VISION 2030

CHAFFEY
COMMUNITY COLLEGE DISTRICT

Chaffey College

CHAFFEY COMMUNITY COLLEGE DISTRICT

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VISION 2030

CHAFFEY COLLEGE EDUCATIONAL MASTER PLAN

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EXECUTIVE SUM

VISION 2030: Chaffey College Educational Master Plan is the College's long-term plan, and as such, will guide the College's energies and resources in the coming decade.

The process of developing this plan began with an assessment of the College's external and internal environments for the purpose of identifying challenges and opportunities that the College is currently facing or anticipates facing in the future. The College's aspirations related to these challenges and opportunities are summarized as Chaffey Goals, or long-term College-wide goals, that will be the foundation for short-term planning in the College's cycle of integrated planning. This document is organized in six chapters and a summary of each is provided here.

Chapter 1 THE COLLEGE describes the context in which this long-term plan was developed.
The chapter includes a brief history of the College and a review of current national, state, and regional trends in higher education. Recent shifts in policies and practices, stimulated by the Completion Agenda and Achievement Gap, focus on completion and equity, the disparity between regional needs for trained employees and lower levels of educational attainment, career and academic preparation, intersegmental partnerships, and educational reforms. The chapter continues with a look at Chaffey College today, including a description of the College service area and the comprehensive range of instructional programs and support services that the College offers. Each of the College's current campuses

is highlighted -- Rancho Cucamonga, Chino at College Park, and Fontana -- as well as plans for developing a fourth campus in Ontario. The chapter concludes with a summary of four alternative learning opportunities that the College offers on-campus and online to meet the higher education needs of a broad spectrum of local residents: traditional college-bound students, working adults, current high school students, and incarcerated adults.

Chapter 2 CHAFFEY COLLEGE INITIATIVES begins with the educational vision that is the stimulus for and support of all initiatives. This vision is guided by three simple principles that resonate throughout its history and the future planning of the institution: a holistic approach to learning and student success; the view that education is on a continuum of lifetime learning; and the necessary coupling of high expectations and high levels of support. These principles are driven by the moral imperative that a college education is a vehicle for social justice and equality in the United States. This philosophy has given rise to a variety of initiatives in the College's history and each reflects the College's commitment to structural transformation leading to improvements in student equity, access, and success. The current College-wide initiatives described in this chapter are developmental education reform, distance learning, Dual Enrollment, facilities improvements, Guided Pathways, and community partnerships.

Chapter 3 PROFILE describes the College's students and communities. Data representing external and

internal scans are used to assess the College's effectiveness in fulfilling its mission and to identify the challenges that are likely to arise in the next decade.

The external scan presents a demographic snapshot of residents living within the College's geographic boundaries and the regional labor market. The College's service area population has grown rapidly in recent years, increasing almost 7 percent between 2014 and 2018, and that growth is projected to continue to increase another 25 percent by 2040. Although the job market is forecast to expand over the next decade, the need for educated workers is likely to exceed the supply of educated workers. Improving education levels, and consequently, improving employability, is a key challenge for the College in the next decade.

The internal scan presents a profile of the students enrolled at the College in comparison to prior data (longitudinal data) and in comparison to all students attending California community colleges. Student headcount increased 16 percent over the past six years, significantly outpacing the 3 percent growth in student headcount statewide. This increase is due in part to increases in student enrollment in courses offered via distance learning and Dual Enrollment. The College's students are relatively youthful, with 67 percent age 24 or younger in 2018-19, and the majority (73 percent) expresses a traditional educational goal of achieving an associate degree or certificate or fulfilling transfer requirements. A steady increase in the proportion of part-time students to full-time students

over the past six years presents a concern, along with the consistently lower levels of student completion of transfer-level English and Mathematics. The internal scan profile includes a section on Campus Voices, which is a consolidation of current needs and future issues identified by the College's faculty, staff, and administrators.

Chapter 4 CHALLENGES AND OPPORTUNITIES uses the analyses of external and internal scans to identify current strengths and areas in need of attention as well as to anticipate future challenges and opportunities.

The quantitative and qualitative data indicate that the College is doing an excellent job of fulfilling its mission. The College welcomes and serves the residents of its communities as evidenced by the alignment of the College's student population with its communities in patterns of size, age, and race/ethnicity. The College has developed and implemented impressive instructional and student services programs grounded by a unifying philosophical approach described in Chapter 1. As a result of this thoughtful work, the majority of students show impressive benchmarks of achievement, such as high rates of retention and successful course completion.

To continue to fulfill its mission in such an outstanding manner, the College must thoughtfully identify challenges and opportunities that are likely to impact the College and proactively establish and confirm a clear, unifying set of long-term goals by developing answers

to questions, such as "In what ways can the College improve?" and "What economic, demographic, and labor market trends are likely to impact the College in the coming decade?" The answers are presented in the following section as challenges and opportunities, because challenges often present opportunities. For example, given the projected increases in population and the economic growth in the region, the College is likely to have the financial stability needed to continue its legacy of innovative support for student success.

The seven challenges and opportunities are the following:

• Serve More Students
• Address Students' Diverse Needs
• Prepare Students for Higher Paying Jobs
• Increase Student Completion
• Decrease Time to Completion
• Eliminate Achievement Gaps
• Expand Technology

Chapter 5 CHAFFEY GOALS presents seven long-term, College-wide goals that will guide the Strategic Plan and program review over the next decade. The College's efforts to achieve these long-term goals will have an impact on all metrics of student success. This impact will be documented in the annual assessment of the College's Strategic Plan as well as in the reports of the College's progress on the Vision for Success benchmarks.

Executive Summary (cont.)

The Chaffey Goals 2020-30 are these:

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

Chapter 6 LINKAGES TO FACILITIES PLANNING demonstrates the connection between the College's educational planning and its facilities planning by aligning the Chaffey Goals presented in this document with the Implications for Facilities presented in *VISION 2025: Facilities Master Plan Addendum May 2018*. The alignment of these two long-term plans demonstrates the College's commitment to thinking strategically by making data-informed decisions about the facilities that each Campus needs to maximize student success. This connection between the Chaffey Goals and the Implications for Planning ensures that the College's future plans for the physical resources on each Campus will be guided by priorities reflected in the Chaffey Goals and will actualize the College's vision for its future.

MISSION

AND COMMITMENT

MISSION
STATEMENT

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.

VISION

Improving lives through education.

LETTER
FROM THE SUPERINTENDENT/PRESIDENT

Chaffey College has a long and rich history serving seven cities in the Inland Empire. That history includes a variety of locations, modalities, and programs all designed to serve the College's mission statement:

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.

This commitment to improve lives through education is evident by not only the robust programmatic offerings that include health, technology, and transportation career options but also a wide variety of university transfer programs. All of Chaffey's programs are designed to create a foundation for life-long learning and earning to assure both social and economic opportunity and mobility, as outlined in the Chaffey College Educational Master Plan.

The Educational Master Plan features Chaffey College's local analysis of the educational directions the College will take between 2020 and 2030. To support those directions, Measure P, Chaffey's successful $700 million bond measure, will be a central aspect to the College's evolutionary growth and improvement. With a new site in Ontario and the expansion of both Chino and Fontana sites, the capacity for the College to continue to offer dynamic services and programs that serve the community is immeasurably increased.

Many people within the campus community collaborated to help support the vision of the Educational Master Plan, including the Governing Board, without whose leadership these ambitious goals would not be possible. The commitment of the faculty, staff, and administration to the College's excellence and its future improvement are exemplified in the Chaffey Goals articulated within this Plan.

HENRY D. SHANNON, PH.D.
SUPERINTENDENT/PRESIDENT

Henry D. Shannon

PURPOSES
OF VISION 2030

VISION 2030: Chaffey College Educational Master Plan is the College's long-term plan in its cycle of integrated planning. The purposes of this document are to accomplish the following:

1. Establish institutional goals based on an analysis of the internal and external trends that are likely to impact the College.

2. Foster the use of data, inquiry, and evaluation to identify the major challenges and opportunities that currently exist or are anticipated in the next ten years.

3. Analyze the relevant College and community factors that impact each College campus.

4. Provide a foundation for short-term plans, such as the Strategic Plan, Program and Services Reviews, Facilities Master Plan, and Technology Plan.

5. Inform the public of the College's intentions and garner support for the services provided in and to the community.

The development of this master plan began with an analysis of data and trends, including the following:

• Comparisons of the College's performance to its Mission,
• Projections of demographic and labor market changes, and

• Emergent issues relevant to long-term planning, such as state and national trends in higher education.

