I. **REGULAR SESSION**
   A. **CALL TO ORDER (2 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. 2016–2017 Tentative Budget

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. Accreditation Update
      4. **Foundation**
   D. **REPORTS**
      1. **Closed Session Actions**
   E. **PUBLIC HEARINGS**
   F. **CONSENT AGENDA**
      1. **Governance Process**
         a. Approval of Minutes, May 26, 2016
      2. **Academic Affairs**
         a. Curriculum
      3. **Business/Fiscal Affairs**
         a. Bid No. 16P33 College Drive – Access Improvements Project
         b. Center of Excellence for Labor Market Research (COE) Grant, California Community Colleges Chancellor’s Office for RFA 16-305-005 San Diego/Imperial Counties

*(continued on page 2)*
F. CONSENT AGENDA (CONTINUED)
   c. Center of Excellence for Labor Market Research (COE) Grant, California Community Colleges Chancellor’s Office for RFA-16-305-006 – Desert Counties
   d. Disposal of District Property: Electronic Equipment and Miscellaneous Materials
   e. Fee Schedule Updates
   f. Five-Year Construction Plan
   g. Informal Bid No. 16P32 Boiler Project
   h. Reserve Transfer – Children’s Center Fund
   i. Sector Navigator, Energy and Utilities, Grant Award
   j. Sole Source Purchase of Equipment: Apple Products
   k. 2016–2017 Tentative Budget
   l. 2015–2016 Umoja Grant Amendment 01

4. Human Resources
   a. Equal Employment Opportunity Plan
   b. Hourly Position Certification
   c. Management Personnel Plan/Employment Contracts
   d. New Allocation Model of Equal Employment Opportunity Fund

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, July 28, 2016.
SUPPORTS BOARD POLICY

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

PROPOSAL

To approve the minutes of the May 26, 2016, regular meeting.

BACKGROUND

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

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

Approval of the minutes of the May 26, 2016, regular board meeting.

Submitted by: Henry D. Shannon, Superintendent/President
Recommended by: Henry D. Shannon, Superintendent/President
A regular meeting of the Chaffey Community College District Governing Board was held on Thursday, May 26, 2016, in the board room of the Marie Kane Center for Student Services/Administration. Board President McDougal called the meeting to order at 2:05 p.m.

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

Members absent: None

CLOSED SESSION

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

The Board convened in closed session at 2:20 p.m. Closed session was adjourned at 3:00 p.m.

STUDY SESSION

A study session commenced on the following topics:

President's Equity Council

Dr. Eric Bishop, vice president of student services, began by introducing Andrienne Grayson, director of special populations and equity program who will help coordinate the programs working under the student equity plan. He provided a brief history of Ms. Grayson's background.

Dr. Bishop reported that the President's Equity Council is a shared governance umbrella organization that is comprised of approximately thirty faculty, managers, and staff who meet on a monthly basis with the idea of advancing the institutional equity agenda at Chaffey College. Dr. Bishop provided information on the role of the Council, its workgroups, activities, research, goals, and 2016–2017 planning.

2016 Chaffey College Student Success Scorecard

Dr. Sherrie Guerrero, associate superintendent of instruction and institutional effectiveness and Jim Fillpot, dean of institutional research and resource development provided information on the 2016 Chaffey College Student Success Scorecard. The information included a history of accountability reporting, student success scorecard measures, cohort definitions, remedial
progress rates, persistence rate, 30-unit earned rate, SPAR completion rate, skill builders, statewide comparisons, five-year trend comparison, and strategies to promote scorecard outcomes.

Dr. Shannon indicated many of the data elements mentioned were helpful in terms of our application for the Aspen Award. He explained the Aspen Award recognizes the top community colleges in the country. The superintendent/president mentioned that last Friday there was a teleconference with the executive director of Aspen, and we are hoping that Chaffey College will make the top ten.

REGULAR SESSION

The regular session reconvened at 4:00 p.m. Student Trustee Caleb Beaver led the Pledge of Allegiance to the Flag.

PUBLIC COMMENTS

Pauline Corse from the League of Women Voters of the Claremont Area introduced herself to the Board. Ms. Corse mentioned that she will be attending the board meetings on behalf of the League. She explained the League does this to as many public entities as possible. Ms. Corse mentioned she will be observing and taking notes, but she will not participate in the meetings. Pauline Corse explained the purpose is to see if the college knows how to run a meeting. The observer will make a report to the League membership once a year in May, and Chaffey will get a copy of the report.

COMMUNITY LINKAGES

GOVERNING BOARD

Student Trustee Beaver reported that in May student government tied up its loose ends, making sure all the bills were passed so the association can proceed with the class gift. He also reported that during finals week food was provided to students. Mr. Beaver commented that Commencement went very well, and he is excited to be transferring to the University of California, Davis. Caleb Beaver mentioned that he was awarded the faculty award for political science. The student trustee thanked everyone who supported him throughout the year.

Mr. Beaver introduced Travis Alwin, newly elected student trustee and ASCC president.

Mr. Ovitt indicated that during the month of April he attended the Community College League of California conference and the Children’s Fund, President’s Circle celebration. In May Gary Ovitt attended the following: Chaffey High School Theatre Arts performance in the Heights; the Ontario-Chaffey Community Show Band board meeting; the Ontario Chamber of Commerce, where he spoke at a breakfast meeting; the National Day of Prayer Breakfast in
Board Member Ovitt shared that he is on the Children’s Fund Board, which is a San Bernardino-based nonprofit that works closely with the County of San Bernardino. The organization works primarily with children who suffer abuse, foster children, and disadvantaged children who need help. Mr. Ovitt mentioned that last year the Children’s Fund provided over 78,000 services to different young people who needed assistance.

Board Clerk Brugger reported she attended the International Students Luncheon and thinks Saba Kazmi does a wonderful job. Ms. Brugger also attended the EOPS graduation luncheon, ASCC Inauguration, the graduations for vocational and associate degree nursing, the Chaffey College Commencement ceremony, the Rancho Cucamonga Chamber of Commerce 2016 Men and Women in Uniform Awards event, and the installation of ASCC officers. Kathy Brugger mentioned that her granddaughter graduated from Chaffey’s nursing program. Ms. Brugger commented that she felt the Commencement ceremony was wonderful.

Board Vice President Katie Roberts reported that she attended a Rotary meeting at the Scout House in Ontario, a Travelers Aid meeting, five Rotary meetings, a volunteer luncheon at the International Police Officers’ Association, the Taste of Chino, all-faith breakfast in Ontario, YMCA board meeting, International Students’ luncheon, Honors Banquet, ASCC Scholarship program, the EOPS graduation, ASCC Inauguration, Visual and Performing Arts ceremony, YMCA, Ontario Police Museum meeting, West End Family Counseling meeting, Classified Senate scholarship reception, the vocational nurses graduation, the associate degree nursing pinning ceremony, Commencement, Faculty of the Year reception, Soroptimist Prism Awards luncheon, State of the City of Chino, Upland board meeting, inauguration of the new dog park in Ontario, Rancho Cucamonga Chamber of Commerce 2016 Men and Women in Uniform Awards event, retirement party at the airport, served as a judge at the Ontario Montclair School District Youth Art Show, Rotary Student Government Day, and Ontario Montclair Art Show.

Board Member McLeod provided a list of events that she attended during the month of May that included: the Community College League of
California conference in Palm Desert, the culinary arts graduation luncheon in Chino, the EOPS graduation, the ASCC inauguration, the Classified Senate scholarship reception, the African American/Black Student graduation, and the Esperanza Foundation 2016 Mayor’s Gala in Ontario. Ms. McLeod also attended the vocational nursing ceremony in Chino, the associate degree nursing ceremony, the Chaffey College Commencement ceremony, and the Upward Bound Banquet in Fontana.

Mr. McDougal commented that he liked the 5 p.m. start time for Commencement, and he thought the event was very well done. During the month of April, the board president attended the Community College League of California conference in Palm Desert.

The board president recognized and thanked Student Trustee Beaver for his service to the students of Chaffey College, and he welcomed Travis Alwin, the newly elected student trustee.

Ms. McLeod suggested that when Mr. Beaver is at the University of California, Davis he contact the Legislature regarding internships.

Mr. Ovitt commented that the grounds at the Commencement exercises were beautiful. Ms. Roberts also commented that it was really obvious at all the events she attended that everyone cared so much about the group they were with, and the events were professionally done.

LEGISLATIVE UPDATE

Lorena Corona, manager of governmental relations, mentioned that yesterday the Senate and Assembly subcommittees of education and finance completed their hearings and took action reflecting the response of the Governor’s May revised budget. She indicated that both houses, along with the Governor, recognize the importance of community colleges and the role they play in California and the economy. Ms. Corona mentioned that AB 1594 is public postsecondary education prohibition of using tobacco and smoking on campuses. This bill is moving forward and set for a hearing on June 8. If this legislation moves forward this year, we would have some changes in policy by January 1, 2018. Ms. Corona indicated she will continue to work closely with the Community College League of California and Chancellor’s Office.

Dr. Shannon commented Lorena Corona did an awesome job speaking to the students at the Upward Bound event.

PRESENTATIONS

Accreditation

Dr. Sherrie Guerrero, associate superintendent of instruction and institutional effectiveness mentioned the Board had a chance to review the Institutional Self-Evaluation Report of Educational Quality and Institutional
Effectiveness in Support of Reaffirmation of Accreditation in April as an information item, and the document is now complete. She called their attention to the Board’s standard, which is Standard IV.C. Dr. Guerrero mentioned that from the Commission’s perspective they don’t look at whether each individual board member supports or doesn’t support something. The Commission considers the Board as one whole entity. She mentioned that Chaffey has had some transitions on the board, but from the Commission’s perspective, all they care about is that the transition was successful, and the board is working well together.

Dr. Guerrero introduced the members of the Accreditation Committee and others that assisted with the self-evaluation report. Dr. Shannon mentioned the next step is for the document to be sent to Accrediting Commission for Community and Junior Colleges.

FOUNDATION

Lisa Nashua, executive director of the Foundation, reported the alumni affairs data project is complete; 100 grad boxes were sold at GradFest; assistance was provided at the Latino Faculty and Staff Association year end celebration; Tailgate is scheduled for October 1; the Alumni of the Year dinner is scheduled for November 3; and the golf tournament will be held on June 6 at Westin Hills Country Club. Ms. Nashua also reported the Alcoa Foundation grant proposal was submitted, which is a partnership with community education and economic development for training provided at our InTech Center.

Lisa Nashua mentioned there is a site visit tomorrow with the Fontana Foundation of Hope, which is a partner with the InTech Center, to determine how we can partner to provide training for community members from Fontana.

Lisa Nashua also mentioned that in the fall students will be able to apply for scholarships online.

REPORTS

CLOSED SESSION ACTIONS

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

Employment of:
Christine Phillips to the position of administrative assistant II, .475 FTE, 12 months, range 17, step A of the CSEA salary schedule, effective May 31, 2016.
Christopher Brunelle to the position of dean, student life, 1.0 FTE, 12 months, range 32, step B of the management salary schedule, effective June 1, 2016.
Hannah Croft-Seidler to the position of instructor, mathematics, 1.0 FTE, 10-month tenure-track assignment, effective August 10, 2016.
Darryl Seube to the position of interim chief of police/director of public safety, .45 FTE, 12-months, range 25, step G of the management salary schedule, effective July 1, 2016, through August 31, 2016.
Nilsa Robertson to the position of interim supervisor, lithography services, 1.00 FTE, 12-months, range 4, step A of the management salary schedule, effective July 1, 2016, through June 30, 2017.

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

Myriam Arellano to the temporary, unclassified, professional expert position of accounting manager, effective July 1, 2016, through June 30, 2017, under the terms and conditions of the employment agreement.

Stephen Lux to the temporary, unclassified, professional expert position of administrator, campus police, effective July 1, 2016, through June 30, 2017, under the terms and conditions of the employment agreement.

Michael Goss to the temporary, unclassified, professional expert position of director, center of excellence, region 9, effective July 1, 2016, through June 30, 2017, under the terms and conditions of the employment agreement.

Evgeniya Lindstrom to the temporary, unclassified, professional expert position of director, center of excellence, region 10, effective July 1, 2016, through June 30, 2017, under the terms and conditions of the employment agreement.

Adrienne Grayson to the temporary, unclassified, professional expert position of director, special populations and equity program, effective July 1, 2016, through June 30, 2017, under the terms and conditions of the employment agreement.

Phenpak Sungvornrajasabh to the temporary, unclassified, professional expert position of GIS technician, effective July 1, 2016, through June 30, 2017, under the terms and conditions of the employment agreement.

Deborah Smith to the temporary, unclassified, professional expert position of grant coordinator, effective July 1, 2016, through June 30, 2017, under the terms and conditions of the employment agreement.

Irene Gishwiller to the position of grant liaison, CalWORKs vocational education contract, effective July 1, 2016, through June 30, 2017, under the terms and conditions of the employment agreement.

Rosalinda Rivas to the temporary, unclassified, professional expert position of IDRC/TAACCCT work skills navigator, effective July 1, 2016, through June 30, 2017, under the terms and conditions of the employment agreement.

James Strona to the temporary, unclassified, professional expert position of lieutenant, campus police, effective July 1, 2016, through December 31, 2016, under the terms and conditions of the employment agreement.

Sarah Riley to the temporary, unclassified, professional expert position of manager, facilities development, effective July 1, 2016, through June 30, 2017, under the terms and conditions of the employment agreement.

Lorena Corona to the temporary, unclassified, professional expert position of governmental and external relations/transitional services, effective July 1, 2016, through June 30, 2017, under the terms and conditions of the employment agreement.

Elizabeth Almanza to the temporary, unclassified, professional expert position of project director, upward bound program, effective July 1, 2016, through June 30, 2017, under the terms and conditions of the employment agreement.

James Caldwell to the temporary, unclassified, professional expert position of sector navigator, energy and utilities, effective July 1, 2016, through June 30, 2017, under the terms and conditions of the employment agreement.

Ann Marie Allen to the temporary, unclassified, professional expert position of TAACCCT grant coordinator, effective July 1, 2016, through June 30, 2017, under the terms and conditions of the employment agreement.

Ken Eaves to the temporary, unclassified, professional expert position of TAACCCT industry liaison, effective July 1, 2016, through December 30, 2016, under the terms and conditions of the employment agreement.

Jennifer Poe to the temporary, unclassified, professional expert position of TAACCCT lead data manager, effective July 1, 2016, through June 30, 2017, 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:
Sharon Awad to the position of administrative assistant II, instructional support, 1.0 FTE, 10 months, range 17, step A of the CSEA salary schedule, effective May 31, 2016.
Micah Rhodes to the position of educational services generalist, 1.0 FTE, 12 months, range 15, step A of the CSEA salary schedule, effective May 31, 2016.
Ann Perez to the temporary position of interim director, admissions and records, 1.0 FTE, 12 months, range 24, step A of the management salary schedule effective May 27, 2016, through July 15, 2016.
Dawn Hatfield to the position of interim supervisor, bookstore, 1.00 FTE, range 7, step E of the management salary schedule, effective July 1, 2016, through June 30, 2017.
Aissa Nason to the position of interim operations supervisor, 1.00 FTE, range 1, step C of the management salary schedule, effective July 1, 2016, through June 30, 2017.
Sam Gaddie to the temporary, unclassified, professional expert position of sustainability and environmental safety officer, effective July 1, 2016, through June 30, 2017, under the terms and conditions of the employment agreement.
Saba Kazmi to the temporary, unclassified, professional expert position of interim director, international students, effective July 1, 2016, through June 30, 2017, under the terms and conditions of the employment agreement.
The Governing Board approved the temporary increase in assignments of the .475 contract employees in the bookstore to work a maximum of eight hours per day for no more than twenty consecutive days and for a period that will not exceed seventy-five days during the 2016–17 fiscal year.

