	Enrolled in the Same Community College	49	68	+38.78% ◀
Foster Youth	Female	Enrolled in the Same Community College	336	397	+18.15% ◀
Foster Youth	Male	Enrolled in the Same Community College	200	253	+26.5% ◀
Veteran	Female	Enrolled in the Same Community College	55	78	+41.82% ◀
Veteran	Male	Enrolled in the Same Community College	320	391	+22.19% ◀
Black or African American	Female	Retained from Fall to Spring at the Same College	697	816	+17.07% ◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Black or African American	Male	Retained from Fall to Spring at the Same College	462	564	+22.08% ◀
LGBT	Female	Retained from Fall to Spring at the Same College	277	309	+11.55% ◀
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	5	+400% ◀
Hispanic or Latino	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	65	204	+213.85% ◀
Veteran	Male	Attained the Vision Goal Completion Definition	5	12	+140% ◀
LGBT	Male	Attained the Vision Goal Completion Definition	9	26	+188.89% ◀
LGBT	Female	Attained the Vision Goal Completion Definition	22	44	+100% ◀
Foster Youth	Male	Attained the Vision Goal Completion Definition	9	13	+44.44% ◀
Foster Youth	Female	Attained the Vision Goal Completion Definition	16	21	+31.25% ◀
Native Hawaiian or other Pacific Islander	Male	Attained the Vision Goal Completion Definition	1	3	+200% ◀
American Indian or Alaska Native	Male	Attained the Vision Goal Completion Definition	1	3	+200% ◀
More than one race	Female	Attained the Vision Goal Completion Definition	25	45	+80% ◀
Black or African American	Female	Attained the Vision Goal Completion Definition	89	140	+57.3% ◀
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	2	+100% ◀ ▶
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	2	29	+1350% ◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	2	23	+1050% ▶▶▶

Additional Categories

No population groups selected.

Activities

1. Create and implement Success Teams.

Brief Description of Activity

1.1. Maximize counseling, staff, mentor and advising capacity as well as develop infrastructure to begin a case management approach in order to holistically address students' needs and equity-based challenges for students who identify as Black, foster youth, first generation, veterans, LGBTQ, over the age of 30, undocumented, and/or currently and formerly incarcerated. 1.2. Create systematic onboarding and connection points to ensure students are guided through the system to receive the services they need. 1.3. Increase communication, or touchpoints, with disproportionately impacted (DI) populations regarding services and deadlines.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Male : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Veteran : Female : Enrolled in the Same Community College
- Veteran : Male : Enrolled in the Same Community College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College
- Veteran : Male : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition

- More than one race : Female : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

2. Enhance professional development opportunities for faculty and staff.

Brief Description of Activity

2.1. Increase coordination and collaboration with Faculty Success Center (FSC) and Center for Culture and Social Justice (CCSJ) to provide more professional development opportunities on cultural competency and culturally responsive teaching and learning strategies for faculty and staff. 2.2. Create professional development activities and trainings focused upon building capacities for culturally relevant and inclusive practices, language and pedagogy while removing barriers for students who identify as African American, Filipino, Native American, Pacific Islander, Foster Youth, LGBTQ, undocumented, currently and formerly incarcerated, and Veteran. 2.3. Provide FSC workshops with experts in pedagogical design that will increase success of Black, LatinX, LGBTQ, Foster Youth, undocumented, currently and formerly incarcerated, and first-generation students. 2.4. Train and educate instructional faculty on concepts of Umoja practices, Reading Apprenticeship strategies, metacognition, and “Universal Design” to improve educational outcomes for many DI populations. 2.5. Provide professional development for faculty of gateway and barrier courses that consistently produce high non-success rates for DI populations. 2.6. Identify and create infrastructure using disaggregated success and retention data for instructor self-reflection on teaching students from DI populations. 2.7. Institutionalize BLOOM training, including but not limited to multiculturalism, biases and microaggressions workshops. 2.8. Enhance faculty awareness of DPS student needs and regulations.

Related Metrics

- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College
- Veteran : Male : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- More than one race : Female : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

3. Expand equity-mindedness within Instructional Support.

Brief Description of Activity

3.1. Collaboration between the Office Special Populations and Equity Programs and the Supplemental Instruction (SI) Program should focus on increasing success rates within English and math courses of students who identify as African American, foster youth, having a disability(ies), and/or Latina. 3.2. Collaborate with Success Centers and DPS to offer workshops on English and math study skills, writing personal statements and other transfer-related topics. 3.3. Ensure that SI leaders and Success Center tutors not only represent, but also are trained in working with African American, Filipino, Native American, Pacific Islander, Foster Youth, and Veteran student populations. 3.4. Introduce new Success Center activities and increase requirements that are supplemental to transferable math and English courses on all three campuses and within prison education programs. 3.5. Expand availability of DPS note takers and aids for math and English classes with highest non-success rates.

Related Metrics

- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

4. Enhance Faculty Advising visibility and connectivity to disproportionately impacted populations.

Brief Description of Activity

4.1. Maximize “in-reach” by faculty advisors to specifically impacted populations (first generation students, Black students, Foster youth, LGBTQ students, undocumented, and/or currently and formerly incarcerated) to clarify career pathways and provide career preparation assistance to disproportionately impacted students.