The College used these data and trends to identify institutional strengths, areas in need of attention, and anticipated challenges and opportunities likely to face the College's educational programs, support services, and facilities. The College then developed long-term goals, referred to as Chaffey Goals, to describe the College's commitment to prioritize successfully meeting those challenges and opportunities over the coming decade. Chaffey Goals guide the allocation of the College's energies and resources by serving as the basis for short-term planning, such as the Strategic Plan and the Program and Services Review.

These processes flow from the integration of the College's long-term plan and short-term plans with the College Mission.

PROCESS
OF DEVELOPING VISION 2030

VISION 2030: Chaffey College Educational Master Plan was developed through a dynamic, collaborative process.

This process was informed by qualitative and quantitative data that describe external factors, such as current and projected demographic trends and the community's educational and workforce needs, as well as internal realities, such as analyses of current programs and services offered to students. Both types of analyses served as starting points for the long-term planning conversations that took place in a variety of venues involving the College's many constituencies.

College Planning Council
College Planning Council (CPC) is the College's participatory governance group that monitors and assesses college-wide planning. CPC forwards all recommendations to the Superintendent/President and is specifically assigned with the following tasks.

- Review and evaluate College planning processes to ensure they are integrated and effective and recommend changes as appropriate.
- Review participatory governance processes for breakdowns/changes needed and develop new processes as needed.
- Review current trends and labor market data.
- Review results of planning, specifically Program and Services Review, Resource Allocation, Outcomes and Assessment, and Prioritization processes.
- Recommend the development of new programs and/or deactivation of programs.

- Evaluate and document institutional performance on strategic plans and scorecards.
- Develop institutional set standards and metrics for accreditation and the Chancellor's Office.
- Develop budgetary recommendations that support institutional planning.

To ensure that all voices on campus are heard in College-wide planning, CPC's membership is broad and includes representatives appointed by faculty, staff, and administrative constituent groups. This group provided direction and input throughout the development of VISION 2030 during monthly meetings from spring semester 2018 through fall semester 2019. Refer to the Acknowledgements page in this document for a list of the CPC members who guided the development of this long-term plan in 2018-19 and 2019-20.

The specific functions of this group regarding VISION 2030 were to accomplish the following:

- Foster openness and inclusion in the educational planning process through dialogue and communication with the College's internal stakeholders.
- Participate in the discussion of key findings and recommendations.
- Ensure that the master planning process was coordinated with other campus planning processes and was consistent with the established direction and focus of the College.
- Guide the review and College-wide vetting of VISION

2030, including gathering feedback on the challenges and opportunities and the Chaffey Goals.
- Provide feedback on the drafts of chapters that comprise VISION 2030.

To foster inclusion in the educational planning process, in spring 2018, CPC distributed an online survey College-wide that asked respondents to provide answers to the following questions:

- Where do you see your area in 5 years?
- What changes/improvements do you anticipate will be needed over the next 5 years?
- Where do you see your area in 15 years?
- What changes/improvements do you anticipate will be needed over the next 15 years?

A total of 147 faculty, staff, and administrators representing 66 disciplines, departments or programs responded. These responses contributed to the qualitative data presented in the "Campus Voices" section of the PROFILE chapter and to the development of the Chaffey Goals.

Educational Master Planing Focus Group Conversations
Representatives of each College School and Service were invited to participate in Educational Master Planning (EMP) Focus Group Conversations. The purpose of the EMP Focus Group Conversations was to bring the dialogue on current and anticipated challenges to the level of specific instructional disciplines and

services. For the conversations held in April and May 2018, leaders of instructional and student services programs were asked to brainstorm answers to these questions:

- How is the delivery of instruction or service at Chaffey College likely to change in the next 10-15 years?
- In what ways is your discipline or service likely to change in the next 10-15 years?
- How are anticipated changes in the demographics of our communities and students likely to impact how we deliver instruction and services?

A total of 85 faculty, staff, and administrators participated in the spring 2018 EMP Focus Group Conversations. Refer to the Acknowledgements page in this document for a list of participants.

The second set of EMP Focus Group Conversations focused on the challenges and opportunities related to the implementation of Guided Pathways. The conversations held in October and November 2018 asked representatives to respond to these questions:

- What does your School or Service need to accomplish in the next ten years related to clarifying students' paths toward completion of degrees, certificates, or transfer requirements and transfer/career options?
- How do you see your school communicating pathways to students within your school, to faculty advisors and counselors, and to other institutions?

A total of 63 faculty, staff, and administrators participated in the fall one-hour EMP Focus Group Conversations. Refer to the Acknowledgements page in this document for a list of participants.

The EMP Focus Group Conversations contributed to the qualitative data presented in the "Campus Voices" section of the PROFILE chapter and to the development of the Chaffey Goals.

College-Wide Review
CPC members facilitated college-wide feedback on drafts of VISION 2030. Members presented the drafts to the group they represented, gathered feedback, and then presented that feedback to CPC. CPC reviewed the feedback and revised VISION 2030 as warranted.

In this manner, the College-wide groups that provided input on VISION 2030 were the Academic Senate, Classified Senate, Deans' Council, Educational Services Coordinators, Fontana and Chino Advisory Committees, Executive Leadership Team, and the Board of Trustees.

ACKNOWLEDGEI

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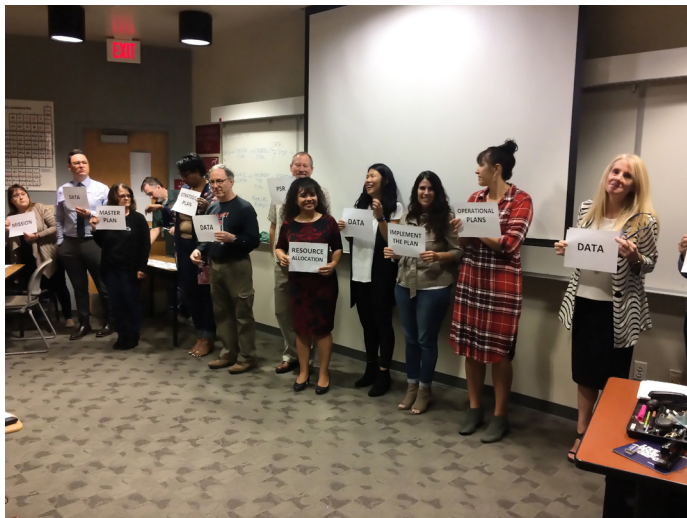**Anita Undercoffer,** Executive Director, Budgeting and Fiscal Services
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THE COLLEGE

THE COLLEGE

CHAPTER 1
THE COLLEGE

HISTORY OF CHAFFEY COLLEGE

TRENDS IN HIGHER EDUCATION

Across the Nation

Across the State and Region

/ Emphasis on Equity and Completion
/ Education Shortage
/ Career and Academic Preparation
/ Partnerships
/ Educational Reforms

CHAFFEY COLLEGE TODAY

Service Area

Programs and Services

Campuses

/ Rancho Cucamonga Campus
/ Fontana Campuses
/ Chino Campus at College Park
/ Ontario Campus

Alternative Learning Opportunities

/ Community Education and Professional
  Development
/ Distance Learning
/ Economic Development
/ Turning Point

The purpose of this chapter is to describe the context in which this long-term plan was developed.

The chapter begins with a review of the history of Chaffey College. The College is keenly aware and proud of its history and the community leaders who wisely foresaw that higher education for all residents was then and is now an essential component of a thriving economy.

Current national, state, and regional trends in higher education are identified. Due to the Completion Agenda and Achievement Gap data, shifts in higher education policies and practices have centered on completion and equity, the education shortfall, career and academic preparation, intersegmental partnerships, and educational reforms.

The chapter continues with a look at Chaffey College today, including a description of the College service area and the comprehensive range of instructional programs and support services. Each of the College's campuses is highlighted, including Rancho Cucamonga, Chino at College Park, and Fontana as well as plans for developing a fourth campus in Ontario.

The chapter concludes with a summary of four alternative learning opportunities that the College offers on-campus and online to a broad spectrum of local residents, including traditional college-bound students as well as working adults, current high school students, and incarcerated adults.

HISTORY
OF CHAFFEY COLLEGE

History

Chaffey College is truly a community college. In the last quarter of the nineteenth century, brothers George and William Chaffey who founded the City of Ontario, envisioned a model community, including an agricultural college to educate local citrus growing families. The brothers donated land and established an endowment for a private college to be named the Chaffey College of Agriculture. Built in Ontario in 1883, the College fulfilled the vision of its founders by focusing on academics and agriculture.