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

- 2016 Chaffey College Student Success Scorecard
- President’s Equity Council Monitoring Report
- Quarterly Investment Report

CONSENT AGENDA

The consent agenda was amended as follows:

IV.E.3.a Curriculum – This item was pulled from the agenda at the request of the administration and will be brought back at the June meeting.

IV.E.6.a – Athletic Department Professional Expert Personnel Plan

A motion was made by Ms. Brugger, seconded by Mr. Ovitt, to approve the consent agenda as amended.

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

Nays: None
IV.E.6.a Athletic Department Professional Expert Personnel Plan – This item was pulled for clarification and was later approved. Dr. Shannon mentioned the means of communication and speaking to the public was clarified.

A motion was made by Mr. Ovitt, seconded by Ms. Brugger, to approve Item IV.E.6.a, Athletic Department Professional Expert Personnel Plan.

Y eas: Ms. Brugger, Mr. McDougal, Ms. McLeod, Mr. Ovitt, Ms. Roberts, Mr. Beaver (advisory)

Nays: None

Through these actions, the following were approved (Approval of Minutes, April 28, 2016, through the modified Athletic Department Professional Expert Personnel Plan).

GOVERNANCE PROCESS

The minutes of the April 28, 2016, regular board meeting were approved as presented.

GENERAL INSTITUTION


STUDENT SERVICES

The Governing Board expelled a student with identification number 5711 from the Chaffey Community College District for violations of the Student Behavior Code and California Penal Code.

BUSINESS/FISCAL AFFAIRS

The Governing Board approved the amendment to the Child Development Training Consortium Grant Agreement between Chaffey College and Yosemite Community College District, increasing the amount by $775 for the 2015–2016 fiscal year.

The Board approved the three Agreements between the Successor Agency to the former County RDA and multiple affected taxing agencies, including the District; and authorized the Associate Superintendent, Business Services and Economic Development to make any needed administrative modifications to complete the Agreements so that it can be executed.

The Governing Board approved the receipt of Veterans Affairs (VA) grant funds in the amount of $2,898 for the 2015–2016 fiscal year.

The Governing Board adopted Resolution 52616, which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the electronic equipment and miscellaneous materials listed in Exhibit
A of the resolution, and to execute all documents in connection therewith, in accordance with the terms and conditions of the resolution.

The Governing Board approved the twelve-month grant agreement with the Opportunity Institute for the Renewing Communities Project Grant totaling $140,000 for the period of May 26, 2016, through May 25, 2017.

The Governing Board approved Amendment 01 to increase the Upward Bound Program grant (UB YEAR 5- 5737) by 3% ($7,500) for the 2016–2017 fiscal year.

The Governing Board ratified the Vocational Education and Training Services contract amendment in the amount of $2,150,000 for the period of July 1, 2016, through June 30, 2017.

HUMAN RESOURCES
The Governing Board approved the Athletic Department Professional Expert Personnel Plan.

ACTION AGENDA
BUSINESS/FISCAL AFFAIRS
The contract, purchase order, and warrant lists were approved on the motion of Ms. Brugger, second of Ms. Roberts. (These lists have been made part of the minutes of this meeting.)

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

CEO/STAFF REPORTS
Henry Shannon, superintendent/president, reported on the 2015–2016 academic year. He thanked the faculty and staff for their work throughout the year, and he mentioned the college had set a goal to graduate 4,000 students with degrees and certificates, and we had 4,396 graduates this year.

Dr. Shannon mentioned that he received a letter from Dr. Beno, president of the Accrediting Commission for Community and Junior Colleges, asking him to serve as the chair of a team for the City College of San Francisco. He also mentioned that Chaffey College is in a competition for the Aspen Prize.

The superintendent/president thanked the governing board, associate superintendents, and vice presidents for their great work during the year. He also thanked Caleb Beaver for his work as student trustee.

Faculty Senate President Ardon Alger provided the Board with his monthly report. He highlighted Marc Meyer, Sheila Malone, Carmen Navarro, and adjuncts Minji Noh Lee, Jennifer Rochlin, Chris Trueman, and Ryan Murphy.
Trisha Albertsen, Classified Senate president, mentioned that Chaffey College serves as a pilot school for the Common Assessment Initiative that was launched by the Chancellor’s Office. During the four-week process, Chaffey College achieved 1,000 assessment units. Ms. Albertsen also mentioned the many classified professionals that participated at the Latino Faculty and Staff Association Student Scholarship/Graduation Program in Chino.

The Classified Senate president shared that the Senate hosted their scholarship reception on May 13.

BOARD COMMENTS, REQUESTS, AND FUTURE AGENDA ITEMS

Ms. Roberts shared that she went to the USO yesterday and received a tour.

ADJOURNMENT

The meeting was adjourned at 4:53 p.m.

The next regular meeting of the Chaffey Community College District Governing Board will be Thursday, June 9, 2016.

_____________________________________________________________
President

_____________________________________________________________
Clerk
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 two new courses, thirty-seven course modifications, one course deactivation, three programs of study modifications, and one program of study reactivation for the *Chaffey College 2015–2016 Catalog*, as recommended by the Faculty Senate, the college Curriculum Committee, and the associate superintendent of instruction and institutional effectiveness.

**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 reviewed the attached new courses, course modifications, course deactivation, programs of study modifications, and program of study reactivation. The new courses, course modifications, course deactivation, programs of study modifications, and program of study reactivation include those not currently in the college curriculum. As a result of deliberations, the college Curriculum Committee, the Faculty Senate, and the associate superintendent of instruction and institutional effectiveness are recommending the two new courses, thirty-seven course modifications, one course deactivation, three programs of study modifications, and one program of study reactivation for approval by the Governing Board.

**BUDGET IMPLICATIONS**

N/A

**RECOMMENDATION**

It is recommended the Governing Board approve two new courses, thirty-seven course modifications, one course deactivation, three programs of study modifications, and one program of study reactivation for the *Chaffey College 2015–2016 Catalog*.

Prepared by: Marie Boyd, Curriculum Chairperson

Submitted by: Sherrie Guerrero, Associate Superintendent, Instruction and Institutional Effectiveness

Recommended by: Henry D. Shannon, Superintendent/President
### Courses – New

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<th>Discipline</th>
<th>Course ID</th>
<th>TOP Code</th>
<th>Title</th>
<th>Units</th>
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<td>1. Life Management</td>
<td>LIFE-670</td>
<td>1301.00</td>
<td>Transition Skills and Well-Being</td>
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<td>2. Sociology</td>
<td>SOC-32</td>
<td>2201.10</td>
<td>Introduction to Women’s Studies</td>
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### Courses – Modifications

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<th>Course ID</th>
<th>TOP Code</th>
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<td>1. Art</td>
<td>ART-98ABC</td>
<td>1001.00</td>
<td>Independent Study: Art</td>
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<td>2. Business Legal Studies</td>
<td>BUSL-403</td>
<td>1402.00</td>
<td>Evidence</td>
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<td>3. Child Development and Education</td>
<td>CDE-24</td>
<td>1305.80</td>
<td>Introduction to Curriculum Theory</td>
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<td>4. Child Development and Education</td>
<td>CDE-24W</td>
<td>1305.80</td>
<td>Practicum I: Supervised</td>
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<td>5. Child Development and Education</td>
<td>CDE-25</td>
<td>1305.80</td>
<td>Advanced Curriculum Theory</td>
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<td>6. Child Development and Education</td>
<td>CDE-25W</td>
<td>1305.80</td>
<td>Practicum II: Supervised</td>
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<td>7. Computer Information Systems</td>
<td>CIS-1</td>
<td>0702.00</td>
<td>Introduction to Computer Information Systems</td>
<td>3</td>
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<td>8. Fashion Design</td>
<td>FASHD-65</td>
<td>1303.00</td>
<td>Fashion Illustration</td>
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<td>9. Fashion Design</td>
<td>FASHD-442</td>
<td>1303.30</td>
<td>Industrial Sewing</td>
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<td>10. Fashion Design</td>
<td>FASHD-445</td>
<td>1303.30</td>
<td>Fitting and Alterations of Patterns and Apparel</td>
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<td>11. Fashion Design</td>
<td>FASHD-471</td>
<td>1303.30</td>
<td>Advanced Patternmaking</td>
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<td>12. Gerontology</td>
<td>GERO-463</td>
<td>1309.00</td>
<td>Social Work Designee Training</td>
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<td>13. Interior Design</td>
<td>ID-427</td>
<td>1302.00</td>
<td>CAD for Set &amp; Interior Design</td>
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<td>14. Journalism</td>
<td>JOUR-31</td>
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<td>15. Nutrition and Food</td>
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<td>16. Nursing Assistant</td>
<td>NURAST-405</td>
<td>1230.30</td>
<td>Nursing Assistant Skills Laboratory</td>
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<td>17. Nursing Assistant</td>
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<td>1230.80</td>
<td>Home Health Aide</td>
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<td>18. Nursing: Vocational</td>
<td>NURVN-401</td>
<td>1230.20</td>
<td>Foundations of Vocational Nursing Practice</td>
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<tr>
<td>19. Nursing: Vocational</td>
<td>NURVN-403</td>
<td>1230.20</td>
<td>Fundamentals of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>20. Nursing: Vocational</td>
<td>NURVN-403L</td>
<td>1230.20</td>
<td>Fundamentals of Nursing Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>21. Nursing: Vocational</td>
<td>NURVN-405</td>
<td>1230.20</td>
<td>Beginning Medical Surgical Nursing</td>
<td>4</td>
</tr>
<tr>
<td>22. Nursing: Vocational</td>
<td>NURVN-405L</td>
<td>1230.20</td>
<td>Beginning Medical Surgical Nursing Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>23. Nursing: Vocational</td>
<td>NURVN-407A</td>
<td>1230.20</td>
<td>Beginning Nursing Skills/Clinical Simulation Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>24. Nursing: Vocational</td>
<td>NURVN-407B</td>
<td>1230.20</td>
<td>Intermediate Nursing Skills/Clinical Simulation Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>25. Nursing: Vocational</td>
<td>NURVN-407C</td>
<td>1230.20</td>
<td>Advanced Nursing Skills/Clinical Simulation Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>26. Nursing: Vocational</td>
<td>NURVN-409</td>
<td>1230.20</td>
<td>Intermediate Medical Surgical Nursing</td>
<td>4</td>
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<tr>
<td>27. Nursing: Vocational</td>
<td>NURVN-409L</td>
<td>1230.20</td>
<td>Intermediate Medical Surgical Nursing Laboratory</td>
<td>3</td>
</tr>
</tbody>
</table>
Courses – Modifications (continued)

<table>
<thead>
<tr>
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<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>NURVN-411</td>
<td>Advanced Medical Surgical Nursing</td>
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<td>NURVN-411L</td>
<td>Advanced Medical Surgical Nursing Lab</td>
<td>3</td>
</tr>
<tr>
<td>NURVN-413</td>
<td>Leadership for the Vocational Nurse</td>
<td>3</td>
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<tr>
<td>NURVN-413L</td>
<td>Leadership for the Vocational Nurse Lab</td>
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<tr>
<td>NURVN-415B</td>
<td>Growth and Development of the Child</td>
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<td>NURVN-417B</td>
<td>Critical Thinking and the Nursing Process</td>
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<tr>
<td>NURVN-421L</td>
<td>Maternal and Child Health Nursing Lab</td>
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<td>NURVN-500</td>
<td>NCLEX Review for VN Licensure Examination</td>
<td>2</td>
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<tr>
<td>THEATRE-30</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THEATRE-32</td>
<td>Theatre Design-Lighting</td>
<td>3</td>
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Courses – Deactivations

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Course ID</th>
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<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Business and Office Technologies</td>
<td>BUSOT-496ABCD</td>
<td>0514.00</td>
<td>Internships in Business and Office Technologies</td>
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Programs of Study – Modifications

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>AA/AS/C</th>
<th>TOP Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Technology: Professional Firefighter</td>
<td>C</td>
<td>2133.00</td>
<td>Fire Technology: Professional Firefighter</td>
<td>21-24</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
<td>A.S.</td>
<td>1303.20</td>
<td>Fashion Merchandising</td>
<td>32-33</td>
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<tr>
<td>Business</td>
<td>C</td>
<td>0508.00</td>
<td>International Business</td>
<td>18</td>
</tr>
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</table>

Programs of Study – Reactivations

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>AA/AS/C</th>
<th>TOP Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Business</td>
<td>C</td>
<td>0506.40</td>
<td>Small Business Entrepreneur</td>
<td>18-19</td>
</tr>
</tbody>
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May 2016 Board Meeting
AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

June 9, 2016
Board Meeting Date

TOPIC

BID NO. 16P33 COLLEGE DRIVE – ACCESS IMPROVEMENTS PROJECT

Communication No. IV.F.3.a

SUPPORTS BOARD POLICY

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

PROPOSAL

To authorize the District to award and enter into Contract 16P33 with Robert Clapper Construction Services, Inc. of Rialto, California, for Bid No. 16P33, College Drive – Access Improvements Project, in the amount of $292,800 which equals the base bid and the alternate, as described on the attached Bid Opening Results.

BACKGROUND

On May 6, 2016, the district advertised and released Bid No.16P33 for the College Drive – Access Improvements Project. The Project involves the original College Drive (Amber Lane) project which was constructed back in 2005. The original scope of work was a new perimeter routing of College Drive which relocated traffic away from the pedestrian routes within the heart of the campus to provide access to new and expanded parking lots. The new routing directed vehicles south of the Automotive Technology (ATL) building and aligned itself with the old Magnolia Way on the east side of the campus. The project was not closed and certified with the Division of State Architect (DSA) at that time. The new scope of work for the College Drive – Access Improvements projects entails the necessary access improvements for four (4) Construction Change Documents (CCDs) from the original College Drive (Amber Lane) construction project required now to close out the original construction project application with DSA.

Eight contractors attended the mandatory pre-bid conference and job walk on May 16, 2016. Five contractors submitted bids by the Bid Opening deadline on May 26, 2016.

Upon completion of the District’s due diligence review, Robert Clapper Construction Services, Inc. is the lowest responsive and responsible bidder, and acceptance of the base bid and the alternate is in the best interests of the District.

BUDGET IMPLICATIONS

Funding Source – Measure L bond fund and capital projects fund; project 5.1 College Drive; total project budget is $524,700 which includes, but is not limited to, this transaction, project management fees, DSA inspection and plan review fees, architect and engineering costs, and contingency.

Status of Funds – Funds of $524,700 are included in the 2015–2016 adopted bond fund and capital projects budget, which also includes a transfer of $264,700 from the Measure L budgeted bond reserve.