Related Metrics

- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Filipino : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- Veteran : Male : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- More than one race : Female : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

5. Create inquiry teams and make recommendations for change.

Brief Description of Activity

5.1. Create Inquiry Teams comprised of faculty and staff, in order to research, collect quantitative and qualitative data, and make recommendations for how the College can better meet the needs of students who identify as LGBTQ, African American, parents, undocumented, and over the age of 30. 5.2. Create Inquiry Teams comprised of faculty and staff, in order to research, collect disaggregated quantitative and qualitative data, and make recommendations that will lead to the increase in success rates of Math and English courses for students from disproportionately impacted populations. 5.3. Identify potential institutional barriers to student success; examples include the following: time of course offerings, campus location, online options, full-time or part-time faculty instruction, etc.

Related Metrics

- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution

- Filipino : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution
- Black or African American : Female : Enrolled in the Same Community College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Transferred to a Four-Year Institution
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

6. Identify and institutionalize equitable hiring practices.

Brief Description of Activity

6.1. Increase recruitment and hiring of faculty who represent African American, Filipino, Native American, Pacific Islander, Foster Youth, and Veteran student populations 6.2. Re-examine hiring qualifications to include experience and training in teaching students of color. 6.3. Institutionalize and increase student participation in hiring processes.

Related Metrics

- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College
- Veteran : Male : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- More than one race : Female : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

7. Institutionalize equity-driven outreach processes.

Brief Description of Activity

7.1. Model outreach efforts through the guided pathways framework to maximize engagement with DI populations. 7.2. The College will develop outreach programming and materials to better assist African American, non-traditional, veteran, foster youth, Filipino, Native American, Pacific Islander, undocumented, and formerly incarcerated students with successful enrollment. 7.3. The College will provide access to programs and information regarding college affordability, financial literacy and assistance with completion of financial aid processes for potential students. This will include workshops at partnership schools on FAFSA/Dream Act completion, Panther Promise and scholarships. 7.4. The College will continue to expand partnerships with high schools, adult schools, and county foster and veteran agencies to facilitate access and increased enrollment. 7.5. The College will increase outreach, recruitment and course offerings for dual-enrollment and adult school

programming, and create College and Career Access Pathway agreements with feeder school districts, to maximize the pipeline of dual-enrollment and adult school students toward successful enrollment as full-time Chaffey College students. 7.6. The College will leverage current recruiting technology to increase touchpoints between potential students and Outreach staff.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Male : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Veteran : Female : Enrolled in the Same Community College
- Veteran : Male : Enrolled in the Same Community College
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

8. Develop Open Educational Resources (OER) for “Golden Four” Courses and CTE.

Brief Description of Activity

8.1. The college will support integration of low-cost and zero-cost course materials to enhance degree and certificate completion and transfer to four-year institutions within courses that have been identified by the CSU system as the "Golden Four" (oral communication, written communication, critical thinking, and mathematics/quantitative reasoning. 8.2. The college will support integration of low-cost and zero-cost course materials to enhance degree and certificate completion and transfer to four-year institutions within the College's key CTE programs.

Related Metrics

- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Filipino : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Male : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition

- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- More than one race : Female : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

9. Support socio-emotional and basic needs services for the advancement of academic success.

Brief Description of Activity

9.1. Support the college's effort to assist students with basic human survival resources, including food, housing, transportation, and child care. 9.2. Evaluate and address the mental health needs of disproportionately impacted students to assist in their educational persistence. 9.3. Integrate basic needs and mental health services with counseling, guidance and educational planning for all disproportionately impacted groups.

Related Metrics

- LGBT : Female : Transferred to a Four-Year Institution
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College
- Veteran : Male : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- More than one race : Female : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

10. Create a welcoming environment by validating student identities and experiences.

Brief Description of Activity

10.1. Classroom and student services spaces will promote a welcoming environment aimed to optimize and address diverse learning needs. 10.2. Increase capacity of campus programs, such as Umoja, Puente, and Brothers Forum, Sisters Forum, Independent Scholars, Veterans Services, and others to effectively serve students from DI populations. 10.3. The Center for Culture and Social Justice will enhance cultural competency opportunities for faculty, staff and students. 10.4. Increase the showcasing of educational achievements by individuals from disproportionately impacted populations. 10.5. The College's art collection will reflect the identities and experiences of our student population in all its diversity and difference. 10.6. Create and maintain central location, both physically and digitally, for access to campus resources and information to better support disproportionately impacted students.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College

- Some other race : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Male : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Veteran : Female : Enrolled in the Same Community College
- Veteran : Male : Enrolled in the Same Community College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College
- Veteran : Male : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- More than one race : Female : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

11. Enhance Distance Education support systems.

Brief Description of Activity

11.1. Replicate equity-driven face-to-face supports for Distance Education courses. 11.2. The College will increase access to online degrees and certificates through the development of Distance Education programs and participation in the Online Education Initiative to support DI populations.