The College also valued athletics programs, with track and field and football competing in the early 1890s. On a memorable day in December 1893, the Chaffey College football team took on USC in a game that determined the champion of intercollegiate football of Southern California. Chaffey College defeated USC 32-6 to win the first Southern California football title.

Due to meager financial resources, in the early 1900s, the College became an extension of the University of Southern California and then closed for a brief period. In 1906, the Chaffey Union High School District became the beneficiary of the College Trust and its buildings. The College was reestablished in August 1916 when the Chaffey Union High School District established the Chaffey Junior College of Agriculture as a postgraduate department, which opened that fall with 100 students.

The College separated from the high school district in 1922 with the creation of the Chaffey Junior College District. The College shared facilities with Chaffey Union High School District until 1957 when voters approved a bond that provided funds to separate the high school and College facilities. Property was acquired in Alta Loma (now Rancho Cucamonga), and the long-anticipated new College opened its doors in the spring of 1960. In 1968, the voters of the Chino Valley School District voted to join the Chaffey College District, bringing the total service area to 310 square miles encompassing Chino, Chino Hills, Ontario, Montclair, Upland, Fontana, and Rancho Cucamonga. The Chaffey Junior College District Board of Trustees formally adopted the name Chaffey Community College District on July 14, 1970.

The College has grown steadily in student enrollment and facilities over the past forty years, matching the Inland Empire's growth in freeways, housing, and businesses and industries. In 1990, the first educational center was opened in Ontario, which remained open until June 2007. In 1999, the second center opened in Fontana, followed in the next decade by the opening of the Chino Center in 2000 and the Chino Information Technology Center in 2002. Enrollment at these centers grew, and both sites were expanded in 2008 and 2011.

The College has fulfilled the wishes of its founders by having a significant positive impact on its students, local communities, and economy since it was founded 136 years ago.

TRENDS
IN HIGHER EDUCATION

Across the Nation

Two issues are driving the national dialogue about higher education: the completion agenda and the achievement gap.

The Completion Agenda addresses the need to increase student achievement of degrees and certificates in order to meet current and projected workforce needs. The urgency fueling the completion agenda is the gap between the projected need for an educated workforce and the level of educational attainment in the United States. The workforce projection is that the jobs lost in the recent recession that required a high school diploma or less are not likely to be reinstated and that 60 percent of all jobs created in the coming decade will require a postsecondary degree or certificate. *(Sources: Lumina Foundation and Georgetown Center on Education and the Workforce)*

Given these workforce projections, the educational attainment of adults becomes a key factor in both the national and global economy. Although the United States is one of the well-educated nations of the world, the level of educational attainment of adults between 25 and 34 in the United States ranks 14th globally. Only 42 percent of adults in the United States have completed an associate degree or higher, which is lower than the educational attainment rates in countries such as South Korea (65 percent), Russia (54 percent), Canada (51 percent), Israel (46 percent), and Japan (45 percent). Of greater concern is that the United States has a below-

average rate of growth in adults' educational attainment. Between 2000 and 2010, completion of postsecondary education in the United States grew an average of 1.3 percent a year compared to the 3.7 percent annual growth rate of the other 37 countries studied. *(Source: Organization for Economic Cooperation and Development)*

The current economic situation of a demand for educated workers that exceeds the supply of workers with postsecondary degrees has both global and personal impact: national productivity decreases and wages for educated workers increase, which widens the wage gap between workers with a college education and those without. *(Source: Georgetown Center on Education and the Workforce)*

The Achievement Gap refers to the need to increase student access and success for students in all racial/ethnic demographic categories. As shown in the following graph, Hispanic and Black adults reported the lowest levels of educational attainment of all race/ethnicity groups at every level from high school graduate and beyond.

Higher education institutions across the United States must address the Achievement Gap in order to build a route to economic equality. The disparities in educational attainment based on race/ethnicity forecast the employability of the current generation as

well as the next generation. If parents attended college, their children are more than twice as likely to attend college compared to children whose parents completed only high school. Race/ethnicity differences in levels of educational attainment perpetuate inequity in job opportunities and access to higher-paying jobs.

National Achievement Gap in Educational Attainment for Adults 25+

	HS Grad or More	Some College or More	Associate Degree or More	Bachelor's Degree or More	Advanced Degree
White Alone	88.8%	59.2%	42.8%	32.8%	12.1%
Non-Hispanic White Alone	93.3%	63.8%	46.9%	36.2%	13.5%
Black Alone	87.0%	52.9%	32.4%	22.5%	8.2%
Asian Alone	89.1%	70.0%	60.4%	53.9%	21.4%
Hispanic of any Race	66.7%	36.8%	22.7%	15.5%	4.7%
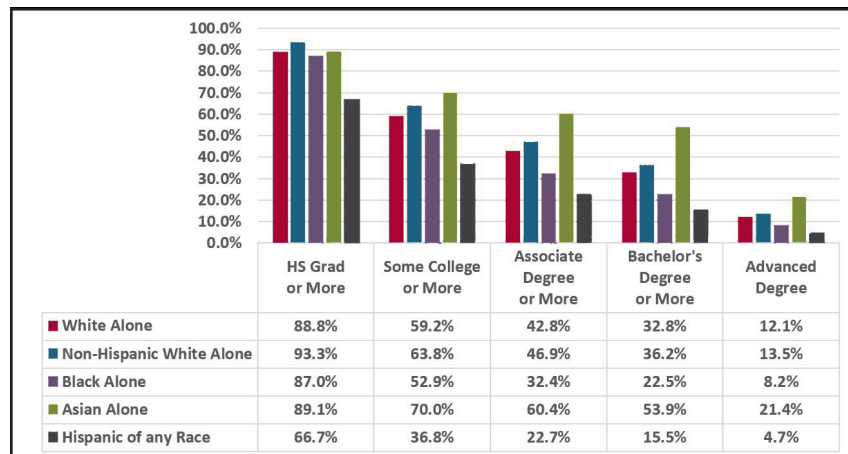
Source: U.S. Census: Educational Attainment in the United States, 2015

In addition to the urgency to increase completion of degrees and certificates for students in all racial/ethnic demographic categories, the American Association of State Colleges and Universities cites the following major challenges facing higher education leaders.

- Impact of the federal budget, policies, regulations, and court rulings
- Forecasts for slower economic growth in 2019-2020
- Impact of fluctuations in state funding on college affordability and access
- Demographic trend of reduced numbers of high school graduates
- Training the skills needed in the workforce to bolster regional economic well-being
- National trend for state colleges and universities to provide tuition-free access
- Access by undocumented students to state financial aid and other programs
- Policies regarding campus sexual assault to safeguard victims and provide due process for those accused

Across the State and Region

Emphasis on Equity and Completion

California developed the largest system of higher education in the world with the belief that an educated population would advance its economic, political, and social success. The mission of California Community Colleges is to prepare students for transfer or to earn a degree or certificate as well as provide workforce training and preparation for success in college-level programs. Although California Community Colleges remain one of the most affordable and ubiquitous educational opportunities available, the major issues facing higher education in California are the same as those at the national level: the Completion Agenda and the Achievement Gap.
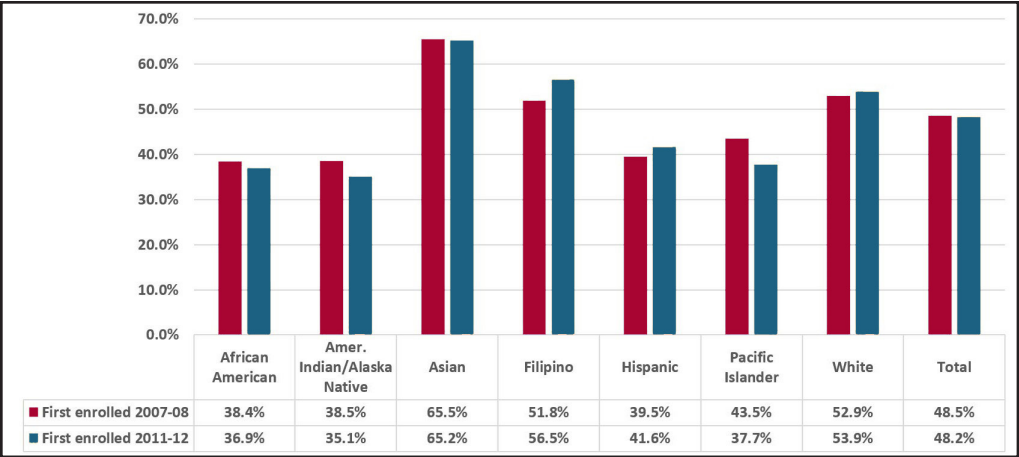
Access to educational opportunities has been the cornerstone of the system's success and philosophy. However, despite incredible access rates, with almost 2.4 million students attending one of 114 colleges in 72 college districts in 2017-18, completion has remained more elusive. *(Source: California Community Colleges Chancellor's Office Data)*

Recently, the *Vision for Success*, the California Community College System's guiding document, noted that, "only 48% of students who entered a community college left with a degree, certificate, or transferred after six years." Even students who do achieve their goals take, on average, 5.2 years to do so. This delays their entry into higher paid jobs and greater economic

and social mobility. In addition to the time to complete, California Community College students, as in other states, are accumulating, on average, 90 units at transfer, even though only 60-70 of those units will follow to the university for credit toward the bachelor's degree. *(Source: California Community Colleges Chancellor's Office Vision for Success)*

Completions among students of color and economically disadvantaged students are also significantly lower than those of their counterparts. Approximately 46% of California's students received need-based aid and do not pay tuition, and many are also first-generation college students without a family network to help them navigate the confusing world of higher education. According the *Vision for Success*, completion rates are lower among African-American, American Indian/Alaskan, and Pacific Islander students compared to other groups. As California's population continues to evolve into a minority majority, these persisting gaps present important social justice and economic impact issues that are imperative for community colleges to address.