Future Implications – N/A
RECOMMENDATION

It is recommended that the Governing Board authorize the district to enter into Contract No. 16P33 with the lowest responsive and responsible bidder, Robert Clapper Construction Services, Inc. of Rialto, California, for the College Drive – Access Improvements Project, in the amount of $292,800, which equals the sum of the base bid and the alternate, as described on the attached Bid Opening Results.

Attachment: Bid No. 16P33, College Drive – Access Improvements Project, Bid Opening Results

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
### College Drive - Access Improvements Project

**Bid No:** 16P33  
**Bid Opening Location:** Bernards Conference Room  
**Bid Due Date / Time:** May 26, 2016 @ 2:00 PM

<table>
<thead>
<tr>
<th>Prime Contractor</th>
<th>BASE BID PRICE</th>
<th>ALTERNATE # 1</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Certified Construction &amp; Electric, Inc.</td>
<td>$229,800.00</td>
<td>$6,000.00</td>
<td>$235,800.00*</td>
</tr>
<tr>
<td>RC Construction</td>
<td>$290,000.00</td>
<td>$2,800.00</td>
<td>$292,800.00</td>
</tr>
<tr>
<td>Astra Builders, Inc.</td>
<td>$282,000.00</td>
<td>$11,000.00</td>
<td>$293,000.00</td>
</tr>
<tr>
<td>Braughton Construction</td>
<td>$319,914.00</td>
<td>$7,760.00</td>
<td>$327,674.00</td>
</tr>
</tbody>
</table>

**Norse Corporation**

Non-Responsive

---

This information represents the results of the public bid opening held on Thursday, May 26, 2016 at 2:00pm. All bids are further reviewed for responsiveness and responsibility per the requirements in the Bid and Contract Documents.

*Upon completion of the due diligence review, California Certified Construction & Electric, Inc. was determined to be non-responsive.*
SUPPORTS BOARD POLICY

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

**PROPOSAL**

To approve the renewal of the Technical Assistance Provider-Center of Excellence for Labor Market Research (COE), Region E (San Diego/Imperial) grant for the Workforce and Economic Development Division of the California Community Colleges Chancellor’s Office in the amount of $215,000 for the period of July 1, 2016 through June 30, 2017.

**BACKGROUND**

Integral to the Economic and Workforce Development Program (EWD), the Centers of Excellence for Labor Market Research (COEs) serve as a labor market and data resource for education and industry stakeholders. The COEs provide real-time and look-ahead regional labor market research and data that is validated by industry partners, connect business and industry with community colleges and workforce and economic development professionals, and advance the workforce mission. The COE at Chaffey College is receiving a grant renewal to host the Center of Excellence for Labor Market Research serving community colleges in Region E.

**BUDGET IMPLICATIONS**

**Funding Source** – California Community Colleges Chancellor’s Office

**Status of Funds** – Funds of $215,000 for this grant will be included in the 2016–2017 proposed restricted general fund budget. Original grant awarded is $200,000. An augmentation of $15,000 will be awarded by the Chancellor’s Office after July 1, 2016.

**Future Implications** – None

**RECOMMENDATION**

It is recommended that the Governing Board approve the renewal of the Technical Assistance Provider-Center of Excellence for Labor Market Research (COE), Region E (San Diego/Imperial) grant for the Workforce and Economic Development Division of the California Community Colleges Chancellor’s Office in the amount of $215,000 for the period of July 1, 2016 through June 30, 2017.

<table>
<thead>
<tr>
<th>Prepared by:</th>
<th>Evgeniya Lindstrom, Director, Center of Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted by:</td>
<td>Jim Fillpot, Dean, Institutional Research and Resource Development</td>
</tr>
<tr>
<td>Reviewed by:</td>
<td>Lisa Bailey, Associate Superintendent, Business Services and Economic Development</td>
</tr>
<tr>
<td>Recommended by:</td>
<td>Henry D. Shannon, Superintendent/President</td>
</tr>
</tbody>
</table>
AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

June 9, 2016
Board Meeting Date

TOPIC CENTER OF EXCELLENCE FOR LABOR MARKET RESEARCH (COE) GRANT, CALIFORNIA COMMUNITY COLLEGES CHANCELLOR’S OFFICE for RFA-16-305-006 – DESERT COUNTIES

Communication No. IV.F.3.c

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

PROPOSAL
To approve the renewal of the Technical Assistance Provider-Center of Excellence for Labor Market Research (COE), Region F (Desert Counties) grant for the Workforce and Economic Development Division of the California Community Colleges Chancellor’s Office in the amount of $215,000 for the period of July 1, 2016 through June 30, 2017.

BACKGROUND
Integral to the Economic and Workforce Development Program (EWD), the Centers of Excellence for Labor Market Research (COEs) serve as a labor market and data resource for education and industry stakeholders. COEs provide real-time and look-ahead regional labor market research and data that is validated by industry partners, connect business and industry with community colleges and workforce and economic development professionals, and advance the workforce mission. The COE at Chaffey College is receiving a grant renewal to host the Center of Excellence for Labor Market Research serving community colleges in Region F.

BUDGET IMPLICATIONS
Funding Source – California Community Colleges Chancellor’s Office

Status of Funds – Funds of $215,000 for this grant will be included in the 2016–2017 proposed restricted general fund budget. Original grant awarded is $200,000. An augmentation of $15,000 will be awarded by the Chancellor’s Office after July 1, 2016.

Future Implications – None

RECOMMENDATION
It is recommended that the Governing Board approve the renewal of the Technical Assistance Provider-Center of Excellence for Labor Market Research (COE), Region F (Desert Counties) grant for the Workforce and Economic Development Division of the California Community Colleges Chancellor’s Office in the amount of $215,000 for the period of July 1, 2016 through June 30, 2017.

Prepared by: Michael Goss, Director, Center of Excellence
Submitted by: Jim Fillpot, Dean, Institutional Research and Resource Development
Reviewed by: Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by: Henry D. Shannon, Superintendent/President
TOPIC  DISPOSAL OF DISTRICT PROPERTY: ELECTRONIC EQUIPMENT AND MISCELLANEOUS MATERIALS

SUPPORTS BOARD POLICY

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 6916, 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 6916 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 6916, 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 6916

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 6916

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 9th day of June, 2016, at a regular meeting by the following vote:

Ayes: 
Noes: 
Abstentions: 
Absent: 

I, Kathleen R. Brugger, 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.

_______________________________
Kathleen R. Brugger
Clerk, Governing Board
## DISPOSAL OF DISTRICT PROPERTY: ELECTRONIC EQUIPMENT AND MISCELLANEOUS MATERIALS

**BOARD MEETING DATE: JUNE 9, 2016**

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Serial #s (Asset #'s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Digital Camera, Fuji Film S9000</td>
<td>53A54067 (125222)</td>
</tr>
<tr>
<td>1</td>
<td>Camcorder, Canon DC50</td>
<td>612420002653 (127402)</td>
</tr>
<tr>
<td>1</td>
<td>Video Visualizer, Canon RE350</td>
<td>06120717 (117380)</td>
</tr>
<tr>
<td>1</td>
<td>Lecture Podium</td>
<td>N/A (125273)</td>
</tr>
<tr>
<td>3</td>
<td>Lightspeed Communicator 370T</td>
<td>R370410260453 (124300), R370410260483 (124299), R370309185 (124298)</td>
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<tr>
<td>2</td>
<td>Personal FM Hearing Helper</td>
<td>A14894 (124547), A14893 (124546)</td>
</tr>
<tr>
<td></td>
<td>Computer, Dell Optiplex 780</td>
<td>BGX1FN1 (132617), 4KX1FN1 (132521), 7FXCGM1 (132269), 16SW9P1 (133037), 4FX6GM1 (132281), JB09QM1 (132421), 5JX1FN1 (132518), BHX1FN1 (132618)</td>
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<tr>
<td>2</td>
<td>Computer, Dell Optiplex 760</td>
<td>3306MJ1 (131004), 67P8VK1 (131075)</td>
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<tr>
<td>1</td>
<td>Computer, Dell Optiplex 755</td>
<td>4PNF2FF1 (128597)</td>
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<tr>
<td>1</td>
<td>Computer, Dell Optiplex 745</td>
<td>8D26WC1 (127856)</td>
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<td>1</td>
<td>Laptop, Dell Latitude D820</td>
<td>73PYGB1 (125614)</td>
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<tr>
<td>32</td>
<td>Projector, Panasonic LCD</td>
<td>SD8140029 (128696), SD8140019 (128700), SD8140100 (128698), SC8460178 (129971), SD8140018 (128695), SD8140017 (128703), SD8140013 (128697), SC8460177 (129977), SD8140016 (128704), SD8140036 (128694), SD8140010 (128702), SC8460184 (129972), SD7640074 (128709), SD7640076 (128710), SD7640081 (128708), SD7320188 (127941), SD730132 (127925), SD7320121 (127935), SD7640073 (128707), SD7320268 (127940), SD7520126 (127924), SC0520279 (132833), SC8322004 (129714), SC8322000 (129721), SC8322003 (129719), SC8322005 (129716), SC8322024 (129718), SC8460179 (129975), SC8322003 (129720), SC8322001 (129715), SC8322032 (129727), SC8322004 (129725)</td>
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<td>Projector, Sanyo PLCX048</td>
<td>G6314464 (125360)</td>
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<td>2</td>
<td>Cisco Integrated Antenna</td>
<td>FTX1222OF (129758), FTX1222OXY (129759)</td>
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<td>50</td>
<td>Cisco Airnet Access Point</td>
<td>FTX1137N2KP (128402), FTX1137T1FC (128391), FTX1137N2PT (128397), FTX1137N2NS (128408), FTX1137N2PU (128412), FTX1137N2HK (128409), FTX1137N2Q (128398), FTX1137N2K1 (128415), FTX1137N2M8 (128366), FTX1137N2MN (128399), FTX1137T1FX (128392), FTX1222NOYX (129749), FTX1222NOXT (129751), FTX1222NOXQ (129755), FTX1137N2NM (128395), FTX1137N2MO (128357), FTX1137T1FT (128389), FTX1222NOWU (129753), FTX1137N2NQ (128407), FTX1137T1FY</td>
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<tr>
<td>(128390), FTX1137N2CY (128354), FTX1137N2L8 (128364), FTX1137N2DY (128353), FTX1137N2MR (128414), FTX1137NDS (128356), FTX1222NOXZ (129752), FTX1137N2KE (128416), FTX1137N2NL (128413), FTX1137N2PS (128396), FTX1137N2LL (128359), FTX1137NDS (129754), FTX1137N2NK (128401), FTX1137N2LY (128361), FTX1137T1FX (128388), FTX1137N2PQ (128417), FTX1137N2NC (128405), FTX1137N2N8 (128400), FTX1137N2P9 (128360), FTX1137N2MU (128393), FTX122NOV2 (129757), FTX1137N2NG (128411), FTX1137N2EF (128352), FTX1137N2NV (128410), FTX1137N2MD (128365), FTX1137N2NR (128406), FTX1222NOXE (129750), FTX1137N2M2 (128363), FTX1137N2MK (128394), FTX1137N2L2 (128358), FTX1222NOXU (129761), FTX1137N2LH (128362),</td>
<td></td>
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</tbody>
</table>
TOPIC: FEE SCHEDULE UPDATES

Communication No. IV.F.3.e

SUPPORTS BOARD ENDS STATEMENT/POLICY

Board Policy 5030 Fees – The Superintendent/President shall establish procedures for the collection, deposit, waiver, refund, and accounting for fees as required by law. The procedures shall also assure those who are exempt from the fee, or for whom the fee is waived, are properly enrolled and accounted for. Fee amounts shall be published in the college catalog.

PROPOSAL

To approve the attached changes to the fee schedule, effective Fall 2016, as authorized by the applicable provisions of the Education Code.

BACKGROUND

The attached list is a reflection of the updates to previously approved fees, which will be effective beginning with the Fall 2016 session. The fees have been reviewed to ensure that the most current legal opinion by the Chancellor’s Office is enforced and that the fees are charged appropriately.

BUDGET IMPLICATIONS

Funding Source – General fund

Status of Funds – Funds will be deposited in appropriate accounts to meet state requirements.

Future Implications – None

RECOMMENDATION

It is recommended the Governing Board approve the changes to the fee schedule, effective Fall 2016, as authorized by the applicable provisions of the Education Code.

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

Submitted by: Lisa Bailey, Associate Superintendent, Business Services and Economic Development

Recommended by: Henry D. Shannon, Superintendent/President
Materials Fees Effective Fall 2016

Courses with New Materials Fees:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>AR Code</th>
<th>Units</th>
<th>Proposed Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-40</td>
<td>Advanced Ceramics</td>
<td>AG</td>
<td>3.0</td>
<td>$14.00</td>
</tr>
<tr>
<td>ART-62B</td>
<td>Illustration II</td>
<td>AG</td>
<td>3.0</td>
<td>$3.00</td>
</tr>
<tr>
<td>ART-407</td>
<td>History of Design</td>
<td>AG</td>
<td>3.0</td>
<td>$3.00</td>
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<tr>
<td>ART-410</td>
<td>Ceramic Glazes</td>
<td>AG</td>
<td>3.0</td>
<td>$3.00</td>
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<tr>
<td>ART-412</td>
<td>Firing Techniques</td>
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<td>3.0</td>
<td>$14.00</td>
</tr>
<tr>
<td>ART-478</td>
<td>Illustration on the Computer</td>
<td>AG</td>
<td>3.0</td>
<td>$15.00</td>
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<tr>
<td>ART-482</td>
<td>Editing Digital Media</td>
<td>AG</td>
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<td>ENGL-32</td>
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<td>ENGL-81</td>
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<td>NURAST-420L</td>
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<td>PHOTO-10</td>
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Courses with Changed Materials Fees:

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<tr>
<th>Course</th>
<th>Title</th>
<th>AR Code</th>
<th>Units</th>
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<td>AUTOTEC-10</td>
<td>Service and Repair</td>
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<td>4.0</td>
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<td>AUTOTEC-427</td>
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<td>BUSOT-40A</td>
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<td>BUSOT-50</td>
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<tr>
<td>-------------</td>
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<tr>
<td>BUSOT-60B</td>
<td>Microsoft Office Word - Expert</td>
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<td>BUSOT-61</td>
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<td>BUSOT-63</td>
<td>MS Office Excel - Comprehensive</td>
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<td>BUSOT-400</td>
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<td>Fundamentals of English for Business</td>
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<td>BUSOT-460</td>
<td>Proofreading: Text-Editing Skills</td>
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<td>BUSOT-462</td>
<td>Machine Transcription and Voice Recognition Software</td>
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<td>BUSOT-465</td>
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<td>Office Systems and Procedures</td>
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<td>FIRETEC-409</td>
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**Miscellaneous Effective Fall 2016**

**Catalog/Records Fees:**

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<tr>
<th>Title</th>
<th>Current Fee</th>
<th>Proposed Fee</th>
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<tr>
<td>Catalog – Mailed by request</td>
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<tr>
<td>Catalog – Purchased @ Chaffey College</td>
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<tr>
<td>Schedule of classes - Mailed</td>
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TOPIC  FIVE-YEAR CONSTRUCTION PLAN

Communication No.  IV.F.3.f

SUPPORTS BOARD POLICY

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

PROPOSAL

To approve the 2018–2022 Five-Year Construction Plan (FYCP).