Related Metrics

- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College
- Veteran : Male : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- More than one race : Female : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition

12. Augment transfer and career services.

Brief Description of Activity

12.1. College Career and Transfer Centers will be utilized to engage and assist students in developing career and transfer goals through collaborative efforts with campus departments, student clubs, and faculty. 12.2. The College will actively pursue new opportunities to create transfer articulation agreements with public and private colleges and universities, including UCs, CSUs, and HBCUs outside of those currently within the Chancellor's Office. 12.3. The College will actively recruit and support historically underrepresented students for professional degree programs, including medical and legal programs. 12.4. The College will increase access to four-year transfer institutions through increased and coordinated on-campus connections to UCs, CSUs and independent colleges and universities. 12.5. Programming for underrepresented students, including those participating in Brother's Forum, Umoja, Puente, EOPS, CalWorks and foster youth will include transfer activities and college visits.

Related Metrics

- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Filipino : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College
- Veteran : Male : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- More than one race : Female : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition



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AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

September 19, 2019

Board Meeting Date

TOPIC **CURRICULUM**

Communication No. IV.F.3.a

SUPPORTS BOARD POLICY

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

PROPOSAL

To approve the following changes to the *Chaffey College 2020-2021 Catalog*, as recommended by the Faculty Senate, the college Curriculum Committee, and the Acting Associate Superintendent of Instruction and Institutional Effectiveness:

- 7 course modifications
- 3 distance education courses
- 2 program of study modifications

BACKGROUND

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

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board approve seven course modifications, three distance education courses, and two program of study modifications for the *Chaffey College 2020-2021 Catalog*.

Prepared by:	Angela Burk-Herrick, Curriculum Chairperson
Submitted by:	Laura Hope, Acting Associate Superintendent, Instruction and Institutional Effectiveness
Recommended by:	Henry D. Shannon, Superintendent/President

Curriculum 2019-2020

COURSES - MODIFICATIONS					
	Discipline	Course ID	TOP Code	Title	Units
1.	Art	ART-73	1030.00	Typography and Layout	4
2.	Art	ART-16	1002.10	Introduction to Painting	3
3.	Art	ART-30	1002.10	Figure Drawing	3
4.	Geography	GEOG-10	2206.00	Cultural Geography of North America	3
5.	Art	ART-10	1002.00	Fundamentals of Design in Two Dimensions	
6.	Computer Information Systems: Networking	CISNTWK-70	0708.10	Virtualization, Cloud Essentials and Amazon Web Services (AWS)	4
7.	Geography	GEOG-6	2206.00	Environmental Geography	3
COURSES – DISTANCE EDUCATION					
	Discipline	Course ID	TOP Code	Title	Units
1.	Art	ART-10	1002.00	Fundamentals of Design in Two Dimensions	4
2.	Computer Information Systems: Networking	CISNTWK-70	0708.10	Virtualization, Cloud Essentials and Amazon Web Services (AWS)	4
3.	Geography	GEOG-6	2206.00	Environmental Geography	3
PROGRAMS OF STUDY - MODIFICATIONS					
	Program of Study	AA/AS/C	TOP Code	Title	Units
1.	Fire Technology	A.S.	2133.00	Fire Technology	31
2.	Fire Technology	Certificate of Achievement	2133.00	Fire Technology	31

September 19, 2019, Curriculum Board Report

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

September 19, 2019

Board Meeting Date

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

Communication No. IV.F.4.a

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 91919 which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the electronic equipment and miscellaneous materials listed in Exhibit A of the resolution, and to execute all documents in connection therewith, in accordance with the terms and conditions of the resolution.

BACKGROUND

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

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

In accordance with the district's Governing Board Policy 6550 and California Education Code Section 81450 et seq., Resolution 91919 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 91919, which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the electronic equipment and miscellaneous materials listed in Exhibit A of the resolution, and to execute all documents in connection therewith, in accordance with the terms and conditions of the resolution.

Attachment: Resolution 91919

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. 91919

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

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

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

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

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

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

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

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

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

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

PASSED AND ADOPTED by the Governing Board of the Chaffey Community College District at Rancho Cucamonga, California, this 19th day of September 2019, at a regular meeting by the following vote:

Ayes:
Noes:
Abstentions:
Absent:

I, Lee McDougal, 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.

Lee McDougal
Clerk, Governing Board

EXHIBIT A

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

BOARD MEETING DATE: SEPTEMBER 19, 2019

<u>Quantity</u>	<u>Description (Make, Model, Color, Dimensions, Etc.)</u>	<u>Serial #s (Asset #'s)</u>
1	A&D Top Loading Balance	14675154 (126291)
1	VW Precision Balance 1200 G x .016	B409340251 (137148)
2	SPECTROPHOTOMETER	NA (118376), NA (121729)
1	Console Audio Mixer	932048 (11093)
1	Lockers, Set of 8, 72 x 96 x 24"	NA (133036)
1	Fujitsu Fax Machine, Fj-5530C2, White	006129 (131556)

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

September 19, 2019
Board Meeting Date

TOPIC NOTICE OF COMPLETION: SOLAR CARPORT PROJECT

Communication No. IV.F.4.b

SUPPORTS BOARD POLICIES

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

PROPOSAL

To accept as complete per Contract Number 17P30 the work of, and authorize the District to file a notice of completion with the county recorder for the Solar Carport Project.