California Community College Completion Rates Total and by Race/Ethnicity

	African American	Amer. Indian/Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White	Total
■ First enrolled 2007-08	38.4%	38.5%	65.5%	51.8%	39.5%	43.5%	52.9%	48.5%
■ First enrolled 2011-12	36.9%	35.1%	65.2%	56.5%	41.6%	37.7%	53.9%	48.2%

Source: Chancellor's Office Scorecard 2018

Across the State and Region (cont.)

Education Shortage

The urgency to increase student completion is fueled by the projected shortage of educated workers at the same time that there is strongest employment growth for workers who have some college or college degrees. For example, the share of California's workforce projected to have some college education by 2030 is 29 percent while 38.5 percent of jobs are likely to require workers to have earned postsecondary credentials. There is likely to be a gap of 1.1 million bachelor's degrees by 2030 if more California residents do not engage in higher education. *(Source: Public Policy Institute of California)*

This is a serious problem for California because, in addition to the increase in the number of jobs requiring higher education, well-educated baby boomers are reaching retirement age in record numbers and young adults are not graduating in sufficient numbers to meet the increased demand created by those retirements. This gap between the projected needs for an educated workforce and the level of educational attainment in California's adult population has created a sense of urgency and a statewide focus on increasing postsecondary graduation rates.

More locally, over the past decade, the Inland Empire has experienced a significant increase in the demand for bachelor's degrees, according to Dr. John Husing, a research economist who specializes in trends affecting the inland regions and Chief Economist of the Inland Empire Economic Partnership. *(Source: Inland Empire Economic Partnership)* According the U.S. Department of Labor Statistics, the Inland Empire has experienced an almost 10% increase in the demand for health care workers over the past eight years, as well as exponential growth in manufacturing, transportation, logistics, education, and social services. *(Source: U.S. Bureau of Labor Statistics)* Many of these employment sectors require highly technical training and/or a baccalaureate degree. At the same time that the local demand for bachelor's degrees has grown, the number of awards in the area have not kept pace and have experienced only modest gains over the past fifteen years as illustrated in the graph on the opposing page.

The Inland Empire is also likely to experience high levels of automation in many growing industries. As automation increases, workers must be more highly educated in order to maintain gainful employment in some of the largest and growing employment sectors. Dr. Husing provided the region with the following outlook on the potential for future automation in sectors within the region: all of the thriving work sectors in the Inland Empire have over a 50% risk factor of becoming highly or completely automated with the exception of education and health care, which have automation risks of less than 20%.

Bachelor's Degree or Higher or Associates Degree Share of Adults, Inland Empire, 2000-2016
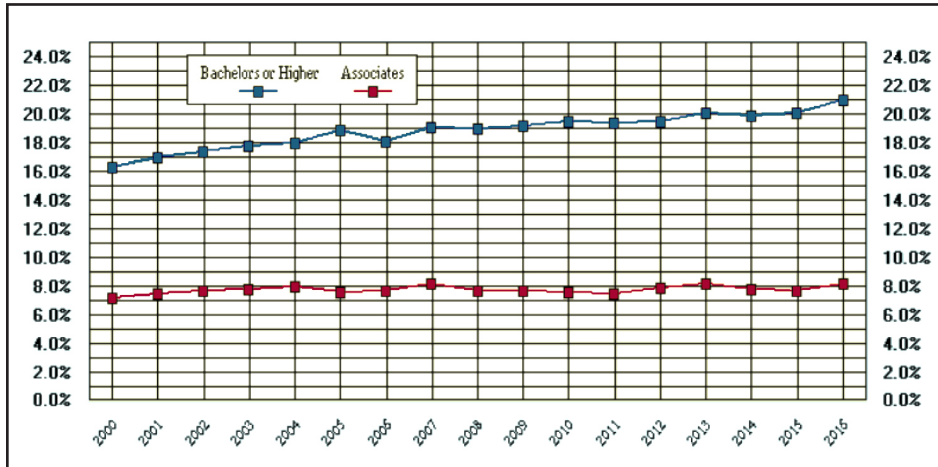
Source: U.S. Census Bureau

Note: 2001 & 2002 estimated

This sobering trend in automation further underscores the need to increase the numbers of degree earners in the region. *(Source: Inland Empire Economic Partnership)*

To further amplify this point, the Chancellor's Office *Vision for Success* indicates that one of the primary goals of the system is to address stubborn equity and achievement gaps. Those disparities are magnified in the Inland Empire, where poverty is more prevalent and inter-generational. According to the *Vision for Success*, "areas with the lowest college attainment of adults and the lowest median household income also have the lowest community college enrollment per capita." Said another way, the residents with the greatest need for education are often not connected to the opportunities for education. In the *Vision for Success*, the Inland Empire is specifically noted as a place in which this is true and where locally fully accessible education is most important. *(Source: California Community Colleges Chancellor's Office Vision for Success)*

The College's commitment to serve all residents equitably and meaningfully reflects a core value in the long-term and short-term plans of the College and the Governing Board. Increasing access by providing physical and online educational opportunities at every location the College serves is a significant aspect of the College's *Vision 2025 Addendum 2018* facilities plan and the Measure P improvements.

Across the State and Region (cont.)

Career and Academic Preparation

Historically, community colleges have organized themselves around two primary but distinct goals: career preparation or transfer. For decades, students were routed to pursue one direction or the other with the assumption that each path satisfied different goals.

In recent years, however, research has highlighted the flaws in such assumptions, noting that academic preparation is critical for highly skilled and technical work, and workplace skills are essential for transfer and career readiness. Given the increasing number of projections that the number of jobs will require post-secondary education, community colleges are faced with an evolutionary development of merging the two aims to meet the needs of students and of employers. *(Sources: Georgetown Public Policy Institute and Public Policy Institute of California)*

College for all, then, must rely on a more sophisticated strategy in which students graduating from high school are exposed to future-mindedness principles and identify their own strengths and interests. The College must be ready to transition those learners from early ideas about their future selves to more nuanced planning in which training and education are addressed along a spectrum that can be flexed throughout the life of the learner as careers and employer demands change. A community college student may begin an educational journey with a few courses leading to a certificate in order to achieve a job, but the employment environment and individual aspirations may further lead the student to seek an associate degree, baccalaureate degree, and/or graduate degree.

As a result of these shifts, the dialogue in higher education has also shifted to include career readiness skills embedded within all aspects of a college journey. Career skills, or "power skills" as Superintendent/President Dr. Henry Shannon calls them, anchor all learners in strengths that they will need to succeed in work and life, even if they aspire to a transfer degree. These include skills like collaboration, communication, critical thinking, information literacy, technological literacy, and flexibility—skills that employers note are missing even from their most highly educated candidates.

Chaffey College has a responsibility to equip its learners with the preparation they will need to continue learning and earning for a lifetime. Over 70 percent of the College's students identify transfer as a goal, and a significant number of those students are working over 25 hours a week to sustain themselves and their families. The awareness that career and education are inseparable has resulted in curricular reforms, such as Guided Pathways, in which educational maps are designed to develop goal-specific power skills, knowledge, and advanced thinking. The College acknowledges that all education is career education, and incorporating these reforms expedites students' successful achievement of their educational and career goals.