BACKGROUND

The FYCP is an annual document required by the state Chancellor’s Office. Included in the FYCP are projects that the district expects to pursue, both currently and over the state’s budget window of 2018 to 2022. The purpose of the FYCP is two-fold: 1) it provides the state with insight as to the district’s use of facilities as compared to student demand; and 2) it determines the funding worthiness of the district relative to state support for capital construction projects.

Over the past year, district staff has been working with Gensler Architects to manage those elements used to determine state funding support. The goal has been to formulate a FYCP that attracts the greatest amount of revenue at the least expense to the district. To date, the district has had one of the more successful programs in the state in this regard. This year as part of the FYCP, a Final Project Proposal (FPP) is being presented for a new instructional building at the Chino Campus in anticipation of the passage of the $9 billion California Public Education Facilities Bond that will be on the November ballot. Of the $9 billion identified in the initiative, $2 billion is scheduled to be allocated to community colleges. Projects included in the state’s spending plan for fiscal year 2018–19 is contingent upon passage of the bond initiative in November.

Approval of the FYCP by the Board is being requested so that all related documents may be formally submitted to meet the state’s July 1, 2016, deadline.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended to the Governing Board:


b. Authorize the superintendent/president of the college to sign the formal documents that authorize action on behalf of the district.

Prepared by: Sarah Riley, Manager, Facilities Development

Reviewed by: Melanie Siddiqi, Vice President, Administrative Affairs

Recommended by: Henry D. Shannon, Superintendent/President
# CHAFFEY COMMUNITY COLLEGE DISTRICT
## 2018 - 2022 FIVE YEAR (CAPITAL) CONSTRUCTION PLAN
### EXECUTIVE SUMMARY

<table>
<thead>
<tr>
<th>Project By Campus</th>
<th>Classification</th>
<th>Project Scope</th>
<th>Net Change</th>
<th>Projected Cost</th>
<th>Projected Funding Sources</th>
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<tbody>
<tr>
<td>Chaffey Rancho Cucamonga Campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1 Theatre Building Renovation</td>
<td>Remodel</td>
<td>2017/2018</td>
<td>12,650</td>
<td>(63)</td>
<td>$2,803,000</td>
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<tr>
<td>2 Library/LRC Replacement/Expansion (IPP Submitted 2016)</td>
<td>Growth Academic</td>
<td>2022/2023</td>
<td>45,885</td>
<td>19,264</td>
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<td>Chaffey College - Fontana Campus</td>
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<td>1 Interdisciplinary Building (IPP Submitted 2016)</td>
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<tr>
<td>1 Instructional Building 1 (IPP Submitted 2016)</td>
<td>Growth Academic</td>
<td>2021/2022</td>
<td>22,960</td>
<td>22,960</td>
<td>$19,556,000</td>
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**FYCP TOTAL**  
$66,648,000  
$50,031,000  
$16,617,000  
$0

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<tr>
<th>Projected Funding Sources</th>
<th>State Supported</th>
<th>Chaffey CCD Supported</th>
<th>Other</th>
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<td>$0</td>
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<td>$50,031,000</td>
<td>$16,617,000</td>
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2018-22 FIVE YEAR CAPITAL OUTLAY PLAN
(2018-19 FIRST FUNDING YEAR)

Chaffey CCD

Prepared in reference to the Community College Construction Act of 1980 and approved on behalf of the local governing board for submission to the office of the Chancellor, California Community Colleges

Signed Dr. Henry D. Shannon (Chief Executive Officer or their designee)

Title Superintendent/President

Date June 24, 2016

Contact Person Sarah J. Riley

Telephone (909) 652-6176

Date Received at Chancellor’s Office

Chancellor’s Office reviewed by

Notice of Approval
SUPPORTS BOARD POLICY

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

PROPOSAL

To adopt attached Resolution 6916A to authorize the District to award and enter into Contract 16P32 with ACCO Engineered Systems of Costa Mesa, California for Informal Bid No. 16P32, Boiler Project, in the amount of $181,425 which equals the base bid, as described on the attached Informal Bid Opening Results and find that the engineer’s estimate for the project is a reasonable estimate of the project cost.

BACKGROUND

On April 20, 2016, the district advertised and released Informal Bid No.16P32 for the Boiler Project. The Project consists of the removal and replacement of three (3) existing boilers located at the Chaffey Community College Central Plant Boiler Room and furnish and install three (3) new Cleaver-Brooks Clearfire Model CFC700-1800-125HW firetube boilers. The contractor shall be responsible for the removal, haul-off and any related fees associated with the manifesting and disposal of the three (3) boilers being replaced. The contractor shall be responsible for the commissioning and operational testing of the three (3) replacement boilers to verify that they are performing at their full rated performance.

Three contractors submitted bids by the Bid Opening deadline on May 11, 2016. The lowest responsive and responsible bid exceeded the informal bid limit of $175,000. Public Contract Code Section 22034 et seq. authorizes the award of the contract for the project pursuant to the informal bid procedures where all bids received are in excess of the informal bid limit of $175,000 provided that the Governing Board adopts a resolution by four-fifths vote making the award to the lowest responsive and responsible bidder and making a finding that the engineer’s estimate for the Project was reasonable.

Upon completion of the District’s due diligence review, the engineer’s estimate was reasonable, ACCO Engineered Systems is the lowest responsive and responsible bidder, and acceptance of the base bid is in the best interests of the District.

BUDGET IMPLICATIONS

\textit{Funding Source} – Unrestricted general fund

\textit{Status of Funds} – The funds of $181,425 are included in the 2015–2016 adopted budget.

\textit{Future Implications} – N/A
RECOMMENDATION

It is recommended that the Governing Board adopt Resolution 6916A to authorize the district to award and enter into Contract No. 16P32 with the lowest responsive and responsible bidder, ACCO Engineered Systems of Costa Mesa, California, for the Boiler Project, in the amount of $181,425, which equals the sum of the base bid, as described on the attached Informal Bid Opening Results and find that the engineer’s estimate for the project is a reasonable estimate of the project cost.

Attachment: Bid No. 16P32, Boiler Project, Informal Bid Opening Results Resolution 6916A

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
**Informal Bid Name:** Boiler Project  
**Informal Bid No.:** 16P32  
**Informal Bid Location:** Purchasing Services  
**Informal Bid Date / Time:** May 11, 2016

<table>
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<th>Contractors</th>
<th>Base Bid TOTALS</th>
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<tr>
<td>RKDM Enviro-Energy Services, Inc.</td>
<td>Non-Responsive</td>
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<tr>
<td>ACCO Engineered Systems</td>
<td>$181,425.00</td>
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<tr>
<td>Inland Mechanica Construction, Inc.</td>
<td>$189,000.00</td>
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RESOLUTION 6916A

A RESOLUTION OF THE GOVERNING BOARD OF CHAFFEY COMMUNITY COLLEGE DISTRICT AWARDING INFORMALLY BID CONTRACT EXCEEDING INFORMAL BID LIMIT PURSUANT TO PUBLIC CONTRACT CODE SECTION 22034

WHEREAS, the Chaffey Community College District ("District") has elected to become subject to the Uniform Public Construction Cost Accounting Act as set forth at Public Contract Code section 22000 et seq. (the "Act"); and

WHEREAS, the District advertised for bids in accordance with the informal bid procedures in accordance with Section 22032(c) of the Act for the Boiler Project ("Project") on April 20, 2016; and

WHEREAS, the engineer's estimate for the Project of $150,000 is a reasonable estimate of the Project cost; and

WHEREAS, all bids received on the Project were in excess of the informal bid limit of $175,000; and

WHEREAS, ACCO Engineered Systems is the lowest responsible bidder submitting a responsive bid of $181,425; and

WHEREAS, Section 22034(d) of the Act authorizes award of the contract for the Project bid pursuant to the informal bid procedures where all bids received are in excess of the informal bid limit of $175,000 provided the Governing Board adopts a resolution by four-fifths vote making the award to the lowest responsible bidder submitting a responsive bid and making a finding that the engineer’s estimate for the Project is reasonable.

NOW, THEREFORE, the Governing Board of the Chaffey Community College District hereby resolves as follows:

Section 1. That the above recitals are adopted as true and correct.

Section 2. That the Governing Board, by a four-fifths vote, hereby awards the contract for the Project to ACCO Engineered Systems as the lowest responsible bidder submitting a responsive bid and finds that the engineer’s estimate for the Project is a reasonable estimate of the Project cost.

Section 3. That this Resolution shall take effect immediately upon its adoption.

PASSED AND ADOPTED by the Governing Board of the Chaffey Community College District at Rancho Cucamonga, California, this 9th day of June, 2016, at a regular meeting by the following vote:

Ayes:  
Noes:  
Abstentions:  
Absent:

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

Kathleen R. Brugger, Clerk, Governing Board
TOPIC: RESERVE TRANSFER – CHILDREN’S CENTER FUND

Communication No. IV.F.3.h

SUPPORTS BOARD POLICY

**Board Policy 6250 Budget Management** – The budget shall be managed in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. Budget revisions shall be made only in accordance with these policies and as provided by law.

Governing Board approval is required for changes between major expenditure classifications. Transfers from the reserve for contingencies to any expenditure classification must be approved by a two-thirds vote of the members of the Governing Board. Transfers between expenditure classifications must be approved by a majority vote of the members of the Governing Board.

**PROPOSAL**

To approve a transfer of $49,755 from the Children’s Center fund reserves for the 2015–2016 fiscal year.

**BACKGROUND**

This transfer will cover earning shortages for the California State Preschool Program (CSPP) contract. For the CSPP contract, expenses exceeded earnings for 2015/2016 fiscal year. Although the enrollment for state preschool did not decline, three year olds do not fall into the state preschool category (CSPP). Therefore, they are physically in the preschool classroom but under a different contract (General Child Care Development CCTR contract). In addition, enrollment was low due to enrolling a certain amount of state preschool children under the Child Care Access Means Parents in School (CCAMPIS) grant in order to earn additional funding.

**BUDGET IMPLICATIONS**

**Funding Source** – Children’s Center fund reserves

**Status of Funds** – $49,755 will be transferred from the 2015–2016 Children’s Center fund reserves into the Children’s Center budget as indicated below:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>51xxx Academic Salaries</td>
<td>$27,146</td>
</tr>
<tr>
<td>52xxx Classified Salaries</td>
<td>17,500</td>
</tr>
<tr>
<td>53xxx Benefits</td>
<td>5,109</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$49,755</strong></td>
</tr>
</tbody>
</table>

**Future Implications** – N/A

**RECOMMENDATION**

It is recommended the Governing Board approve the transfer of $49,755 from the Children’s Center fund reserves for the 2015–2016 fiscal year.

Prepared by: Birgit Monks, Director, Child Development Center

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

Reviewed by: Lisa Bailey, Associate Superintendent, Business and Economic Development

Recommended by: Henry D. Shannon, Superintendent/President
TOPIC: SECTOR NAVIGATOR, ENERGY AND UTILITIES, GRANT AWARD

Supports Board Policy

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

Proposal

To approve the Sector Navigator, Energy and Utilities, grant award in the amount of $372,500 for the 2016–2017 fiscal year.

Background

The purpose of this funding is to respond to the Chancellor’s Office “Doing What Matters for Jobs and the Economy” framework, which is designed to supply in-demand skills for employers, create relevant career pathways and stackable credentials, promote student success, and prepare Californians for open jobs. This funding will be used to respond to the statewide need within this industry sector to act as a workforce systems integrator, identify and connect needs and resources, and design and respond to outcomes that directly and indirectly move the needle on student success and student wage gains within the sector.

Budget Implications

Funding Source – California Community Colleges Chancellor’s Office

Status of Funds – Funds of $372,500 for this grant will be included in the 2016–2017 proposed tentative restricted general fund budget.

Future Implications – Grant funding is for one year with one remaining annual renewal opportunity.

Recommendation

It is recommended that the Governing Board approve the Sector Navigator, Energy and Utilities, grant award in the amount of $372,500 for the 2016–2017 fiscal year.

Prepared by: Alisha Serrano, Interim Director, Economic Development

Submitted by: Jim Fillpot, Dean, Institutional Research and Resource Development

Reviewed by: Lisa Bailey, Associate Superintendent, Business Services and Economic Development

Recommended by: Henry D. Shannon, Superintendent/President
AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

June 9, 2016
Board Meeting Date

TOPIC
SOLE SOURCE PURCHASE OF EQUIPMENT: APPLE PRODUCTS

Communication No. IV.F.3.j

SUPPORTS BOARD POLICY

Supports and complies with policies: 2700 Conflict of Interest, 6100 Delegation of Authority, 6330 Purchasing, and 6340 Contracts.

PROPOSAL

To authorize the district to let sole source purchase orders to Apple, Inc., without formal, public advertising and receiving of bids, for fiscal year 2016–2017 as needed, to buy Apple manufactured products for instructional and administrative use, for the reasons set forth below.

BACKGROUND

California Public Contract Code Section 20651 requires the district to advertise publicly for bids for the purchase of goods involving an expenditure of $87,800.00 or more. As a limited exception, San Bernardino County Counsel has determined that, where no practical value exists to the district in publicly advertising for bids and where only one source is available, the Governing Board may make a finding that it is in the district's best interests to let purchase order contracts without formal, public advertising and receiving of bids.

The district has determined that there is no practical value in advertising for and receiving of bids for the purchase of Apple products because: (1) Apple is the sole source of Apple and Macintosh branded hardware products for the district; (2) authorized Apple resellers are not authorized to sell standard Apple hardware products to public and private nonprofit educational institutions in the United States; and (3) the sale of Apple products by other than Apple, Inc. generally cannot occur unless an Apple reseller has breached its contract with Apple, Inc. The district's Purchasing Services Department concludes that the foregoing reasons are sufficient to support a finding by the Governing Board that it is in the district's best interests to authorize the letting of sole source purchase orders and/or contracts, for fiscal year 2016–2017 as needed, to Apple, Inc.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board authorize the district to let sole source purchase orders to Apple, Inc., without formal, public advertising and receiving of bids, for fiscal year 2016–2017 as needed, to buy Apple products for instructional and administrative use, for the reasons set forth above.

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
TOPIC 2016–2017 TENTATIVE BUDGET

Communication No. IV.F.3.k

SUPPORTS BOARD POLICY

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

PROPOSAL

To approve the 2016–2017 tentative budget.

BACKGROUND

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

The District’s tentative budget is based on information from the Governor’s proposed May budget revision. The budget reflects the Board Policies approved by the Governing Board, protects the core mission of the college, and is designed to support increased student access and success.

The tentative budget also includes the restricted general, bond, capital projects, scheduled maintenance, bookstore, Chino community center, food services, self-insurance, vacation liability, children’s center, associated students, and auxiliary donation funds.

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

BUDGET IMPLICATIONS

Funding Source – All district funds.

Status of Funds – The budgets are based on estimated figures at the time of development and will be updated for the budgets proposed for adoption in August 2016.

Future Implications – N/A

RECOMMENDATION

It is recommended the Governing Board approve the 2016–2017 tentative budget as submitted.