BACKGROUND

On May 26, 2017, the Governing Board authorized the letting of Contract Number 17P30 to Borrego Solar Systems, Inc. of San Diego, California per the terms and conditions of the district's bid and contract documents. The project work is now fully complete per the contract.

California Public Contract Code Section 7107 and Civil Code Section 3093 require public entities to file a notice of completion with the county recorder after acceptance of the work as complete.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board accept as complete, per Contract Number 17P30, the work of, and authorize the District to file a notice of completion with the county recorder for the Solar Carport Project.

Prepared by:	Kim Erickson, Executive Director, Business Services
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

September 19, 2019
Board Meeting Date

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

Communication No. IV.G.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 August 2019.

BUDGET IMPLICATIONS

Funding Source – All Funds

Status of Funds – Funding for these contracts, purchase orders, and warrants are included in the 2019-2020 adopted district budgets.

Future Implications – None

RECOMMENDATION

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

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

CONTRACT AND CHANGE ORDER LIST¹

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2020CS124	Alert Security Systems Inc.	Upland, CA	For a not-to-exceed amount, to install bollards at the IS and SL Buildings, located at the Rancho Cucamonga Campus, for the period of July 1, 2019 through June 30, 2020, as approved by Technical Services.	\$6,850.00	Unrestricted General Fund
2020CS123	Alert Security Systems Inc.	Upland, CA	For a not-to-exceed amount, to install a new doorway and window in SL-17 Office of Marketing located at the Rancho Cucamonga Campus, for the period of July 1, 2019 through June 30, 2020, as approved by Marketing and Public Relations.	4,700.00	Unrestricted General Fund
2020PW147	Alert Security Systems Inc.	Upland, CA	For a not-to-exceed amount, install new electrical and data in the Information Services (IS) Building, located at the Rancho Cucamonga Campus, for the period of August 9, 2019 through August 10, 2019, as approved by Facilities Development. ²	8,250.00	Restricted General Fund
2020CS41	Alexander Strickland	Hesperia, CA	For a not-to-exceed amount, to provide training for District's business clients and community partners in the areas of, 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 July 1, 2019 through June 30, 2020, as approved by Economic Development. ³	2,500.00	Restricted General Fund
2020CS88	AMR	Rancho Cucamonga, CA	Medical Services Agreement, to provide standby medical ambulance services for six home football games during the 2019 football season, located at the Rancho Cucamonga Campus, as approved by Kinesiology, Nutrition, and Athletics.	2,196.00	Unrestricted General Fund
2020CS79	Anderson Business Coaching	Redlands, CA	For a not-to-exceed amount, to deliver training and provide associated client consultation to District's clients and community partners to train workers in the following areas of, 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 July 1, 2019 through June 30, 2020, as approved by Economic Development. ⁴	5,000.00	Restricted General Fund
2020CS186	April Jones	Hemet, CA	For a not-to-exceed amount, provide a workshop titled, "The Impact of Trauma on Human Behavior & Learning", held on August 16, 2019, as approved by Extended Opportunity Programs and Services. ⁵	600.00	Restricted General Fund

¹ Funding for all contracts and change orders on this list are included in the 2019-2020 adopted district budgets.

² Funded by Physical Plant & Instructional Support Block grant budget.

³ Funded by Economic Development grant funds.

⁴ Funded by Economic Development grant funds and by Contract Education program.

⁵ Funded by restricted Extended Opportunities Programs and Services funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2020CS169	Arly Productions	Riverside, CA	For a not-to-exceed amount, to provide sound system and technician services for football games during the fall 2019 football season at the Rancho Cucamonga Campus, for the period of August 1, 2019 through December 31, 2019, as approved by Athletics and Facility Scheduling.	\$12,000.00	Unrestricted General Fund
2020CS176	Avery Cox	Montclair, CA	For a not-to-exceed amount, provide activities for 3D printing Boot Camp outreach for Makerspace project, for the period of June 24, 2019 through June 28, 2019, as approved by Math and Science. ⁶	1,000.00	Restricted General Fund
2020CS54	Brian Vanderzanden	Beaumont, CA	For a not-to-exceed amount, to provide training for workers of District's business clients and community partners in the areas of, but not limited to: commercial skills, computer skills, continuous improvement, health care, management skills, manufacturing skills, literacy skills, safety skills, for the period of July 1, 2019 through June 30, 2020, as approved by Economic Development. ⁷	13,000.00	Restricted General Fund
2020CS172	BSN Sports, LLC	Corona, CA	For a not-to-exceed amount, to provide all labor, materials and equipment necessary to install ten (10) scoreboard digits and protective netting on the scoreboard at the Lowder Baseball Field located at the Rancho Cucamonga Campus, for the period of August 22, 2019 through October 31, 2019, as approved by Facilities /Physical Plant.	6,350.39	Unrestricted General Fund
2020CS125	Byron Strope	Upland, CA	For a not-to-exceed amount, to provide training associated with the practices and procedures for safely operating aircraft on airport taxiways, for the period of July 1, 2019 through June 30, 2019, as approved by Business and Applied Technology.	11,500.00	Unrestricted General Fund
2020CS70	Campus EAI	Chicago, IL	For a not-to-exceed amount, to provide professional consulting services to load test the portal for anticipated registration activity, for the period of July 1, 2019 through June 30, 2020, as approved by Administrative Services.	4,000.00	Unrestricted General Fund
2020CS09	Canon Financial Services	Mount Laurel, NJ	For a not-to-exceed amount, to provide maintenance services for two Canon copiers and one (1) digital image press, for the period of July 1, 2019 through June 30, 2024, as approved by Lithography.	44,000.00	Unrestricted General Fund
2020CS171	Career Training Solutions, LLC	Woodstock, GA	For a not-to-exceed amount, to provide instruction for the Clinical Medical Assistant Program for the Community Education department, for the period of July 20, 2019 through June 30, 2020, as approved by Community Services. ⁸	44,800.00	Restricted General Fund