Partnerships

The emphasis on meeting workforce demands and expectations of the system outlined in the Vision for Success has sparked a greater need and desire for close partnerships between and among educational segments and between colleges and employers. As confirmed in the Chancellor's Office Vision for Success, the charge for educational leaders to "Lead the work of partnering across systems" is an essential strategy for maximizing students' community college education. The current effort at the State level to implement an intersegmental data system is just one example of that direction.

Partnerships between the California State University and University of California systems have always been fundamental to the transfer function of the community colleges. However, in recent years those efforts have intensified to further simplify and effectively communicate for the good of students and more readily ensure transfer readiness results in transfer. An example of a local partnership is Growing Inland Achievement, a collaborative to connect and strengthen ties between area universities and community colleges to establish programmatic integration and friendlier transfer processes that benefit students.

Partnerships between K-12 schools and community colleges are also emerging as a powerful tool for increasing student access to educational opportunity.

Current efforts include increasingly robust Dual Enrollment programs with K-12 feeder schools. Researchers note that the benefits include increasing likeliness of completion, streamlined access to programming, and higher levels of motivation. *(Source: University of Texas Dual Credit Study)*

Partnerships with local business and industry are a necessary part of the mutual goal to develop an educated workforce. The College has begun developing and expanding these partnerships, such as the InTech Center in Fontana, Adult Basic Education programs in HVAC in Chino, and formal collaborations between employers and the College to provide on-site job training. For more details, see the section on Partnerships in Chapter 2.

Across the State and Region (cont.)

Educational Reforms

Over the past five years, both the nation and California have refocused and redoubled efforts to move the emphasis in community colleges from access to completion. The growth of the Completion by Design framework into Guided Pathways and the surge of developmental education reform have dominated the landscape. *Redesigning America's Community Colleges: A Clear Path to Student Success* (Bailey, Jagger, & Jenkins, 2015) redefined the goals and methodology of an effective community college education. While other states are farther ahead on some aspects of the shifting organizational paradigms, California became part of the national movement in 2017.

Some of the core tenets of this redesign are challenging in California because community colleges in the Golden State often equate access with choices, and the Guided Pathways framework is specifically dedicated to simplifying the numbers of choices that students must make. Students with little college background are likely to disengage when presented with an overwhelming array of options. As a result, organizational and structural transformations are a necessary part of meaningful reform, rather than limited programmatic interventions or traditional approach of modest changes on a small scale that do not result in significant changes in student outcomes.

Education is an essential element in employability and given race/ethnicity differences in education attainment, equity has taken a prominent role in the dialogue regarding educational reforms. While equity and social justice are also part of the community college agenda nationally, in California it has become a clarion call. For many decades, the realities of disproportionate impact on specific student groups were often accepted as an unmovable reality or treated as a footnote to what were often considered more substantial challenges. In California, where a "minority majority" is often common, accepting achievement gaps became impossible and an abdication of the moral responsibility of the colleges for the success of students from communities of color or from economically disadvantaged environments. Additionally, shifts in the California Community Colleges Student-Centered Funding Formula further amplified the focus on equity by incentivizing student success among those who receive financial aid or who qualify to receive the California Nonresident Tuition Exemption under AB 540. As a result, the entire system quickly developed a renewed attention on equity issues.

Chaffey College has historically experienced similar achievement gaps, especially among African-American, first-generation, and LGBTQIA students. Concerted efforts are being made, as guided by the College's equity plan, but educational policy shifts are also making a difference in outcomes. For example, one of the ways in which these issues were focused throughout

California, and throughout the nation, is through developmental education reform. Across the United States, community colleges have wrestled for the past twenty years with approaches about how best to serve underprepared students. Data indicating that most incoming freshman were almost uniformly unprepared for college-level work was informed by the traditional use of placement based on standardized assessment/placement tests, and for many years, the accuracy of these instruments was almost unquestioned. However, in other states, when the results were challenged and new, more accelerated models introduced, students thrived.

In California, the results from the California Acceleration Project, which fostered a reduction in developmental course sequences, were merged with the Multiple Measures Assessment Project, which demonstrated the predictive power of placement based on high school transcripts. This collaboration provided evidence that when students were provided access to transfer-level English and mathematics curricula, students were predominately successful. Even students who were insecure or may have had inadequate preparation thrived in transfer-level courses when provided with appropriate support. This work resulted in AB 705, a bill designed to restrict colleges from placing disproportionate numbers of students in developmental sequences including ESL; to encourage concurrent student support if needed; and to promote immediate

access to transfer-level English and mathematics. This structural change and the resulting impact may ameliorate the equity gaps that heretofore began at the point of assessment and typically persisted throughout a student's journey.

CHAFFEY
COLLEGE TODAY

Service Area

Today, Chaffey College is a comprehensive single-college district that provides credit and noncredit academic and career education programs and student support services to the growing communities of western San Bernardino County.

Located in Southern California, San Bernardino County includes a total area of 20,160 square miles, making it the largest county in the United States in terms of physical size. The County stretches from the greater Los Angeles area on the west to the Nevada border and the Colorado River on the east. The County's assets are approximately two million residents, a thriving economy, close to two dozen colleges and universities, and a transportation infrastructure of freeways, railways, and airports.

The College's service area of 310 square miles is home to 39 percent of the total San Bernardino County population. Located at the base of the San Gabriel Mountains, the College's geographic boundaries include the cities/communities of Chino, Chino Hills, Fontana, Guasti, Montclair, Mt. Baldy, Ontario, Rancho Cucamonga (Alta Loma, Cucamonga, and Etiwanda), and Upland. The three cities in the College service area with the largest populations are Fontana, Ontario, and Rancho Cucamonga, which collectively accounted for two-thirds of the overall population in the College service area in 2016. (Refer to Data Sets 1-3 in Chapter 2.)

The College is adjacent to six other community college districts: Citrus CCD to the west; Mt. San Antonio CCD to the southwest; North Orange County CCD to the south; Riverside CCD to the southeast; San Bernardino CCD to the east; and Victor Valley CCD to the north. Chaffey College's student population of 30,344 is larger than eight of the ten neighboring community colleges.

Given the proximity of these community college options and the relative accessibility created by the freeway systems, there is considerable flow across district geographic boundaries. Students select from among the options of community colleges for a variety of reasons, such as familiarity with a campus, programs offered, and proximity to their homes or jobs. Similar to the pattern at its neighboring community colleges, a little over one-quarter of the College's students reside outside the District boundaries. (Refer to Data Set 27 in Chapter 2.)

There are three major public universities located within 25 miles of the College: CSU San Bernardino, Cal Poly Pomona, and UC Riverside, as well as numerous private universities, such as the Claremont Colleges, University of Redlands, University of LaVerne, and California Baptist University.

Districts Adjacent to Chaffey College

District	College	# of Students 2017-18	Miles to Rancho Cucamonga Campus	Miles to Chino Campus	Miles to Fontana Campus
Citrus	Citrus	19,950	20.2	19.1	30.3
Mt. San Antonio	Mt. San Antonio	66,293	23.5	13.2	26.7
North Orange County	Fullerton	32,413	36.7	23.8	40.6
	Cypress	21,016	47.1	34.9	52.2
Riverside	Riverside City	29,545	27.7	23.6	18.2
	Moreno Valley	14,772	40.8	36.6	31.1
	Norco	14,624	23	15.1	20.3
San Bernardino	San Bernardino Valley	19,290	20.5	29.9	12.1
	Crafton Hills	8,592	35.1	40.6	23.3
Victor Valley	Victor Valley	16,387	40.6	53.8	36.6

Sources:

- *Annual number of students: Chancellor's Office Data Mart*

- *Mileage: MapQuest*

Programs and Services

The College offers a comprehensive array of instructional programs, all of which are consistent with the College's mission to provide these educational outcomes:

- The first two years of a baccalaureate study (transfer pathway),
- The associate degree, especially in career education,
- Career education in a variety of pathways to meet the workforce needs of regional and state businesses and employers,
- Pre-collegiate, foundation skills education for the large number of first generation students, second language learners, and those who enroll unready to succeed in collegiate work, and
- Non-credit and community education services, such as lifelong learning, workforce skills, and second-language acquisition.

Students may choose to pursue one of 30 associate degrees for transfer or one of 64 local associate degrees. Students interested in gaining technical skills, changing careers, or improving their existing skills may choose from 95 certificates of achievement in career education programs, such as accounting, nursing, automotive technology, fashion design and merchandising, fire technology, and hospitality management. The College also offers 27 noncredit certificates, including programs in career development and college preparation, such as basic skills and short-term vocational programs.