Prepared by: Anita D. Undercoffer, Executive Director, Budgeting and Fiscal Services
Submitted by: Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by: Henry D. Shannon, Superintendent/President
TOPIC  2015–2016 UMOJA GRANT AMENDMENT 01

Communication No.   IV.F.3.I

SUPPORTS BOARD POLICIES

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

Board Policy 5300 Student Equity – The Governing Board is committed to assuring student equity in educational programs and college services. The Superintendent/President shall establish and implement a student equity plan that meets the Title 5 standards for such a plan.

PROPOSAL

To approve a budget augmentation of $242,105 to the 2015–2016 Umoja Contract, awarded by Board of Governors of the California Community Colleges.

BACKGROUND

On May 28, 2015, the Governing Board approved a five-year contract to provide statewide technical assistance and support to expand the community colleges partnership with the Umoja Community to foster the academic success of community college under-represented students. The California Community Colleges and Board of Governors in May approved an additional $242,105 to be applied to the grant changing the original amount from $1,000,000.00 to $1,242,105.00. In addition, the term of the original Agreement, June 1, 2015 through June 30, 2016, shall be extended to and including June 30, 2017, with a final report to be due on or before July 31, 2017.

BUDGET IMPLICATIONS

Funding Source – California Community College Chancellor’s Office.

Status of Funds – The 2015–2016 restricted general fund budget will be increased by $242,105 as indicated below:

<table>
<thead>
<tr>
<th>Account</th>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>48xxx</td>
<td>Income</td>
<td>$242,105</td>
</tr>
<tr>
<td>55xxx</td>
<td>Other Services</td>
<td>$230,000</td>
</tr>
<tr>
<td>57xxx</td>
<td>Indirect Costs</td>
<td>12,105</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>$242,105</td>
</tr>
</tbody>
</table>

Future Implications – This is an addition to the first of a five-year grant and funds for years two, three, four, and five of $1,000,000 each year will be included in future years’ budgets.

RECOMMENDATION

It is recommended that the Governing Board approve a budget augmentation of $242,105 to the 2015–2016 Umoja Contract, awarded by the Board of Governors of the California Community Colleges.

Prepared by:  Eric Bishop, Vice President, Student Services
Submitted by:  Jim Fillpot, Dean, Institutional Research and Resource Development
Reviewed by: Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by: Henry D. Shannon, Superintendent/President
SUPPORTS BOARD POLICY

Board Policy 3420 Equal Employment Opportunity – The Governing Board is committed to promote the total realization of equal employment through an equal employment opportunity program. The Superintendent/President shall develop for review and adoption by the Governing Board, a plan for equal employment opportunity that compiles with the Education Code and Title 5 requirements.

PROPOSAL

To approve the 2016–19 Chaffey Community College District Equal Employment Opportunity Plan.

BACKGROUND

In accordance with established board policy and Title 5, the Equal Employment Opportunity Plan has been developed to memorialize the district’s continued commitment to foster a working and learning environment that promotes diversity, inclusion, and equal employment opportunities. It also provides the process that the district will use to promote equal employment opportunity in its recruitment and hiring policies and practices in conformance with the applicable Title 5 regulations. The Equal Employment Opportunity plan has also completed review through the shared governance process.

BUDGET IMPLICATIONS

wN/A

RECOMMENDATION

It is recommended that the Governing Board approve the 2016–19 Chaffey Community College District Equal Employment Opportunity Plan.
Chaffey Community College District
Equal Employment Opportunity Plan

2016 – 2019
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Adoption of District Equal Opportunity Plan

The Chaffey Community College District’s Equal Employment Opportunity Plan (Plan) was adopted by the governing board on June 9, 2016. The Plan reflects the District’s commitment to equal employment opportunity and its recognition that a diverse and inclusive workforce serves the educational mission of the District to prepare students for success in a global society.

The Plan provides the process that the District will use to promote equal employment opportunity in its recruitment and hiring policies and practices, in conformance with the applicable Title 5 regulations (section 53000 et seq.). The Plan is intended to foster a working and learning environment that promotes diversity, inclusion, and equal employment opportunities. To properly serve a growing diverse population, the Plan also reflects the District’s commitment to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing and diverse student body of the California community college system.

The Chaffey Community College District continues to affirm equal employment opportunity and diversity as part of the District’s core values.
Plan Component 1: Introduction

The Chaffey Community College District Equal Employment Opportunity Plan reflects the District’s commitment to equal employment opportunity. It is the District’s belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence. Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society.

The Plan provides the process that the District will use to promote equal employment opportunity in its recruitment and hiring policies and practices in conformance with the applicable Title 5 regulations (section 53000 et seq.). The Plan is intended to foster a working and learning environment that promotes diversity, inclusion, and equal employment opportunities. To properly serve a growing diverse population, the Plan also reflects the District’s commitment to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing and diverse student body and community it serves.

______________________________
Dr. Henry Shannon
Superintendent/President
Plan Component 2: Definitions
CCR, Title 5, § 53001

(a) **Adverse Impact.** "Adverse impact" means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

(b) **Diversity.** "Diversity" is a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of backgrounds and without discrimination on the basis of race, religion, color, sex (including gender, gender identity, gender expression, pregnancy, and breastfeeding), sexual orientation, national origin, ancestry, marital status, age, medical condition, genetic characteristics or information, military and veteran status, physical or mental disability, socio-economic background or any consideration made unlawful by federal, state or local laws.

(c) **Equal Employment Opportunity.** "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels, including in the seven job categories identified in the Title 5 regulations, namely: executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:

1. identifying and eliminating barriers to employment that are not job related; and
2. creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.

(d) **Equal Employment Opportunity Plan.** An "equal employment opportunity plan" is a written document that provides the guidelines for how a District's work force will be analyzed and specific plans and procedures for promoting equal employment opportunity.

(e) **Equal Employment Opportunity Programs.** "Equal employment opportunity programs" means all the various methods by which equal employment opportunity is promoted. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps...
consistent with the requirements Title 5 and this Plan.

(f) **Ethnic Group Identification.** "Ethnic group identification" means an individual’s identification in one or more of the ethnic groups reported to the Chancellor pursuant to Title 5 section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

(g) **In-house or Promotional Only Hiring.** "In-house or promotional only" hiring means that only existing District employees are allowed to apply for a position.

(h) **Monitored Group.** "Monitored group" means those groups identified in Title 5 section 53004(b) for which monitoring and reporting is required pursuant to Title 5 section 53004(a).

(i) **Person with a Disability.** "Person with a disability" means any person who (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

(j) **Reasonable Accommodation.** "Reasonable accommodation" means the efforts made on the part of the District to afford disabled applicants access to the job application process and allow disabled employees to perform the essential functions of their positions, consistent with the District’s legal obligations under the Americans with Disabilities Act and the Fair Employment and Housing Act.

(k) **Screening or Selection Procedure.** "Screening or selection procedure" means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

(l) **Significantly Underrepresented Group.** "Significantly underrepresented group" means any monitored group for which the percentage of persons from that group employed by the District in any job category listed in Title 5 section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

**Plan Component 3: Policy Statement**

Chaffey Community College District Nondiscrimination Policy BP3410

The Chaffey Community College District is committed to the principles of equal employment opportunity and by adoption of this Equal Employment Opportunity Plan, implements a comprehensive program to put those principles into practice.

It is the District’s policy to provide all qualified applicants for employment and employees with full and equal access to employment opportunities. Chaffey Community College District is
committed to providing affirmatively, equal educational opportunity and equal employment opportunity. This commitment extends to educational policies, personnel policies and practices, and to the opportunities made available to employees, students and the general public. The District and each individual who represents the District shall provide equal access to employment and educational opportunities without regard to race, religion, color, sex (including gender, gender identity, gender expression, pregnancy, and breastfeeding) sexual orientation, national origin, ancestry, marital status, age, medical condition, genetic characteristics or information, military and veteran status, physical or mental disability or the perception that a person has one or more of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. An inclusive educational and employment environment fosters cooperation, acceptance, democracy, and the free expression of ideas essential to a robust academic community and the preparation of students for success in a global society.

The District understands, and reflects in this Plan, that the maintenance of a diverse and inclusive work and educational environment is an on-going process that requires sustained effort.

**Plan Component 4: Delegation of Responsibility, Authority and Compliance**

It is the goal of the Chaffey Community College District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

1. **Governing Board**
   The Governing Board of the Chaffey Community College District is ultimately responsible for proper implementation of the District’s Plan at all levels of District operation, and for making measurable progress toward equal employment opportunity by the methods described in the Plan.

2. **Superintendent/President**
   The Governing Board delegates to the Superintendent/President the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District’s equal employment opportunity policies and procedures. The Superintendent/President shall advise the Governing Board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Superintendent/President shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

3. **Equal Employment Opportunity Officer**
   The District has designated the Chief Human Resources Officer as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the Plan. If the designation of the Equal Employment Opportunity Officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new
designee. The Equal Employment Opportunity Officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The Equal Employment Opportunity officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

4. **Equal Employment Opportunity Advisory Committee**
   The President’s Equity Council serves as the equal employment opportunity advisory committee to the Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The President’s Equity Council shall monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

5. **Agents of the District**
   Any organization or individual, whether or not an employee of the District, who acts on behalf of the Governing Board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this Plan.

6. **Good Faith Effort**
   A good faith effort is one that is honest and taken with sincere intent. The District shall make a continuous good faith effort to comply with all the requirements of its Plan.

**Plan Component 5: Advisory Committee**

The President’s Equity Council serves as an advisory body and assists the District in implementing its EEO Plan. The Council may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The Council may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups.

The Equal Employment Opportunity Officer shall train the President’s Equity Council on equal employment compliance and the EEO Plan itself. The Council will receive training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); identification and elimination of bias in hiring; the educational benefits of workforce diversity; and the role of the Council in carrying out the District’s EEO Plan.

**Plan Component 6: Complaints**

CCR, Title 5, §§ 53003(c)(2), 53026 and 59300 et seq.

*Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026).*
The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant’s ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence, unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation.

Complaints alleging violations of the EEO Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence, unless the violation is ongoing. A complainant may not appeal the District’s determination pursuant to Title 5 section 53026 to the Chancellor’s Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor’s Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the District level using the process provided by section 53026.

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

The complaint shall be filed with the Equal Employment Opportunity Officer, Chief Human Resources Officer. If the complaint involves the Equal Employment Opportunity Officer, the complaint may be filed with the Superintendent/President. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The Equal Employment Opportunity Officer will forward copies of all written complaints to the Chancellor’s Office upon receipt.

In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed according to the requirements of section 59300 et. seq.

Complaints Alleging Unlawful Discrimination or Harassment

The District has adopted separate procedures for the processing of complaints alleging unlawful discrimination or harassment. The Chief Human Resources Officer is responsible for receiving such complaints and for coordinating their investigation. The District’s discrimination and harassment complaint procedures are available on the College’s website.¹

¹ http://www.chaffey.edu/procedures/index.shtml
Plan Component 7: Notification to District Employees  
CCR, Title 5, § 53003(c)(3)

The commitment of the Governing Board and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of the Equal Employment Opportunity Policy Statement and the Plan. The Equal Employment Opportunity Policy Statement will be printed in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District’s Governing Board, the Superintendent/President, administrators, the faculty senate leadership, classified senate leadership, union representatives and members of the President’s Equity Council. The Plan will be available on the District’s website, and when appropriate, may be distributed by e-mail. Each year, the Office of Human Resources will provide all employees with a copy of the board’s Equal Employment Opportunity Policy Statement (located in Plan Component 3 of this Plan) and written notice summarizing the provisions of the District’s Equal Employment Opportunity Plan. The Office of Human Resources will provide all new employees with a copy of the Plan when they commence their employment with the District. In addition, new employees will receive the following information:

1. The importance of the employee’s participation and responsibility in ensuring the Plan’s implementation; and
2. Where complete copies of the Plan are available, including in every campus library, in the District’s public folders, on the campus and District internet site, the Office of the Superintendent/President, and the Office of Human Resources.

Plan Component 8: Training for Screening/Selection Committees  
CCR, Title 5, § 53003(c)(4)

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District’s Equal Employment Opportunity Plan; the District’s policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; recognizing and eliminating bias in hiring decisions; and best practices in serving on a selection committee. Persons serving in the above capacities will be required to receive training within the 12 months of service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees.

The Office of Human Resources is responsible for providing the required training. Any individual, whether or not an employee of the District, who acts on behalf of the District with regard to recruitment and screening of applicants for employment, is subject to the equal employment opportunity requirements of Title 5 and the District’s Equal Employment Opportunity Plan.
Plan Component 9: Annual Written Notice to Community Organizations
CCR, Title 5, § 53003(c)(5)

The Equal Employment Opportunity Officer or designee will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying candidates from diverse backgrounds. The notice will include a summary of the Plan. The notice will also include the internet address where the District advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this Plan as Appendix A. This list may be revised from time to time as necessary.

Plan Component 10: Analysis of District Workforce and Applicant Pool
CCR, Title 5, § 53003(c)(6)

The Office of Human Resources will annually collect the District’s employee demographic data and shall monitor applicants for employment on an ongoing basis to evaluate the District’s progress in implementing the Plan, and to provide data needed for the reports required by this Plan. Monitored groups are men, women, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the data collection and report, each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). The Office of Human Resources will develop, implement, and maintain reporting procedures consistent with legal requirements. The District will annually report to the Chancellor the results of its annual data collection. At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

1) Executive/Administrative/Managerial
2) Faculty and other Instructional Staff:
   - Adult Education
   - Career Education
   - English
   - Health and Physical Education
   - Humanities
   - Instructional and Support Services
   - Mathematics
Natural Sciences
Social Sciences
Part-Time
3) Professional Nonfaculty
4) Secretarial/Clerical
5) Technical and Paraprofessional
6) Skilled Crafts
7) Service and Maintenance

Historical data is provided in Appendix B, and exemplifies the manner in which future data shall be collected.

**Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation**

Section 53003(c)(7) of Title 5 requires that, in the event that the State Chancellor provides new availability data regarding job applicants, Districts must analyze the degree to which monitored groups are underrepresented in comparison to their representation in the field or job category in which they are applying. Human Resources shall be responsible for developing procedures to implement this requirement if and when availability data becomes available.

Note: The limits placed on data analysis in this section do not affect the District’s obligation to review and compare data regarding the District’s own employees and applicants.

**Plan Component 12: Methods to Address Underrepresentation**

1. Underrepresentation based on availability data.

Section 53003(c)(8) of Title 5 requires EEO Plans to identify steps to be taken if the analysis pursuant to Section 53003(c)(7) and Component 11, reveals underrepresentation of a monitored group. Should the State Chancellor provide the availability data necessary to conduct this analysis, the District EEO Officer will be responsible for developing appropriate measures for addressing findings of underrepresentation and significant underrepresentation.

2. Underrepresentation within the District’s workforce and/or applicant pools.

CCR, Title 5, §§ 53003(c)(9).