⁶ Funded by Title III, STEM grant funds.

⁷ Funded by Economic Development grant funds.

⁸ Funded by Community Education program.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2019CS722	CEPA Operations	Ontario, CA	Amendment 1, to extend the end date to September 30, 2019, as approved by Sustainability & Environmental Safety Officer.	No Cost Impact	Unrestricted General Fund
2020CS119	Christine Alegre	La Puente, CA	For a not-to-exceed amount, provide a presentation at the Girl Talk event held on July 27, 2019, as approved by Student Services.	300.00	Unrestricted General Fund
2020CS129	Christopher Huerta	Santa Fe Springs, CA	For a not-to-exceed amount, to serve as official statistician for 2019 Home Football Games, for the period of September 14, 2019 through November 23, 2019, as approved by Instructional Support, Guided Pathways, Kinesiology, and Nutrition.	900.00	Auxiliary Services Fund
2020CS60	Cindy Dillingham	Rancho Cucamonga, CA	For a not-to-exceed amount, to provide photographic documentation services for exhibitions held at the Wignall Museum of Contemporary Art, for the period of July 23, 2019 through June 30, 2020, as approved by Wignall Museum.	1,200.00	Unrestricted General Fund
2020CS120	Cintas	Ontario, CA	For a not-to-exceed amount, to provide uniform and shop towel rental service, for the period of July 1, 2019 through June 30, 2020, as approved by Facilities/Physical Plant.	14,000.00	Unrestricted General Fund
2020CS109	Designated Interpreters LLC	Arnold, CA	For a not-to-exceed amount, to provide American Sign Language services, for the period of July 1, 2019 through June 30, 2020, as approved by Disability Programs and Services. ⁹	10,000.00	Restricted General Fund
2020CS167	DocuSign, Inc.	San Francisco, CA	Annual software subscription to the DocuSign Business Pro Edition to enable the electronic signing of documents, for the period of September 1, 2019 through August 31, 2020, as approved by the Purchasing Services.	22,500.00	Unrestricted General Fund
2020CS122	Dylan Fleury	Fullerton, CA	For a not-to-exceed amount, to participate in an exhibition at the Rancho Cucamonga City Hall, for the period of August 5, 2019 through June 6, 2020, as approved by Wignall Museum.	250.00	Unrestricted General Fund
2020CS149	Edgar P Pazmino, Jr.	Ontario, CA	For a not-to-exceed amount, provide DJ services for Panther Welcome Day at the Rancho Cucamonga Campus, on August 16, 2019, as approved by Student Success and Support Programs. ¹⁰	400.00	Restricted General Fund
2020CS150	Edgar Pazmino Jr.	Ontario, CA	For a not-to-exceed amount, provide DJ services for Panther Welcome Day at the Fontana Campus, held on August 9, 2019, as approved by Student Success and Support Programs. ¹¹	185.00	Restricted General Fund
2020CS180	Ellucian Company	Reston, VA	To provide a software maintenance agreement for Ellucian Mobile Foundation Services, for the period of August 1, 2019 through July 31, 2020, as approved by Administrative Systems.	21,393.00	Unrestricted General Fund

⁹ Funded by Disability Programs and Services (DPS) budget.

¹⁰ Funded by Student Success and Support Program budget.