The College's learning support services include its Libraries, Success Centers, and supplemental instruction, which are all available at all three campuses. The Library is committed to providing both face-to-face and online access to quality information resources that are sufficient in quantity, depth, variety, and currency to meet student and faculty needs. The Success Centers provide a strengths-based approach to academic support that emphasizes metacognition and connections between in-class and out-of-class learning experiences using strategies, such as directed learning activities, learning groups, and workshops, as well as more traditional face-to-face and online tutoring and support. The third type of learning support service is supplemental instruction. The College typically offers approximately 100 courses embedded with supplemental instruction leaders, who receive extensive training from a full-time faculty member. Supplemental Instruction is one strategy that the College uses to ensure equitable access to achievement by providing additional support in courses that have proven to be a barrier to completion, especially for students traditionally underrepresented in higher education.

In addition to courses, students have the opportunity to expand their learning outside of the classroom through participation in a variety of award winning extracurricular and co-curricular programs and activities, such as men's and women's athletics, student clubs and organizations, and student government.

Student Services support students on all three campuses from their initial applications through completion of their educational goals. The extensive nature of support services ensures that the College meets both the general and unique needs of its students by offering services in a variety of modes, breadth, and depth. These services include admissions and records, counseling, career and transfer centers, disabled student programs and services, extended opportunity program and services, student financial aid services, health services, student activities, veterans' services, and additional services and programs designed to meet the specific needs and interests of particular student populations.

The College is uniquely effective in blending instruction, learning support services, and student services to foster student success. These efforts have, in part, been fueled by the College's moral commitment to creating institutional, structural, and campus-wide support for all students. As a result of this unifying passion and vision, the College has earned a well-deserved reputation for innovation. Here are three examples of how the College's work was acknowledged through awards earned in 2017.

• The English Department received a $1 million Higher Education Innovation Award for their work in eliminating lower-level English classes that were not conducive to student success and reforming placement practices so more students from underrepresented groups place directly into transfer-level English classes.

• The College was an Aspen Prize finalist in recognition of the College's "…deep approach to teaching and learning, with a focus on meta-cognition."

• As part of the Gold Standards Recognition from the Chancellor's Office, seven career education programs received gold, silver, and bronze awards for performance outcomes, such as success rates, number of graduates, and post-graduation employment/wages.

The Leadership Team supports instructional programs and student services by providing institutional leadership, oversight, and coordination. The College organizes this comprehensive administrative infrastructure into six units:

• Superintendent/President
• Instruction and Institutional Effectiveness
• Business Services and Economic Development
• Student Services and Legislative Engagement
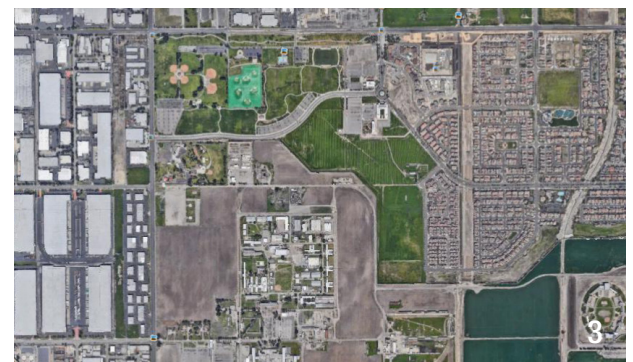• Administrative Services
• Equity, Outreach, and Communications

The services and programs included in each of these units are listed in the organizational charts posited on the College website.

Campuses

In order to serve the diverse and growing communities in the College's service area, the Governing Board has established campuses at three locations strategically located across the broad service area in Rancho Cucamonga, Fontana, and Chino. The College is in the initial stages of developing a fourth campus in Ontario.

In addition to these three main locations, courses and degree programs are also offered online and at community locations, such as the California Institution for Women, the Chino Institute for Men, and through concurrent enrollment at area high schools. The table below indicates the distribution of student enrollment in fall 2019, illustrating the diversity of the College's learning opportunities

1 Rancho Cucamonga Campus
2 Fontana Campuses
3 Chino Campus

DISTRICT SERVICE AREA

CHAFFEY COLLEGE CAMPUS/SITE
DISTRICT SERVICE BOUNDARY
FREEWAY
CITY BOUNDARIES

SILVERWOOD LAKE
LAKE ARROWHEAD

SAN GABRIEL MOUNTAINS

DUARTE
GLENDORA
CLAREMONT
RANCHO CUCAMONGA CAMPUS
RANCHO CUCAMONGA
FONTANA
SAN BERNADINO

210
UPLAND

AZUSA
SAN DIMAS

57
10
MONTCLAIR
FONTANA CAMPUS
FONTANA INTECH CENTER

POMONA
RIALTO
REDLANDS

WEST COVINA
71
CHINO EDUCATION CENTER
60
ONTARIO

215

ROBERT PILE CHINO IT CENTER
CHINO CAMPUS
MIRA LOMA

WHITTIER
CHINO HILLS

LA HABRA
CHINO
RIVERSIDE
MORENO VALLEY

FULLERTON
YORBA LINDA

PERRIS RESERVIOR

91
CORONA
LAKE MATHEWS

15

N
0 MILE   5   10

Campuses (cont.)

District Student Enrollment Patterns for Fall 2019

Location(s) Enrolled at:	Fall 2019 N = 18,929	
	Number	Percent
Rancho Campus Only	7,874	41.6
Rancho Campus and Online Course(s)	1,797	9.5
Chino Campus Only	1,431	7.6
Rancho Campus and Hybrid Course(s)	1,333	7.0
Online Course(s) Only	1,149	6.1
Fontana Campus Only	989	5.2
Rancho and Fontana Campuses	961	5.1
Rancho and Chino Campuses	809	4.3
Chino Campus and Online Course(s)	341	1.8
Rancho Campus, Online Course(s), and Hybrid Course(s)	269	1.4
Fontana Campus and Online Course(s)	257	1.4
Rancho and Fontana Campuses and Online Course(s)	199	1.1
Hybrid Course(s) Only	191	1.0
Rancho and Chino Campuses and Online Course(s)	187	1.0
Rancho Campus and Other Locations	174	0.9
Chino Campus and Hybrid Course(s)	127	0.7
Other Locations Only	112	0.6
Rancho and Fontana Campuses and Hybrid Course(s)	98	0.5
Online and Hybrid Course(s)	91	0.5
Chino and Fontana Campuses	80	0.4
Fontana Campus and Hybrid Course(s)	71	0.4
Rancho and Chino Campuses and Hybrid Course(s)	67	0.4
Chino Campus and Other Locations	54	0.3
Rancho, Chino, and Fontana Campuses	53	0.3
Rancho Campus, Online Course(s), and Hybrid Course(s)	28	0.1
Rancho and Chino Campuses, Online and Hybrid Course(s)	21	0.1
Other Enrollment Patterns*	166	0.9

Note: The category of "Other Enrollment Patterns" refers to patterns engaged in by 166 students, none representing more than 0.1% of all enrollment patterns

Rancho Cucamonga Campus

The Rancho Cucamonga Campus is the College's oldest and largest site, established in 1960 and encompassing 200 acres in the city of Rancho Cucamonga. The Campus offers a comprehensive range of credit courses that fulfill general education requirements for associate degrees and transfer as well as a broad array of courses leading to degrees and certificates in career fields. This Campus also provides a comprehensive array of student services, such as admissions, financial aid, academic counseling, and student success centers. The Rancho Cucamonga Campus also houses most of the College's administrative and support functions such as purchasing, payroll, human resources, and technology support.

Facilities that support the academic mission of the College at this Campus include discipline-specific laboratories; a number of performance spaces and resources, such as a theater, contemporary art museum, athletic fields, a nature preserve; and a variety of facilities for support services, such as a library, student center, cafeteria, bookstore, student success centers, and a child development center.

As the Campus continues to grow, its programs will continue to diversify to address the transfer and career needs of its communities and students.

Fontana Campuses

The Fontana Campuses opened in September 1996 to provide access to residents in the eastern portion of the District. The Campuses offer instruction in general education disciplines and a limited number of career education programs. Fontana provides student access to a traditional complement of services, including admissions, financial aid, academic counseling, student success center, cybrary, and bookstore. As a result of Measure L, the Campuses have been able to expand space for both instruction and student services.

Located on 8.5 acres, the District is currently seeking additional property to continue the growth of the Campuses to house both the most popular university transfer programs, such as business, and career education programs, such as new health-related careers and cybersecurity. Supported by the City of Fontana, the College plans to continue to diversify community access to programs and services.