The District will review the information gathered pursuant to Plan Component 10, to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For the purposes of Plan Component 12, the phases of the employment process include, but are not limited to, recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:
1. Longitudinal analysis of data regarding job applicants, gathered pursuant to Plan Component 10, to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;

2. Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and

3. Analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented.

Where the above-described review identifies that significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process, the District shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

1. Review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;

2. Consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account, and implement any such techniques which are determined to be feasible and potentially effective;

3. Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time; and

4. Review each locally established "required," "desired" or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:

   a. Any requirements of federal law; and

   b. Qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or

5. Discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (4) of this subdivision;

6. Continue using qualification standards meeting the requirements of paragraph (4) of this subdivision only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of
paragraph (4) and be expected to have a less exclusionary effect; and

7. Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

For the purposes of this Plan Component, "a reasonable period of time" means three years, or such longer period as the California Community Colleges Chancellor’s Office may approve, upon the request of the Equal Employment Opportunity Advisory Committee and the Superintendent/President, where the District has not filled enough positions to appreciably affect its work force in the job category in question.

Nothing in this Plan Component shall be construed to prohibit the District from taking any other steps it concludes are necessary to promote equal employment opportunity, provided that such actions are consistent with the requirements of federal and state constitutional and statutory nondiscrimination law. These steps may include:

1. Having the Equal Employment Opportunity Advisory Committee, in conjunction with appropriate human resources staff, review the District’s recruitment procedures and make recommendations on modifications that would address the underrepresentation.

2. Increasing the advertising and recruitment budget for a three-year period so that recruitment is broad and inclusive.

3. Requiring that the responsible administrator for the division or department where the significant underrepresentation occurs develop, in conjunction with the equal employment opportunity officer, a recruitment and hiring action plan to assist in addressing the significant underrepresentation. The action plan will include, but is not limited to:
   a) Additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;
   b) Promotion of curricular offerings that would assist in attracting candidates from significantly underrepresented groups;
   c) Additional training for current faculty and staff on the value of a diverse workforce;
   d) Recommended changes to the job announcement and screening criteria, including interview questions, which may reasonably be expected to attract candidates from the significantly underrepresented group.

4. Focusing attention on its intern programs where graduate students will be provided the opportunity to co-teach a class offered by the District in the significantly underrepresented discipline.
5. Actively monitoring the representation rate of each group, which was identified as being significantly underrepresented in one or more categories. If significant underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the District will:

a) Review each locally established “required”, “desired”, or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.

b) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.

c) Analyze the feasibility of significantly increasing the recruitment budget for another three years.

d) Develop a recruitment committee composed of the Superintendent/President, the equal employment opportunity officer, the dean or responsible administrator for the division or department where the significant underrepresentation persists and members of the Equal Employment Opportunity Advisory Committee to review the effectiveness of the recruitment and hiring program described in section 3 above. The committee will provide recommendations to modify the recruitment and hiring program to better address the significant underrepresentation.

Plan Component 13: Process for Developing and Implementing Strategies that Promote Diversity

CCR, Title 5, §§ 53003(c)(9) and 53024.1

The District is responsible for developing and implementing strategies designed to promote the diversity of its workforce at all levels and demonstrate the District’s institutional commitment to diversity. The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity, the development of a diverse workforce, and the creation of an inclusive, equitable and fair working and learning environment. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas.
The District shall take concrete steps to promote, on an on-going basis, equal opportunity, workplace diversity and an inclusive work environment. The District shall also take concrete steps to monitor its progress in these areas.

The Chief Human Resources Officer shall be responsible for the review and update of the specific steps that will be utilized by the District on a regular basis. These concrete steps may include any of the examples listed below, or other measures as identified and developed by the Equal Employment Opportunity Advisory Committee in close consultation with the Chief Human Resources Officer. In identifying and implementing particular strategies, the Chief Human Resources Officer will:

1. Work closely with the Advisory Committee, as noted above.
2. On an annual basis identify steps that shall be taken.
3. Select strategies that, over time, will produce comparative longitudinal information.
4. Operate collaboratively and transparently with all stakeholders.

A. Recruitment and Hiring Strategies

It is the policy of the District to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals. Efforts will be undertaken on a regular basis to develop and contact new recruitment sources to promote the diversity of our applicant pools. The Equal Employment Opportunity Advisory Committee is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants.

The District will include in the recruitment section of its recruitment and hiring procedures the following provisions:

1. Recruitment for all open positions shall include, but not be limited to, placement of job announcements in the following instruments:

   a) General circulation newspapers, general circulation publications, and/or general market radio and television stations, including electronic media.

   b) Local and regional community newspapers.

   c) Newspapers, publications, and/or radio and television stations that provide information in languages other than English and to low-income communities.

   d) Publications, including electronic media that are distributed to the general market and to newspapers, publications, and/or radio and television stations, whose primary audience is comprised of groups found to be underrepresented in the District’s workforce.
e) Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District’s workforce.

f) At least every two years, or when employment data indicate a necessity, the District shall host an open house for persons interested in employment with the District. The open house will allow potential candidates to meet deans, division chairs, faculty, and classified employees of the District. Attendees will be provided with information regarding current job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the District’s commitment to equal employment opportunity. Efforts will be made to attract diverse groups of individuals to the open house.

The District’s recruitment and hiring procedures section on “Job Announcements” will be revised to include the following provisions:

1. Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, in a manner specific to the position. Job specifications, including any “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the equal employment opportunity officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an “Equal Opportunity Employer.”

B. Examples of the additional strategies that may be utilized by the District to promote diversity include:

1. Conduct diversity dialogues, forums, and cross-cultural workshops.

2. Involve guest speakers from underrepresented groups who are in leadership positions and who may engage both students and employees.

3. Highlight the District’s equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.

4. Conduct campus climate studies to identify areas for attention.

5. Review and revise college/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.

7. Evaluate administrators yearly on their ability and efforts to meet the District’s equal employment opportunity and diversity efforts.

8. Maintain an Equal Employment Opportunity online presence on the District’s website by highlighting the District’s diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District’s website. The website will also list contact persons for further information on all of these topics.

9. Promote various cultural celebrations on campus.

10. Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.

11. Maintain No Place for Hate designation that is visible and valued.

12. Promote leadership opportunities, such as the Latina Leadership Network, for staff, faculty and students.

13. Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

14. Conduct exit interviews with employees who voluntary leave the District, maintain a data base of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information.

15. Maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.

16. Audit and update job descriptions and/or job announcements.

17. Conduct timely and thorough investigations of all harassment and discrimination complaints.
Plan Component 14: Persons with Disabilities

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and notetakers.

The Office of Human Resources is responsible for handling requests for accommodations from current employees. The Office of Human Resources is responsible for handling requests from applicants seeking such accommodations during the application process. Requests can be made on the “Request for Reasonable Accommodations” form.

Plan Component 15: Graduate Assumption Program of Loans for Education

Education Code §§ 87106, 69618 et seq.

1. The District will encourage community college students to become qualified for, and seek employment as higher education employees. The District will also consider strategies to inform students about the opportunity to participate in the Graduate Assumption of Loans Program for Education when the program is funded and available.

2. The District will inform graduate students in local colleges and universities about the benefits of employment in higher education through participation in area job fairs and similar employee recruitment events.
APPENDIX A

List of Professional Organizations

To Be Determined
## APPENDIX B

### Workforce Analysis
#### 2014-15 Academic Year

<table>
<thead>
<tr>
<th>Employee Category</th>
<th>Total</th>
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<td>Skilled Crafts</td>
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Source: California Community College Management Information System (MIS) Employee Demographic Data Record (EB) File
## Workforce Analysis
### Asian/Pacific Islander Subgroup
#### 2014-15 Academic Year

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<tr>
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</tbody>
</table>

Source: California Community College Management Information System (MIS) Employee Demographic Data Record (EB) File
TOPIC  
HOURLY POSITION CERTIFICATION

Communication No.  IV.F.4.b

SUPPORTS BOARD POLICY

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

PROPOSAL

In accordance with education code section 88003, the Governing Board shall specify the service required to be performed by short-term employees. As such, the attached position description listing with an ending date that shall not exceed June 30, 2017, is presented to the Board for approval.

BACKGROUND

The administration recommends the position descriptions for short-term employees as reflected in the attached position description listing.

BUDGET IMPLICATIONS

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

RECOMMENDATION

It is recommended the Governing Board approve the attached position description listing for short-term employees for 2016–17.

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

(170 days or 980 hours in an academic year is the maximum an employee can work in a short-term position)

Short-Term Workers

Short-Term Worker 1: Positions in this pay group work under very close supervision, require minimal/entry-level skill, and perform routine tasks which require a brief training period.
$10.00/hr

Short-Term Worker 2: Positions in this pay group work under very close supervision; require minimal skill level; perform routine tasks which require a brief training period; provide instructional or departmental assistance; and have a very limited scope of responsibility.
$10.25/hr

Short-Term Worker 3: Positions in this pay group work under close supervision; have limited scope of responsibility; perform routine tasks; have some knowledge and experience; may provide instructional support; and may answer questions which require knowledge of policy and procedure.
$10.75/hr

Short-Term Worker 4: Positions in this pay group work under supervision; require knowledge, training or experience; may require knowledge of software packages; answer questions which require knowledge of policy and procedure.
$11.00/hr

Short-Term Worker 5: Positions in this pay group work under supervision; require knowledge, training and experience; require knowledge of software packages; may exercise judgment appropriate to level of assignment.
$12.00/hr

Short-Term Worker 6: Positions in this pay group perform under general supervision; require knowledge, training and experience in the position for which hired; require knowledge of software packages; and exercise judgment appropriate to level of assignment.
$13.00/hr

Short-Term Worker 7: Positions in this pay group perform skilled work under minimal direction; require extensive knowledge, education/training and experience; and exercise independent judgment and initiative.
$15.50/hr

Short-Term Worker 8: Positions in this pay group perform highly skilled work with minimal direction; require extensive knowledge, education/training and experience; and exercise independent judgment and initiative.
$18.00/hr

Short-Term Worker 9: Positions in this pay group perform at advanced level. Positions in this group are generally regarded as paraprofessional and require advanced knowledge, education/training, and experience; exercise independent judgment and initiative.
$22.00/hr

Short-Term Worker 10: Positions in this pay group perform at a highly advanced level. Positions in this pay group are regarded as professional and/or highly technical advanced education and/or training is required; makes recommendations and exercises independent judgment and initiative.
$25.00/hr

Short-Term Worker 11: Positions in this pay group perform at a highly advanced level. Positions in this pay group are regarded as professional and/or have highly technical or advanced education and/or training; makes recommendations and exercises independent judgment and initiative specific to the area/program employed.
$30.00/hr

Short-Term Worker 12: Positions in this pay group perform at the highest level of expertise; require expert knowledge, education/training, and experience; make recommendations and exercise independent judgment and initiative.
$40.00/hr

Short-Term Worker 13: Positions in this pay group perform at the highest level of expertise; require expert knowledge, education/training, and experience; make recommendations and exercise independent judgment and initiative, specific to the area/program employed.
$48.00/hr

Governing Board Member
$400.00/mo
Apprentices

Apprentice 1: Trainees in this pay group perform under close instruction; develop skills, abilities, and sensitivities for assisting a diverse population in an educational setting. Trainees in this pay group may perform work in the Child Development Center and must be enrolled in at least three (3) units, showing continuous progress towards a child development permit and/or degree in Early Childhood Education and have successfully completed at least six (6) units in Early Childhood Education. These trainees perform under very close instruction, work directly with children, oversee daily activities, and with help of the center teachers develop and implement activities.

$10.00/hr

Apprentice 2: Trainees in this pay group perform under close instruction; require tutoring experience or subject competency; and provide tutoring, basic computer, and online instructional support for faculty, staff, and students.

$10.25/hr

Apprentice 3: Trainees in this pay group may perform skilled work under general instruction; may provide instructional technology, assistive/alternate technology, and accounting support for faculty, staff, and students; may provide support for productions, exhibitions, and presentations for faculty, staff, students, and the community; and/or may support instructional strategies through mentoring, coaching, and/or training. In addition, trainees in this pay group may perform under general instruction; develop skills, abilities and sensitivities for assisting a diverse population in an educational setting. Trainees performing work in the Child Development Center must be enrolled in at least three (3) units showing continuous progress towards a child development permit and/or degree in Early Childhood Education and have successfully completed twenty-four (24) units of college courses in Early Childhood Education. They perform skilled work under general instruction, working directly with children, observing daily activities, and with help of the Center teachers, develop and implement activities.

$11.00/hr

Apprentice 4, 5, 6 & 7: Not currently assigned.

Apprentice 8: Trainees in this pay group perform skilled work under general direction and exercise independent decision-making within the scope of responsibility; and provide support for productions, exhibitions, and presentations for faculty, staff, students, and the community.

$14.00/hr

Apprentice 9: Trainees in this pay group perform skilled work under general instruction; require a bachelor’s degree; and provide assistance to faculty, management, and staff including individual and small group tutoring, mentoring, coaching, and/or accounting support. May provide advanced instructional/technological support.

$15.00/hr

Master Tutor Apprentice 10: Trainees in this pay group have already demonstrated leadership and expertise and have 2 years experience in a learning lab, tutorial center, learning resource center, or the equivalent; must complete Level 2 CRLA certification, NADE or other appropriate organization certification; require a bachelor’s degree; play a mentoring role for the developing apprentices to better assist students in individual and small group tutoring, directed learning activities, learning groups, and through the use of instructional technology.

$17/hr
TOPIC MANAGEMENT PERSONNEL PLAN/EMPLOYMENT CONTRACTS

SUPPORTS BOARD POLICY

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

PROPOSAL

To approve the changes to the employment contracts between the Governing Board of the Chaffey Community College District and the positions listed below:

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<th>Proposed Contract</th>
<th>Expiration Date</th>
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<td>Level II</td>
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<td>Dean, Business and Applied Technology</td>
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<td>Dean, Discipline/Grievance and High School Partnerships</td>
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<td>Dean, Language Arts</td>
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<td>Dean, Social and Behavioral Sciences</td>
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<td>Dean, Visual and Performing Arts</td>
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<tr>
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<tr>
<td>Level III</td>
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<tr>
<td>Director, Disability Programs and Services</td>
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BACKGROUND

The Chaffey Community College District Management Professional Development/Evaluation Personnel Plan approved by the Governing Board on May 28, 2015, consistent with the provisions of California Education Code, Section 72411, a provision enacted under AB1725, requires all instructional and student services administrators to be employed, and all other administrators may be employed, by the Governing Board of the district by an appointment or contract not to exceed four (4) years. The applicable provisions of the Management Professional Development/Evaluation Personnel Plan approved by the Governing Board provides that managers appointed to academic positions, Level I, including associate superintendents and vice presidents, may be employed by the Governing Board under contract for a period not greater than four (4) years. Academic managers appointed to Level II positions, including associate deans and Level III positions, may be employed by the Governing Board under contract for a period not greater than three (3) years.

BUDGET IMPLICATIONS

Funding Source – Restricted and unrestricted general fund

Status of Funds – The personnel costs associated with these positions will be included in the 2016–17 tentative budget.

Future Implications – It is anticipated that these costs will be ongoing.
RECOMMENDATION

It is recommended the Governing Board approve the changes to the employment contracts between the Governing Board of the Chaffey Community College District and the academic positions listed above.