¹¹ Funded by Student Success and Support Program budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2020PW151	Enviser	Garden Grove, CA	For a not-to-exceed amount, to provide all labor, materials, and equipment necessary to improve ongoing operational shortfalls to help ensure TES system operates through Summer during peak periods without using the chillers at the Rancho Cucamonga Campus, for the period of September 16, 2019 through October 31, 2019, as approved by Facilities/Physical Plant.	\$6,923.00	Measure L Bond Fund
2020CS153	Evolutionary Measures, Inc.	Santa Clarita, CA	For a not-to-exceed amount, to provide training to District's clients and community partners to train their full-time workers in the following areas, but not limited to: business skills, continuous improvement, manufacturing skills, commercial skills, health care, literacy skills, computer skills, management skills, and safety skills, for the period of July 1, 2019 through June 30, 2020, as approved by Economic Development. ¹²	16,000.00	Restricted General Fund
2020CS182	Gary Andary	Montclair, CA	For a not-to-exceed amount, provide training on Licensing Rules and Regulations for the Child Development Center, held on August 14, 2019, as approved by Child Development Center.	300.00	Children's Center
2020CS126	Go Launch Marketing	Sacramento, CA	For a not-to-exceed amount, to develop promotional collateral, articles, graphics, and related materials for the InTech Center, for the period of July 1, 2019 through June 30, 2020, as approved by Economic Development. ¹³	5,000.00	Restricted General Fund
2020CS100	Golden Eagle Moving Services Inc.	Upland, CA	For a not-to-exceed amount, to provide as-needed moving and storage services, for the period of July 1, 2019 through June 30, 2020, as approved by Purchasing Services.	3,000.00	Unrestricted General Fund
2020CS115	Guiselle M. Carreon	San Diego, CA	For a not-to-exceed amount, to provide professional administrative consulting support to District's Purchasing Services department, for the period of July 1, 2019 through June 30, 2020, as approved by Purchasing Services.	10,000.00	Unrestricted General Fund
2020CS111	Immaculata Studios, LLC	Coram, MT	For a not-to-exceed amount, to provide digital services to generate enrollment leads and other targeted awareness objectives on Facebook, for the period of July 31, 2019 through June 30, 2020, as approved by Marketing and Public Relations.	4,000.00	Unrestricted General Fund
2020CS80	Jelco Glass and Door Inc.	Norco, CA	For a not-to-exceed amount, to provide as needed glass replacement and related services at the Rancho Cucamonga, Fontana, and Chino Campuses, for the period of July 1, 2019 through June 30, 2020, as approved by Facilities/Physical Plant.	10,000.00	Unrestricted General Fund

¹² Funded by Economic Development grant funds.

¹³ Funded by Economic Development grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2020CS77	John A. Gilkey	Upland, CA	For a not-to-exceed amount, to provide piano tuning and repair services as needed for the Chaffey College Music Department, for the period of July 1, 2019 through June 30, 2020, as approved by Visual and Performing Arts.	\$4,000.00	Unrestricted General Fund
2020CS103	Jonathan Brian Fox	La Jolla, CA	For a not-to-exceed amount, to convene meetings with business, industry, non-profit and governmental partners to identify training needs and related opportunities, with the primary goal of expending federal, state and local grants/contracts, meet the objectives of grants/contracts and maintain grant/contract compliance, for the period of July 1, 2019 through September 1, 2019, as approved by Economic Development. ¹⁴	12,000.00	Restricted General Fund
2020CS130	Juventino Monteon Jr	Rialto, CA	For a not-to-exceed amount, provide DJ services for Panther Welcome Day at the Chino Campus, held on August 9, 2019, as approved by Student Success & Support Programs. ¹⁵	155.00	Restricted General Fund
2020CS17	Katherine J. Edwards, Esq.	Huntington Beach, CA	For a not-to-exceed amount, to provide independent, impartial, and confidential employment investigations, for the period of July 1, 2019 through June 30, 2020, as approved by Human Resources.	20,000.00	Unrestricted General Fund
2020CS55	Kevin Kaler	Rancho Cucamonga, CA	For a not-to-exceed amount, to provide training for District's business clients and community partners in the areas of but not limited to: business skills, commercial skills, computer skills, continuous improvement, health care, management skills, manufacturing skills, literacy skills, safety skills, for the period of July 1, 2019 through June 30, 2020, as approved by Economic Development. ¹⁶	9,600.00	Restricted General Fund
2020CS114	Konica Minolta Business Solutions	San Bernardino, CA	For a not-to-exceed amount, to provide maintenance, parts, labor and supplies for the Bixhub Press for the period of July 1, 2019 through June 30, 2020, as approved by Lithography.	10,000.00	Unrestricted General Fund
2020CS136	Konica Minolta Business Solutions, Printer Serv.	San Bernardino, CA	For a not-to-exceed amount, to provide maintenance services for District-owned stand-alone printers, for the period of September 1, 2019 through August 31, 2020, as approved by Business Services and Economic Development.	25,978.00	Unrestricted General Fund
2020CS118	Lisa J. Thompson	Chino, CA	For a not-to-exceed amount, provide a presentation at the Girl Talk event held on July 27, 2019, as approved by Student Services.	300.00	Unrestricted General Fund
2020PW165	LVI Technologies	Los Angeles, CA	For a not-to-exceed amount, furnish and install one (1) 6-strand single mode fiber cable, one (1) Cat 6 OSP cable, fiber enclosures, single mode fiber connectors from Central Plant IDF wall cabinet to the new construction trailer, for the period of August 15, 2019 through August 31, 2019, as approved by Technical Services.	5,050.00	Measure P Bond Fund

¹⁴ Funded by Economic Development grant funds.