Chino Campus at College Park

This Campus opened as the Chino Education Center in spring 2000 to provide access to the residents in the southwestern portion of the District. Thanks to the community's response to this opportunity, the programs, services, and facilities have grown. Now the Chino Campus at College Park, facilities on this 100-acre site now house five career education programs: Licensed Vocational Nursing, Culinary Arts, Hospitality Management, Interior Design, and Fashion Design. The Campus offers a full array of student support services including admissions, financial aid, academic counseling, student success center, cybrary, and bookstore.

Two additional locations close to this Campus support its programs and services. The first is the Chino Educational Center that hosts the Economic Development Department and provides a myriad of services to local businesses and industries to enhance performance in the workplace. The second is the Robert Pile Information Technology Center that houses the College's Cisco academies and the industrial electrical technology program.

The College's partnership with the City of Chino has been a cornerstone of the success at this Campus, as evidenced by a vibrant Community Center that is shared with the City of Chino and provides a venue for both local and College events.

Ontario Campus

Given the College's origins as a small private agricultural college affiliated with USC located in the City of Ontario, the College made a commitment to develop a Campus in Ontario to serve the needs of this community. The partnership between the City and the College is focused on increasing residents' educational attainment and supporting economic growth and development. Some of the programs that are currently under consideration for this Campus are transfer and career education programs in health, homeland security, education, and social sciences.

The College is currently reviewing potential sites to identify a property that will provide easy access and the potential for growth. Once real estate is identified, the College will begin planning, programming, and construction for the new Ontario Campus.

Alternative Learning Opportunities

The College provides students with alternative learning opportunities by offering instruction and support services online as well as face-to-face, and at locations other than College Campuses. These options provide unique access points for different student populations making education a viable option for all District residents.

Community Education and Professional Development

Community Education offers a range of educational opportunities for lifelong learners, from work-related training for adults to programs for high school students and a Summer Youth Academy. These fee-based offerings do not result in college credit.

Distance Learning

First offered by the College in 2000 when online learning was still in its infancy, in the past nine years, the College's distance learning program has grown 173.6 percent, from 6,144 enrollments in 2011-12 to 16,813 enrollments in 2018-19. For more details, refer to the section on Distance Learning in Chapter 2 of this document.

Economic Development

Economic Development provides services for employers as well as direct services to students. Services for employers include customized on-site worker training, job placement, paid internships, and registered apprenticeships. Services for students are provided at the Industrial Technical Learning Center (InTech) in Fontana. This regional training facility is designed to assist students in identifying a career and to establish a pipeline of trained workers for Inland Empire business and industry. Priority industry sectors targeted include construction, distribution, logistics, manufacturing, and utilities. For more details, refer to the section on Partnerships in Chapter 2 of this document.

Turning Point

Turning Point provides incarcerated students with access to education. The College began offering an associate degree program in the California Institution for Women in Chino in 2005, and beginning with those initial offerings, the College continues to fulfill its commitment to serve incarcerated students with the same quality that it serves all students by providing high caliber instruction and robust student support. This program has flourished with over 300 graduates and a less than one percent recidivism rate for graduates. After almost ten years serving women, the College expanded the program to the California Institution for Men in 2016. In fall 2019, the College is providing classes for four student cohorts at the two institutions.

The College intends to increase offerings and programmatic options for incarcerated students, as well as create transitional services to support students transitioning out of incarceration onto a College campus.

INITIATIVES

INITIATIVES

CHAPTER 2
CHAFFEY COLLEGE INITIATIVES

EDUCATIONAL VISION

Holistic Approach to Learning and Student Success

Education as a Continuum of Lifetime Learning

High Expectations and High Levels of Support

CURRENT COLLEGE-WIDE INITIATIVES

Developmental Education Reform

Distance Learning

Dual Enrollment

Facilities Improvements

Guided Pathways

Partnerships

As the largest higher education system in the world, the California Community Colleges represent hope, economic mobility, and improved quality of life to millions of residents in the state. Located in the Inland Empire in the largest county in the United States, Chaffey College is at the epicenter of powerful forces shaping the future of higher education and community colleges. As a result, the College has made intentional commitments to respond to these changes, which positions the College for future evolutionary dynamism in order to continue to effectively serve students and the communities in the District.

Since all components of the College are committed to structural transformation leading to improvements in student equity, access, and success, the College uses multiple approaches, which are grounded by a shared educational vision and are reflected in the range of initiatives. Each initiative relies on College-wide collaboration and coordination that cross the boundaries between/among individual departments and between instruction and student services. These initiatives represent more than programmatic reform, but instead represent meaningful structural transformation aimed at progressing the future of the communities the College serves and the region in which the College resides.

EDUCATIONAL
VISION

George Chaffey, the namesake of the College, was known as an entrepreneur, and, more importantly, a cutting-edge innovator. As a result of his vision and courage, the Ontario area benefited from the first hydroelectric power systems using mountain water and the first electric streetlights, which led to his position as the President of the Los Angeles Electric Company. George Chaffey improved people's lives, and the legacy of the College bearing his name is committed to the same goal, as documented in the College's mission:

Chaffey College inspires hope and success by improving lives and [the] community in a dynamic, supportive and engaging environment of educational excellence where diverse students learn and benefit from foundation, career, and transfer programs.

The College's educational vision is drawn from its mission and the vision of its founder and is guided by three simple principles that resonate throughout its history and the future planning of the institution:

• Holistic approach to learning and student success,
• Education as a continuum of lifetime learning, and
• High expectations and high levels of support.

These principles are driven by the moral imperative that a college education is a vehicle for social justice and equality in the United States. The College's faculty, staff, and administrators commit themselves to improving students' lives with the firm belief that their work positively impacts students. Every major reform the College has undertaken in the past decade—the Basic Skills Transformation, Hope and Mindset, Completion Counts—has been informed and fueled by the moral conviction that improving the quality of the life of students and their communities is the most important value.

Holistic Approach to Learning and Student Success

The history of the College and its programming reflects the growing understanding that education is more than the acquisition of skills. In the last decade the College has steadily expanded educational and services methodologies to include the affective domain. For instance, in 2011 the College embarked on the "Hope, Engage, Succeed" campaign, using "hope theory" and mindset instruction to infuse affective elements into the learning process and students' experience. Additionally, both the Panther Care program and the Center for Culture and Social Justice similarly addressed the infrastructure necessary to create a sense of belonging and fortify traditionally vulnerable populations. Together, these programs functioned as a network of support to ensure that students' emotional and physical needs were taken into consideration as part of their journey as successful learners. In these ways, the College strives to be "learner-centered" by focusing holistically on creating the conditions that make learning and success possible.

Education as a Continuum of Lifetime Learning

Although the College represents the beginning of higher education for many, the College approaches educational planning and learning along a comprehensive continuum.

Since about 75 percent of the College's students begin with their sights on achieving an associate degree, university transfer, or certificate, the College supports students' educational goals by providing high-quality lower division education to prepare them to achieve their aspirations. The remaining 25 percent of the students are attracted to the College for a variety of other reasons. They may begin their educational journey in a certificate program or a training opportunity in order to gain quick access to employment. Or students may engage the College in order to learn enough English to support their children in school or gain access to employment. Or they may not have a tangible goal yet, but they know that education represents a hope for the future of their own economic and social mobility. For all of these students, the College is poised to meet their needs while also building upon the connection that smaller goals may lead to other educational aspirations.

The new economy requires ongoing learning and training, and in order for the College to be responsive to the needs of the community, the College must address the immediate needs of students while also providing support along the continuum of learning needed by all workers. The College builds its programming based on the assumption that all students are in an evolving educational enterprise that must be both concrete enough to provide marketable and relevant skills but also elastic enough to provide support for the ever-changing needs of the market.

High Expectations and High Levels of Support

The College has a long history of expecting students to perform at the highest levels and of providing the commensurate conditions needed to support them in their endeavors. Both the network of Success Centers and the Guiding Panthers to Success Centers represent major scalable efforts that offer help to students both in the navigation of their experience at the College as well as in their classroom learning. More recently, the growth in supplemental instruction and online tutoring and counseling represent the College's value of providing the necessary support for student success.

Fundamentally, the College is invested in the belief that all students can learn and succeed under the right conditions. The critical component in actualizing this belief is scaling and individualizing support in ways that meet students at the right time and with appropriate support that addresses their needs when they have one or, better yet, before they have one. The College's investment in support infrastructure is among the highest in the California Community College system, and the College continues to evolve, reform, and invite new ways to assure that learning conditions are ideal for student success and completion.