<table>
<thead>
<tr>
<th>Prepared by:</th>
<th>Susan Hardie, Director, Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed by:</td>
<td>Lisa Bailey, Associate Superintendent, Business Services and Economic Development</td>
</tr>
<tr>
<td>Recommended by:</td>
<td>Henry D. Shannon, Superintendent/President</td>
</tr>
</tbody>
</table>
TOPIC: NEW ALLOCATION MODEL OF EQUAL EMPLOYMENT OPPORTUNITY FUND

Communication No. IV.F.4.d

SUPPORTS BOARD POLICY

Board Policy 3420 Equal Employment Opportunity – The Governing Board is committed to promote the total realization of equal employment through an equal employment opportunity program.

PROPOSAL

To approve the district's first annual submission of the EEO Fund Form affirming that funding use is in compliance with the Multiple Method Allocation Model pursuant to Title 5, section 53030.

BACKGROUND

Each year, the district receives EEO funds allocated proportionally according to the FTES of each district. The purpose of the new model is to increase system-wide compliance with and success in promoting equal employment opportunity. Under the new model, districts will receive funding based on success in implementing best practices.

The district has complied with the standards of Title 5, Section 53030, and the response to the new fund allocation is contained in the document entitled “Chaffey Community College District Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form, Fiscal Year 2015-16.”

BUDGET IMPLICATIONS

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

RECOMMENDATION

To approve the district’s first annual submission of the EEO Fund Form affirming that funding use is in compliance with the Multiple Method Allocation Model pursuant to Title 5, section 53030.

Prepared by: Susan Hardie, Director, Human Resources
Reviewed by: Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by: Henry D. Shannon, Superintendent/President
Equal Employment Opportunity Fund *Multiple Method Allocation Model Certification Form, Fiscal Year 2015-16*

District Name: Chaffey Community College District

The district met Multiple Method #1 (District’s EEO Advisory Committee and EEO Plan).

X Yes  □ No

The district met at least 5 of the remaining 8 Multiple Methods? (Please mark your answers.)

X Yes

X Method 2 (Board policies and adopted resolutions)

○ Method 3 (Incentives for hard-to-hire areas/disciplines)

X Method 4 (Focused outreach and publications)

X Method 5 (Procedures for addressing diversity throughout hiring steps and levels)

X Method 6 (Consistent and ongoing training for hiring committees)

○ Method 7 (Professional development focused on diversity)

X Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)

○ Method 9 (Grow-Your-Own programs)

□ No

I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda of when District’s EEO Advisory Committee certified this report form.

Chair, Equal Employment Opportunity Advisory Committee.

Name: Dr. Eric Bishop  Title: President’s Equity Council Chair/Vice President Student Svcs

Signature:  Date: May 31, 2016

Chief Human Resources Officer

Name: Susan Hardie  Title: Director, Human Resources

Signature:  Date: May 31, 2016

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Dr. Henry Shannon  Title: Superintendent/President

Signature:  Date: May 31, 2016

President/Chair, District Board of Trustees

Date of governing board's approval/certification: June 9, 2016

Name: Lee McDougall  Title: President/Chair, Board of Trustees

Signature:  Date:

Date Due at the Chancellor’s Office: June 1, 2016

Return to: Javier Gonzalez (jgonzalez@ccccco.edu)
Chancellor's Office California Community Colleges: 1102 Q Street, Ste. 4500, Sacramento, CA 95811
Equal Employment Opportunity Fund *Multiple Method* Allocation Model Certification Form, Fiscal Year 2015-16

This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 *Multiple Methods*. The Chancellor’s Office will select some of the practices reported and highlight them in an “EEO and Diversity Best Practices Handbook”.

When providing explanation(s) and evidence of your district’s success in implementing the *Multiple Methods*, please write a response suitable for publication in the best-practices handbook. Please keep narrative to no more than one page per Multiple Method.

**Nine (9) Multiple Methods**

**Pre-Hiring**
1. District’s EEO Advisory Committee and EEO Plan
2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

**Hiring**
5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

**Post-Hiring**
7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

Does district meet Multiple Method #1 (District’s EEO Advisory Committee and EEO Plan)?

- [x] Yes
- [ ] No

Under the *Multiple Method* allocation model, districts must minimally have an operational District EEO Advisory Committee and an updated EEO Plan.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor’s Office. (Title 5, Section 53003).
- EEO Plans are considered active for three years from the date of when the District’s Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, Section 53005).

Please provide an explanation and evidence of meeting this Multiple Method, #1.

Sections 53003(a) and 53005
The College maintains programs, practices, and services that support the recruitment, hiring, and employment activities of its diverse personnel. The Equal Employment Opportunity (EEO) Plan approved by the Governing Board on June 9, 2016, reflects the College’s commitment to equal employment opportunity and to hire and retain faculty and staff who are sensitive to, have understanding of, and respect for the diverse community they serve (Ev 1). As reflected in the EEO Plan, the President’s Equity Council (PEC) serves as the equal opportunity advisory committee to
Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2015-16

the Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of equal employment opportunity, and applicable policies and procedures. The PEC participated in the development and approval process of the EEO Plan. The District has a long history of engaging in equity assessment. PEC has conducted campus climate surveys periodically, surveying students, full-time faculty, adjunct faculty, classified professional, and administrators. The findings were disseminated through a series of briefs and reports to the campus community (Ev 2).

To receive funding for that year’s allocation amount, districts are also required to meet 5 of the remaining 8 Multiple Methods.

**Does the District meet Method #2 (Board policies and adopted resolutions)?**

- [X] Yes
- [ ] No

Please provide an explanation and evidence of meeting this Multiple Method, #2.

**Section 53024.1(g)**
The Governing Board of the Chaffey Community College District, through its policies and practices, supports the College’s diverse personnel and ensures equal employment opportunity. The Board receives regular training on a variety of subjects relative to hiring and employment. Training that has been completed or that is scheduled for completion in the 2016/17 academic year include the following: prohibition of harassment and non-discrimination; ethics; Title IX; and cultural competence.

**Section 53024.1(k)**
The District widely shares its mission with students, faculty, staff, administration and the community it serves. The mission statement focuses on the District’s commitment to improve the lives of our diverse student population. In doing so, the District places a priority on the recruitment, hiring, and retention of diverse, well-qualified administrators, classified staff, and faculty who can provide quality services and programs to support the District’s mission. The District’s mission statement reads as follows: *Chaffey College inspires hope and success by improving lives and our community in a dynamic, supportive, and engaging environment of educational excellence, where our diverse students learn and benefit from foundation, career, and transfer programs.*

The District maintains programs, practices, and services that support its diverse personnel. It is the District’s practice to take active and vigorous steps to ensure equal employment opportunity and to create a working and academic environment, which is welcoming to all, inspiring hope to students, offering a high level of engagement, fostering diversity, and promoting excellence.

**53024.1(n)**
The District ensures that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty ensure quality of courses through the development of an integrated Course Outline of Record (COR) which contains all elements required by Title 5 of the California Code of Regulations.

Faculty are required to regularly review their curriculum as part of Program and Services Review which includes the evaluation of data packets that document the status of all courses in a particular program.
Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form, Fiscal Year 2015-16

The College annually sponsors Faculty Inquiry Teams (FITs), which spend a year researching a topic in depth that relates to teaching and learning and presents that information to the faculty as a whole to expand perspectives and curriculum to reflect current and emerging issues. Recent FITs include the following: Faculty/Student Engagement Outside the Classroom and Panthers Taking the Leap: Promoting Success in First-Generation College Students.

53024.1(o) The College's board policy includes a core value of fostering a climate of inclusion and respect. The District also regularly addresses issues of inclusion/exclusion through its shared governance process, primarily through the President's Equity Council (PEC), which also serves in an advisory role to Human Resources and the EEO Plan. The PEC's mission is to address equity issues throughout the district, including those with students, faculty, staff, and in curriculum, admissions and matriculation, and hiring. Through this process, the college facilitates public conversations regarding current topics of inclusion surrounding issues important to the community. (Please also see below for additional information regarding the surveying and reporting of campus climate.)

Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?

☐ Yes
☒ No

Please provide an explanation and evidence of meeting this Multiple Method, #3.

Does the District meet Method #4 (Focused outreach and publications)?

☒ Yes
☐ No

Please provide an explanation and evidence of meeting this Multiple Method, #4.

Section 53024.1(a) Working through Chaffey College's President's Equity Council (PEC), the Office of Institutional Research regularly engages in a survey of campus climate. Dating back to the 2004-05 academic year, comprehensive surveys (200+ questions) were created, covering a broad array of equity-minded topics. Equity topics that were addressed typically included but were not limited to: General perceptions of Chaffey College (student responses to adjectives); offensive behavior(s) experienced by the student; type(s) of discrimination experienced; general perceptions of Chaffey College (various questions); reasons students feel affiliated with the institution; and level of satisfaction with various aspects of college life at Chaffey College.

Student surveys are disseminated to a stratified random sample of course sections that are representative of student course-taking behavior. Course characteristics examined include: location, teaching arrangement, instructional school, scheduled meeting days, section meeting time, section accounting method, section credit type, basic skills status, occupational status, and transfer status.
Equal Employment Opportunity Fund *Multiple Method Allocation Model* Certification Form, Fiscal Year 2015-16

Through this process, survey results are generalizable to Chaffey’s student population by a number of salient student characteristics (e.g., gender, race/ethnicity, age range, disability status, primary language, economically disadvantaged status, etc).

In the 2011-12 academic year, PEC committee members engaged in an extensive review of existing survey materials with the specific goal of identifying equity-related “themes” and creating shorter, more focused surveys. Topics identified included: General Perception of Chaffey College; Faculty and Staff Interactions With Students; Student-to-Student (Peer) Interactions; and Progress Toward Goals and Performance.

As part of this process, companion surveys were also created and disseminated to full-time and adjunct faculty; classified professionals; and administrators. The Office of Institutional Research conducted within and between group analyses to identify discrepancies among groups on survey items.

PEC has released a series of briefs to the Chaffey College community, highlighting important survey findings (Ev 2). Sharing and discussing survey findings has also occurred with several other Chaffey College committees (e.g., Enrollment and Success Management Committee; President’s Cabinet; Deans meeting; etc).

Currently, PEC has a standing Research Workgroup that continues to review and refine survey instruments including the Campus Climate Survey. This group is also charged with developing reporting templates and disseminating findings to the broader college community. Findings are integrated into institutional planning processes (e.g., Student Equity Plan, College Planning Council, Accreditation, etc) and have resulted in the District creating a specific strategic institutional goal to ameliorate observed differences in student performance (i.e., Institutional Goal #5: Chaffey College will decrease the achievement gap).

Section 53024.1(d)
The District offers online training sessions in non-discrimination to all employees to ensure awareness of the District’s commitment to an environment that embraces the diversity of the communities the District serves. In addition, training opportunities to meet the needs of the diverse populations are offered which include: Promoting Success Among a Diverse Population; Recognizing Relational Styles; President’s Equity Council presentation; Behavioral Intervention Team (BIT) presentation; and Working with Students with Disabilities.

The District also provides academic employees with training to promote diversity in areas such as culturally responsive teaching, unconscious bias, and stereotype threat. Issues of diversity, culturally responsive teaching, and efforts to reduce the achievement gap among students are key concepts covered in the semester-long faculty orientation program. New classified employees attend new employee orientation wherein the diversity of the campus community is highlighted.

Section 53024.1(f)
Job announcements are reviewed regularly as part of the board-approved administrative procedures for recruitment and selection (Ev 3). The Office of Human Resources reviews each job announcement to ensure the appropriate scope, job functions, minimum and desirable qualifications are included. The dean and selection committee participants also review the job announcement to ensure accuracy, as it relates to the subject matter or discipline and minimum qualifications. In addition, the District regularly reviews job descriptions for currency and sends applicable descriptions
to an independent third-party consultant for a market analysis of salary review and placement, as well as review of the job duties and internal salary alignment. In addition, classified employees are provided the opportunity for a review of their current job description and any higher-level duties for a determination of reclassification.

All job descriptions and job announcements include the requirement that applicants demonstrate sensitivity to and understanding of the diverse community college population and all applicants are required to respond to a writing prompt regarding their experience working with a diverse community college population. Faculty and management applicants are also required to discuss significant contributions they have made to promote diversity in previous positions held. (Ev 4)

Section 53024.1(j)
The Chaffey Community College District website includes a reference to the Equal Opportunity Statement, which is as follows: “The District is committed to providing equal educational and employment opportunity. The District affirms its commitment with policies that include fair and equitable treatment of students and employees, and prohibits discrimination in its admission, access, and treatment in College programs and activities, and application for and treatment in College employment.” The District's job announcements also include an equal opportunity statement which encourages qualified individuals to apply without regard to race, ethnicity, gender, age, disability, medical condition, marital status or other similar factors as defined by law. In addition, the District's student handbook, the college catalogue, and schedule of classes also reference the diverse population we serve and our efforts to ensure equal employment opportunity. (Ev 5)

Section 53024.1(k)
The District widely shares its mission with students, faculty, staff, administration and the community it serves. The mission statement focuses on the District’s "supportive and engaging environment of educational excellence..." The District places a priority on the recruitment and the hiring of diverse, well-qualified administrators, classified staff, and faculty who can provide quality services and programs to support the District’s mission. The District’s mission statement reads as follows: Chaffey College inspires hope and success by improving lives and our community in a dynamic, supportive, and engaging environment of educational excellence, where our diverse students learn and benefit from foundation, career, and transfer programs.

Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?

X Yes

☐ No

Please provide an explanation and evidence of meeting this Multiple Method, #5.

Section 53024.1(b)
The District regularly conducts exit interviews with employees who voluntarily leave the District. The data is maintained for a period of two years. Whenever concerns are identified that are inconsistent with Board policy, the matter is promptly reviewed with the appropriate party, including the Superintendent/President. Additionally, the matter is investigated as appropriate, and remediated. In coordination with the Institutional Research Department, the College will develop a tool to analyze complaints, patterns, or trends that have the appearance of operating outside of board policies or that
have an impact on particular groups, including monitored groups. The aggregate findings will be compiled and presented to the PEC. If the issues extend beyond personnel matters, the PEC will identify potential issues, seek further exploration, and, if appropriate, identify concrete measures to remediate the concerns.

Section 53024.1 (h)
The District timely and thoroughly investigates all complaints filed under this chapter, and all harassment and discrimination complaints filed under subchapter 5 (commencing with section 59300) of chapter 10 of this division, and takes appropriate corrective action in all instances where a violation is found. (Ev 6)

Section 53024.1(l)
The District’s hiring procedures charge each committee member with the responsibility of considering for employment applicants from all groups and to forward finalists who demonstrate clear evidence and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, sexual orientation, and ethnic backgrounds of community college students. To oversee this component of the process, an equal employment opportunity representative serves on each screening and interview committee. The statement will be augmented to include gender identity as well. (Ev 3)

Each job description and announcement also includes the same sensitivity and understanding statement, and applicants are specifically required to write about their experience working with persons of diverse backgrounds. For faculty and management positions, applicants are also required to discuss significant contributions they have made to promote diversity in previous positions held. (Ev 4)

Section 53024.1 (p)
Every part-time or full-time permanent job offer is made by a Human Resources representative. The Human Resources representative is trained in providing the appropriate job information, including salary and benefits information, and starting date. Whenever an applicant declines a job offer, the Human Resources representative inquires as to the reason and whether there are any factors that may assist the applicant in reconsidering his/her decision. The information is brought to the Director of Human Resources for further review. As appropriate, the Director of Human Resources and/or the appropriate supervisor may contact the applicant to ensure that no artificial barriers exist. Once the matter is fully reviewed, the decision and reason for declining are recorded in the recruitment database.

Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?

X Yes

□ No

Please provide an explanation and evidence of meeting this Multiple Method, #6.

Section 53024.1 (c)
The District provides training on elimination of bias in hiring and employment. The District has robust
Equal Employment Opportunity Fund *Multiple Method Allocation Model Certification Form, Fiscal Year 2015-16*

Recruitment and selection procedures, and all employees are required to read and affirm that they will follow the hiring procedures as a condition of participating in a selection committee. Additionally, committee members are reminded of their specific responsibility to consider carefully the qualifications for the position which includes the requirement to demonstrate sensitivity and understanding of diverse populations. Committees are then guided through the process by a Human Resources EEO representative at each stage of the screening and interview process. Only Human Resources representatives may monitor the selection processes.

Additionally, the District is engaging the services of Kimberly Papillon, to provide day-long training specifically to managers on the elimination of bias in hiring and employment. Faculty and classified staff will also receive similar training. Every three years, all employees will be required to participate in a refresher course as a condition of participating in a selection committee.

Section 53024.1 (i)
The District timely complies with the requirements of Government Code Section 12950.1 (Stats. 2004, ch. 933 [AB 1825]), and includes all forms of harassment and discrimination in the training. All supervisory employees are required to complete interactive sexual harassment and non-discrimination training every two years. Additionally, all other full-time and part-time faculty and classified staff are required to complete in-person or online training every three years. All staff are notified of anti-discrimination laws through postings outside of Human Resources and Payroll and in break rooms.

**Does the District meet Method #7 (Professional development focused on diversity)?**

- Yes
- **X** No

Please provide an explanation and evidence of meeting this Multiple Method, #7.

**Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?**

- **X** Yes
- □ No

Please provide an explanation and evidence of meeting this Multiple Method, #8.

Section 53024.1 (q)
The District actively monitors applicant flow in the hiring process and annually presents its recruitment and hiring activities to the Governing Board (Ev 7). Under the leadership of Institutional Research, the District will conduct a longitudinal analysis of the following employment events by monitored group status: hiring, promotion, evaluation, voluntary resignation, and termination.
Equal Employment Opportunity Fund *Multiple Method Allocation Model* Certification Form, Fiscal Year 2015-16

Does the District meet Method #9 (Grow-Your-Own programs)?

☐ Yes
☒ No

Please provide an explanation and evidence of meeting this Multiple Method, #9.
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 approve the contract, purchase order, and warrant lists as presented.

BACKGROUND

The attached reports represent all contracts, purchase orders, and district warrants for the month of May 2016.

BUDGET IMPLICATIONS

*Funding Source* – All Funds

*Status of Funds* – Funding for these contracts, purchase orders, and warrants are included in the 2015–2016 adopted district budgets.

*Future Implications* – None

RECOMMENDATION

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

<table>
<thead>
<tr>
<th>Prepared by:</th>
<th>Kim Erickson, Executive Director, Business Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted by:</td>
<td>Lisa Bailey, Associate Superintendent, Business Services and Economic Development</td>
</tr>
<tr>
<td>Recommended by:</td>
<td>Henry D. Shannon, Superintendent/President</td>
</tr>
</tbody>
</table>
## CONTRACT AND CHANGE ORDER LIST

<table>
<thead>
<tr>
<th>Contract Number</th>
<th>Vendor</th>
<th>City, State</th>
<th>Description of Service</th>
<th>Amount</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>16C311</td>
<td>Alert Security Systems, Inc.</td>
<td>Upland, CA</td>
<td>For a not-to-exceed amount, to provide labor, materials, and equipment, remove existing Code Blue units and install a total of six new Talk-A-Phone radius emergency phone towers with camera arm and wide area emergency broadcast system and six Talk-A-Phone voice over IP hands-free emergency phones, at the Rancho Cucamonga, Fontana, and Chino Campuses, as approved by Technical Services</td>
<td>$84,426.00</td>
<td>Unrestricted General Fund</td>
</tr>
<tr>
<td>16C134</td>
<td>Bradford V. Hurte</td>
<td>Woodinville, WA</td>
<td>Amendment 1 to increase the not-to-exceed amount, to provide additional support services to the Energy Efficiency and Utilities (EE&amp;U) Sector Team, as approved by Economic Development</td>
<td>4,000.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16C312</td>
<td>Capital Management Group</td>
<td>Tybee Island, GA</td>
<td>For a not-to-exceed amount, to customize and implement the grant maximizer software solution suite designed specifically to track grant revenues, expenditures, and performance; including consulting, training, hosting services, system maintenance, software updates, and on-going support, for the period of April 11, 2016, through April 10, 2018, as approved by Institutional Research</td>
<td>18,000.00</td>
<td>Unrestricted General Fund</td>
</tr>
<tr>
<td>16C327</td>
<td>Christine J. Miranda Ambriz</td>
<td>Chino, CA</td>
<td>For a not-to-exceed amount, to provide as-needed assistance to the Student Activities department during the Chaffey College 2016 Commencement Ceremony at the Rancho Cucamonga campus, for the period of May 18, 2016, through May 19, 2016, as approved by Student Activities</td>
<td>450.00</td>
<td>Unrestricted General Fund</td>
</tr>
<tr>
<td>16C309</td>
<td>Conejo Window Tinting</td>
<td>Agoura Hills, CA</td>
<td>For a not-to-exceed amount, to provide labor, materials, and equipment, to remove and replace the window film to three interior windows in the Student Health Services department at the Michael Alexander Campus Center, located at the Rancho Cucamonga campus, as approved by Student Health Services</td>
<td>2,400.00</td>
<td>Restricted General Fund</td>
</tr>
</tbody>
</table>

1. Funding for all contracts and change orders on this list are included in the 2015-2016 adopted district budgets.
2. Funded by Economic Development grant funds.
3. Funded by restricted Student Health services budget.
<table>
<thead>
<tr>
<th>Contract Number</th>
<th>Vendor</th>
<th>City, State</th>
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<th>Amount</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>16C333</td>
<td>Esmar Management Group, Inc.</td>
<td>Ontario, CA</td>
<td>For a not-to-exceed amount, to provide reimbursement of wages to an off-campus employer for a student in the CalWORKs Work-Study/Internship Program, for the period of May 9, 2016, through June 30, 2016, as approved by Employment Development⁴</td>
<td>$1,400.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16C325</td>
<td>Gabrielle Ridley</td>
<td>Fountain Valley, CA</td>
<td>For a not-to-exceed amount, to facilitate a workshop titled <em>Guardian Scholars Success Stories</em>, held on April 11, 2016, at the Rancho Cucamonga campus, as approved by Counseling and Matriculation⁵</td>
<td>200.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16C315</td>
<td>Infosilem, Inc.</td>
<td>Blainville QC, Canada</td>
<td>EnCampus-Enterprise Software License Agreement for the general set-up and implementation of the Chaffey Community College District EnCampus Enterprise Software for multiple users to create and manage academic and non-academic events and ad-hoc bookings from a single center database, for the period of May 1, 2016, through June 30, 2017, as approved by the Vice President, Administrative Affairs</td>
<td>65,300.00</td>
<td>Unrestricted General Fund</td>
</tr>
<tr>
<td>16C310</td>
<td>Larry K. Gaines</td>
<td>Yucaipa, CA</td>
<td>For a not-to-exceed amount, to develop Administration of Justice and Correctional Science courses curriculum for the District’s School of Social Science, for the period of April 29, 2016, through June 30, 2016, as approved by Social and Behavioral Sciences</td>
<td>5,000.00</td>
<td>Unrestricted General Fund</td>
</tr>
<tr>
<td>16C321</td>
<td>Lorbel, Inc.</td>
<td>Rancho Cucamonga, CA</td>
<td>For a not-to-exceed amount, to provide semi-annual and annual preventative maintenance of uninterruptible power supply, battery, and emergency response generator services, at the Rancho Cucamonga campus, for the period of May 25, 2016, through August 25, 2017, as approved by the Vice President, Administrative Affairs</td>
<td>3,700.00</td>
<td>Unrestricted General Fund</td>
</tr>
<tr>
<td>16P20</td>
<td>Painting and Décor, Inc.</td>
<td>Orange, CA</td>
<td>For a not-to-exceed amount, to provide labor, materials, and equipment, to paint the exterior of the Language Arts and Social Sciences buildings, located at the Rancho Cucamonga campus, as approved by Facilities Development⁶</td>
<td>29,890.00</td>
<td>Restricted General Fund</td>
</tr>
</tbody>
</table>

⁴ Funded by Employment Development grant funds and CalWORKs budget.
⁵ Funded by Student Equity budget.
⁶ Funded by Physical Plant & Instructional Equipment Block grant budget.
<table>
<thead>
<tr>
<th>Contract Number</th>
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<th>City, State</th>
<th>Description of Service</th>
<th>Amount</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>15C239A</td>
<td>PPL, Inc.</td>
<td>South Lake Tahoe, CA</td>
<td>Amendment 5 to increase the not-to-exceed amount, to provide additional professional and consulting services on emerging instructional, student services, sustainability, risk and business matters, as approved by the Associate Superintendent, Business Services and Economic Development</td>
<td>$60,000.00</td>
<td>Unrestricted General Fund</td>
</tr>
<tr>
<td>16C331</td>
<td>Reach Out West End</td>
<td>Upland, CA</td>
<td>For a not-to-exceed amount, to provide reimbursement of wages to an off-campus employer for a student in the CalWORKs Work-Study/Internship Program, for the period of May 1, 2016, through June 30, 2016, as approved by Employment Development</td>
<td>2,080.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16C334</td>
<td>reRubber, LLC</td>
<td>Ontario, CA</td>
<td>For a not-to-exceed amount, to provide reimbursement of wages to an off-campus employer for a student in the CalWORKs Work-Study/Internship Program, for the period of May 9, 2016, through June 30, 2016, as approved by Employment Development</td>
<td>2,100.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16C332</td>
<td>Resources Education and Careers in Health Centers</td>
<td>Upland, CA</td>
<td>For a not-to-exceed amount, to provide reimbursement of wages to an off-campus employer for a student in the CalWORKs Work-Study/Internship Program, for the period of May 9, 2016, through June 30, 2016, as approved by Employment Development</td>
<td>1,680.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16C328</td>
<td>Riverside Pipes and Drums Foundation</td>
<td>Riverside, CA</td>
<td>For a not-to-exceed amount, to facilitate a musical performance during the Chaffey College 2016 Commencement Ceremony, held on May 19, 2016, as approved by Student Activities</td>
<td>1,000.00</td>
<td>Unrestricted General Fund</td>
</tr>
<tr>
<td>16C67</td>
<td>Robin Oaks, Esq., Attorney at Law</td>
<td>Goleta, CA</td>
<td>Amendment 3 to increase the not-to-exceed amount, to provide additional legal services to investigate and assist in resolving specific complaints, as approved by Human Resources</td>
<td>5,310.00</td>
<td>Unrestricted General Fund</td>
</tr>
<tr>
<td>16C46</td>
<td>Sheri Geerer</td>
<td>Riverside, CA</td>
<td>Amendment 2 to increase the not-to-exceed amount, to provide additional as-needed sign language interpreting services, as approved by Disability Programs and Services</td>
<td>3,000.00</td>
<td>Restricted General Fund</td>
</tr>
</tbody>
</table>

7 Funded by CalWORKs budget.
8 Funded by CalWORKs budget.
9 Funded by CalWORKs budget.
10 Funded by Disability Programs and Services (DPS) budget.
<table>
<thead>
<tr>
<th>Contract Number</th>
<th>Vendor</th>
<th>City, State</th>
<th>Description of Service</th>
<th>Amount</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>16C281</td>
<td>The Counseling Team</td>
<td>San Bernardino, CA</td>
<td>For a not-to-exceed amount, to provide consulting services and employee coaching sessions titled <em>Providing Tools and Techniques related to Professional Ethics, Professional Relationships with Students, and Setting Boundaries</em>, for the period of March 9, 2016, through June 30, 2016, as approved by Human Resources</td>
<td>$2,950.00</td>
<td>Unrestricted General Fund</td>
</tr>
<tr>
<td>16C143</td>
<td>U-Manage-It and Associates</td>
<td>Riverside, CA</td>
<td>Amendment 1 to increase the not-to-exceed amount, to provide additional training for the National Center for Construction Education and Research core course modules two through nine, as approved by Employment Development¹¹</td>
<td>9,600.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16C141</td>
<td>Western Exterminator</td>
<td>Chino, CA</td>
<td>Amendment 1 to increase the not-to-exceed amount, to provide additional tamper-proof rodent baiting services, at the Rancho Cucamonga campus, as approved by Human Resources</td>
<td>3,024.00</td>
<td>Unrestricted General Fund</td>
</tr>
</tbody>
</table>

*List reflects contracts entered into and change orders to existing contracts through May 20, 2016.*¹²

¹¹ Funded by Employment Development grant funds.
¹² Funding for all contracts and change orders on this list are included in the 2015-2016 adopted district budgets.
## CHAFFEY COMMUNITY COLLEGE

**WARRANT REGISTER REPORT**

*FOR THE MONTH OF MAY 2016 ENDING 5-20-2016*

### GENERAL FUNDS (10)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAYROLL</td>
<td>4,514,474.05</td>
</tr>
<tr>
<td>COMMERCIAL</td>
<td>4,126,406.32</td>
</tr>
<tr>
<td><strong>TOTAL FUND (10)</strong></td>
<td><strong>8,640,880.37</strong></td>
</tr>
</tbody>
</table>

### SCHEDULED MAINTENANCE FUND (42)

- 3,018.50

### BUILDING FUND (40)

- 288,903.88

### EARLY RETIREMENT FUND (61)

- 834.00

### VACATION LIABILITY (69)

- -

### CAPITAL OUTLAY PROJECT FUND (41)

- 31,244.97

### CHILD DEVELOPMENT FUND (33)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAYROLL</td>
<td>48,871.57</td>
</tr>
<tr>
<td>COMMERCIAL</td>
<td>4,154.52</td>
</tr>
<tr>
<td><strong>TOTAL FUND (33)</strong></td>
<td><strong>53,026.09</strong></td>
</tr>
</tbody>
</table>

### TOTAL ALL FUNDS

- $9,017,907.81

### PAYROLL WARRANT/ADVICE NUMBERS

- 120321-120494
- 339186-340703

### COMMERCIAL WARRANT NUMBERS

- 1009318-1009430
- 1679089-1679855

### PURCHASE ORDER NUMBERS

<table>
<thead>
<tr>
<th>Description</th>
<th>Number(s)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPO's</td>
<td>12191-12197</td>
<td>$23,860.00</td>
</tr>
<tr>
<td>PO's</td>
<td>45495-45714</td>
<td>$984,050.48</td>
</tr>
</tbody>
</table>