¹⁵ Funded by Student Success and Support Program budget.

¹⁶ Funded by Economic Development grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2020CS93	Mark L. Hedges	Riverside, CA	For a not-to-exceed amount, to provide consulting services for workers of District's business clients and community partners in the areas of, but not limited to: business skills, continuous improvement, manufacturing skills, commercial skills, health care, literacy skills, computer skills, management skills and safety skills, for the period of July 1, 2019 through June 30, 2020, as approved by Economic Development. ¹⁷	\$6,000.00	Restricted General Fund
2020CS134	Minuteman Press	Rancho Cucamonga, CA	For a not-to-exceed amount, to provide all labor, materials and equipment necessary to cut vinyl graphics for the CCSJ exterior north windows, install graphics to (10) CCSJ interior windows and (56) exterior west windows and power wash the CCSJ center window in the AD Building on the Rancho Cucamonga Campus, for the period of July 1, 2019 through June 30, 2020, as approved by Creative Services. ¹⁸	5,945.92	Restricted General Fund
2020CS135	Minuteman Press	Rancho Cucamonga, CA	For a not-to-exceed amount, to remove existing window prints, and design and install (1) door and (5) window graphic prints in the AD Building on the Rancho Cucamonga Campus, for the period of July 1, 2019 through June 30, 2020, as approved by Creative Services. ¹⁹	2,173.42	Restricted General Fund
2020CS97	Unidos Por La Musica	Ontario, CA	For a not-to-exceed amount, to deliver and distribute produce and non-perishable food for students at the Rancho Cucamonga, Fontana, and Chino Campuses, for the period of July 1, 2019 through June 30, 2020, as approved by Special Populations. ²⁰	7,000.00	Restricted General Fund
2020CS112	Otis Elevator Co	Rancho Cucamonga, CA	For a not-to-exceed amount, to provide elevator maintenance service for elevators located at the Rancho Cucamonga, Chino and Fontana Campuses, for the period of July 1, 2019 through June 30, 2020, as approved by Facilities/Physical Plant.	9,960.00	Unrestricted General Fund
2020CS59	Patrick M. Miller	Los Angeles, CA	For a not-to-exceed amount, to provide DJ music entertainment for the Wignall Museum receptions and events, for the period of July 23, 2019 through June 30, 2020, as approved by Wignall Museum.	1,400.00	Unrestricted General Fund
2020CS11	Precision Security and Protective Services Inc.	Santa Ana, CA	For a not-to-exceed amount, to provide as needed unarmed security guards to protect people, property, and traffic control, at the Rancho Cucamonga, Chino and Fontana campuses, for the period of July 1, 2019 through December 31, 2019, as approved by Public Safety.	34,500	Unrestricted /Restricted Fund

¹⁷ Funded by Economic Development grant funds.

¹⁸ Funded by Student Equity budget.

¹⁹ Funded by Veteran's Resource Center budget.

²⁰ Funded by Student Equity budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2020CS137	RDM Electric Co	Ontario, CA	For a not-to-exceed amount, to install power and data in the Business Education (BE) building on the Rancho Cucamonga Campus, for the period of August 12, 2019 through June 30, 2020, as approved by Facilities/Physical Plant. ²¹	\$24,720.00	Restricted General Fund
2020PW142	RDM Electric Co., Inc.	Ontario, CA	For a not-to-exceed amount, to provide all materials and equipment necessary for temporary electrical power and connection to one (1) modular trailer unit located at the Rancho Cucamonga Campus, for the period of August 12, 2019 through September 12, 2019, as approved by Facilities/Physical Plant.	27,310.00	Measure P Bond Fund
2020CS33	Reilly Workplace Investigations	Encinitas, CA	For a not-to-exceed amount, to provide as-needed independent, impartial, and confidential employment investigations, for the period of July 1, 2019 through June 30, 2020, as approved by Human Resources.	20,000.00	Unrestricted General Fund
2020CS75	Richard Cortez	Rancho Cucamonga, CA	For a not-to-exceed amount, to provide training and consulting services for workers of District's business clients and community partners in the areas of, but not limited to: business skills, continuous improvement, manufacturing skills commercial skills, health care, literacy skills, computer skills, management skills and safety skills, for the period of July 1, 2019 through June 30, 2020, as approved by Economic Development. ²²	19,200.00	Restricted General Fund
2020CS105	RISE Interpreting INC.	Riverside, CA	For a not-to-exceed amount, to provide American Sign Language interpreting services for hearing impaired students, for the period of July 1, 2019 through June 30, 2020, as approved by Human Resources.	20,000.00	Unrestricted General Fund
2020CS110	RISE Interpreting Inc.	Riverside, CA	For a not-to-exceed amount, to provide American Sign Language interpreting services for hearing impaired students, for the period of July 1, 2019 through June 30, 2020, as approved by Disability Programs and Services. ²³	60,000.00	Restricted General Fund
2020CS155	Ronald J. Maiorano	Upland, CA	For a not-to-exceed amount, to provide training services to District's business clients and community partners in the areas of, 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 July 1, 2019 through June 30, 2020, as approved by Economic Development. ²⁴	10,000.00	Restricted General Fund

²¹ Funded by restricted Parking budget.

²² Funded by Economic Development grant funds.

²³ Funded by Disability Programs and Services (DPS) budget.

²⁴ Funded by Economic Development grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2020CS92	Ronald N. Hurst	Fontana, CA	For a not-to-exceed amount, to provide consultation, training, and curriculum development to the District's business clients, community partners and their full-time employees, in the areas of business, commercial, computer, continuous improvement, healthcare, management, literary, and safety skills, for the period of July 1, 2019 through June 30, 2020, as approved by Economic Development. ²⁵	\$40,000.00	Restricted General Fund
2020CS168	Scott McLeod Plumbing	Rancho Cucamonga, CA	For a not-to-exceed amount, to perform emergency repair of water main break leak at the Business Ed Building, Rancho Cucamonga Campus for the period of July 1, 2019 through August 31, 2019, as approved by Facilities/Physical Plant.	7,682.50	Capital Projects
2020CS160	Sneary Construction, Inc.	Upland, CA	For a not-to-exceed amount, to prepare all doors, window frames and the HVAC unit for paint and apply (2) coats of finish paint at the VSS Building, Rancho Cucamonga Campus, for the period of July 1, 2019 through June 30, 2020, as approved by Facilities Development. ²⁶	6,200.00	Restricted General Fund
2020CS143	Southland Industries	Garden Grove, CA	For a not-to-exceed amount, to excavate and expose existing underground chilled water piping leak near the Business Education (BE) Building, Rancho Cucamonga Campus, for the period of July 12, 2019 through October 31, 2019, as approved by Facilities/Physical Plant.	15,500.00	Capital Projects
2020PW127	Trinity Construction, Inc.	Upland, CA	For a not-to-exceed amount, to renovate the Chino Community Center courtyard located at the Chino Campus, for the period of July 11, 2019 through August 31, 2019, as approved by Chaffey College Chino Community Center.	56,575.00	Chino Community Center
2020PW87	Trinity Construction, Inc.	Upland, CA	For a not-to-exceed amount, to fine grade, water and compact approximately 114,000 sq. ft. of existing soil at Parking lot 14 located at the Rancho Cucamonga Campus, for the period of August 12, 2019 through August 31, 2019, as approved by Facilities Development. ²⁷	22,992.49	Restricted General Fund
2020CS164	Troy Thomas Kuhns	Apple Valley, CA	For a not-to-exceed amount, to provide training courses for District's business clients and community partners in the areas of, but not limited to: business skills, continuous improvement, manufacturing skills, commercial skills, health care, literacy skills, computer skills, management skills, and safety skills, for the period of July 1, 2019 through June 30, 2020, as approved by Economic Development. ²⁸	6,000.00	Restricted General Fund

²⁵ Funded by Contract Education program.

²⁶ Funded by Strong Workforce budget.

²⁷ Funded by Physical Plant & Instructional Support Block grant budget.

²⁸ Funded by Economic Development grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2020CS94	William Gutzmann	Ontario, CA	For a not-to-exceed amount, to provide training and associated client consultation to District's business clients and community partners to train their workers in the following areas of, but not limited to: advanced manufacturing, construction, mechatronics, industrial electrical, pre-engineering, machining, industrial mechanical, welding, business skills, commercial skills, manufacturing skills and safety skills, for the period of July 1, 2019 through June 30, 2020, as approved by Economic Development. ²⁹	\$12,600.00	Restricted General Fund

List reflects contracts entered into and change orders to existing contracts through August 31, 2019.³⁰

²⁹ Funded by Economic Development grant funds.

³⁰ Funding for all contracts and change orders on this list are included in the 2019-2020 adopted district budgets.

CHAFFEY COMMUNITY COLLEGE

WARRANT REGISTER REPORT

FOR THE MONTH OF AUGUST 2019

GENERAL FUNDS (10)

PAYROLL	5,051,610.96	
COMMERCIAL	<u>2,871,943.55</u>	
TOTAL FUND (10)		7,923,554.51

SCHEDULED MAINTENANCE FUND (42)

-

BUILDING FUND (40)

22,249.14

EARLY RETIREMENT FUND (61)

961.19

VACATION LIABILITY (69)

-

CAPITAL OUTLAY PROJECT FUND (41)

750.00

CHILD DEVELOPMENT FUND (33)

PAYROLL	78,334.92	
COMMERCIAL	<u>5,355.80</u>	
TOTAL FUND (33)		83,690.72

TOTAL ALL FUNDS

\$ 8,031,205.56

PAYROLL WARRANT/ADVICE NUMBERS

125976-126040 413233-414940 *(125986, 414235-414587) voided*

COMMERCIAL WARRANT NUMBERS

1014063-1014125 1720217-1720954

PURCHASE ORDER NUMBERS

BPO's	14320-14394	\$ 1,291,078.34
PO's	53057-53216	\$ 594,281.78