CURRENT
COLLEGE-WIDE INITIATIVES

Developmental Education Reform

Chaffey College has a rich history of working toward improved outcomes among students who have often been perceived as underprepared. The Success Centers and a variety of curricular revisions all attest to that commitment. However, much of this work was built on the predictive validity of the College's and the State's placement instruments. More recently, mounting research indicates that placement tests were not only inaccurate at assessing students' skill levels but that they also disproportionately disadvantaged students of color and students from poorer communities. As a result, the California legislature passed AB 705, a bill designed to regulate the use of assessment testing and eliminate lengthy sequences of basic skills courses that delayed students' goal completion.

The College's response to this legislation was both timely and well supported. The English Department immediately eliminated course levels, which served as an extension to previous efforts that included the integration of Reading and English. These new reforms were awarded a $1 million grant by the Chancellor's Office to further implement transformational approaches to ensure that as many students as possible can access transfer-level English at the beginning of their college careers. Similarly, the Mathematics Department immediately removed all prerequisites to transfer-level Mathematics courses, and the Business Department designed a course in "Personal Finance" that is

articulated to the CSU as fulfilling the transfer-level quantitative reasoning requirement for students with majors outside of science, engineering, technology, and mathematics. Finally, the ESL department is working to integrate and streamline curriculum so that increasing numbers of non-native speakers of English can complete their language goals quickly and effectively.

All of these changes, though dramatically affecting students in a positive manner already, will take years to refine as the faculty continue to research the changes that have been made thus far and also make additional changes to further maximize student success in these foundational areas. Support resources play a powerful role, and the incorporation of Supplemental Instruction and Success Centers will also be an evolutionary component of this effort. Additionally, serving students in online learning formats will be another element that will need to be refined and amplified.

College-wide Initiatives (cont.)

Distance Learning

Chaffey College initiated its distance learning program in 2000. After a slow start, within the past five years, the College has enthusiastically grown its distance education offerings thanks to the support of a Title V Federal grant with the expressed goal of expanding access to learning to students across the District. Many of Chaffey's students are working parents with transportation and childcare challenges, and online learning provides an instructional method that offers greater flexibility, and, therefore, increases student access.

In the past nine years, the distance learning program has doubled the number of staff associated with the program and increased enrollments by 173.6 percent. *(Refer to Data Set 20 in the PROFILE chapter of this document.)*

The College intends to increase its online presence by joining the Online Education Initiative, which will provide ready access to Chaffey's courses for students throughout the state and also connect the College's students with other online courses throughout the state. The inclusion of proctoring software and more online and self-service supports will also create online options for support for all students, including a virtual Career Center, which will be expanded as a result of a $325,000 grant from the Online Education Initiative.

College-wide Initiatives (cont.)

Dual Enrollment

Dual enrollment programs are proven to give students an early start on college, making it more likely that students will complete college. In one study, 200,000 students who first took a community college course in fall 2010 while still in high school were tracked for six years. The results were impressive: 88 percent continued in college after high school and most earned a community college certificate or degree or transferred to a four-year institution and earned a bachelor's degree within five years. Eighty-four percent of dual enrollment students who went directly to community college reenrolled at the same college where they had taken dual enrollment courses, suggesting that dual enrollment programs serve local communities well. *(Source: Community College Research Center, Teachers College, Colombia University, Dual Enrollment, 2017)*

California has two programs designed to introduce high school students to college level work by allowing them to take certain college courses along with their regular high school classes: concurrent enrollment and dual enrollment. Under the original program, concurrent enrollment, colleges can admit high school students for part-time enrollment on either the high school or college campus. Courses held on the high school campus must be accessible to all college students, so open access must be available if classes are scheduled during the regular school day, and must be advertised to all prospective students.

In 2015, a second type of enrollment for high school students, called Dual Enrollment, was authorized in Assembly Bill 288, which eliminated fiscal and policy barriers by authorizing students to enroll in up to 15 college units per semester, waiving certain fees, and allowing closed college classes to be offered on high school campuses during the regular school day. In addition, students can earn simultaneous high school and college credit. These features save students valuable time and reduce the need for expanded educational resources. *(Source: California Community Colleges Chancellor's Office, Legal Opinion 16-02)*

In spring 2018, the College launched a College and Career Access Pathways Dual Enrollment program under the management of the newly established Office of Adult Education and High School Partnerships. Dual Enrollment programs were offered in 18 high schools and 507 students enrolled. This level of enrollment was a 685 percent increase compared to the 74 students who took advantage of Dual Enrollment opportunities in spring 2017!

As a key strategy to create more equitable outcomes among students with traditionally low college-going rates, the Dual Enrollment program is designed to engage high school students to help them believe that they are "college material." The programming focuses on career exploration and on the beginning of a pathway toward a college degree, so as students graduate, they

have momentum and confidence as college students. The Dual Enrollment program also strengthens the bonds between the College and local high schools. The College now supports Dual Enrollment opportunities for students at 25 local high schools in these four high school districts: Chaffey Joint Union High School District, Fontana Unified High School District, Upland High School District, and Chino Valley High School District. These partnerships have been supported in part by a Title V grant that funds books for high school students, faculty professional development, high school partnership summits, and support staff.

The result has been a 1,170 percent increase in Dual Enrolled students, from 125 students in 2018-19 to 1,588 students in 2018-19. This growth is anticipated to increase as these partnerships become more robust, inclusive, and sophisticated.

College-wide Initiatives (cont.)

Facilities Improvements

Thanks to voters' approval of two general obligation bonds, the College has had the financial support needed to focus on facilities improvements for the past twenty years. In 2002, the Passage of Measure L provided the College with $230 million to construct and renovate a number of buildings on the Rancho Cucamonga, Chino, and Fontana Campuses.

In 2018, the College passed an historic bond, Measure P, in which District voters approved a $700 million-dollar bond. Measure P was designed to support the College's growth and development at the existing campus sites in Rancho Cucamonga, Chino, and Fontana while also adding an additional location in Ontario. As part of the Measure P Bond Program, Chaffey College made a commitment to establish a campus within the region and to extend the physical footprint of the Fontana Campuses. The College established the following criteria for these new sites: an appropriately-sized property for programming and parking, amenities close by for students, easy street or freeway access, and an immediate service area less likely to be served by current facilities. In addition, Measure P includes almost a million dollars in new and improved technology and other supportive infrastructure.

In addition to Measure P, the California Community College's Chancellor's Office recently approved a capital outlay project for a new building at the Chino Campus.

The College is now poised to further improve facilities by upgrading its infrastructure, classrooms, laboratories, and technology.

All of these improvements will serve the College's primary mission to effectively serve the communities within its service areas. The current facilities master plan, Vision 2025 Addendum 2018, provides a framework of facilities recommendations as informed by the current and future educational needs of students.

The Facilities Planning Principles include consideration for more flexible spaces, a full complement of support services at all campus sites, sufficient instructional space and support infrastructure, robust laboratory availability, and social space/collaborative space for students and the campus community. *(Refer to Chapter 5 of this document for the connections between educational and facilities planning.)*

College-wide Initiatives (cont.)

Guided Pathways

The Guided Pathways framework provides students with program maps that clearly identify courses needed to obtain a specific degree or certificate combined with ongoing advising to explore career options, complete academic plans, and identify transfer options. Support is integrated throughout students' educational journeys, helping students stay on their selected path to completion, and reducing the number of unnecessary units. College programs are checked for alignment with current employment requirements and include applied learning experiences, such as group projects and internships to increase success in the course as well as in their future jobs.

In 2017, Chaffey College was identified as one of twenty-three colleges in California's American Association of Community Colleges Guided Pathways effort. Joining the team of first adopters has advanced the College's progress and commitment to the implementation of the national Guided Pathways framework. While the College had been acknowledged as one of the top ten Aspen Prize finalists in the nation in 2016, movement to the very top tier of that prestigious group would require the College to further amplify the organizational operations of the College in ways that decreased the time to goal and further integrate programmatic efforts throughout the institution.

From 2017-19, the College maximized efforts toward Guided Pathways implementation by committing valuable faculty leadership and focusing on reorganizing instructional programs into six "Academic and Career Communities" while also formulating simplified program maps for 99% of the programs at the College. These maps were the product of collaborations between instructional and counseling faculty to identify the ideal course sequence to help students complete their goals within two years. The College also developed "Success Teams," another collaborative effort to support student engagement, support services, and equitable and timely completion. Success Team members are assigned cohorts of students to engage on a regular basis throughout the year in order to check on their progress, support them through challenges, and increase their sense of belonging. For their involvement, students are incentivized through gift cards, discounts, and recognition designed to build a culture of recognition and promote other successful behaviors.

Many other efforts related to Guided Pathways are also underway, like the use of technological tools to track and communicate with students, a transformation of the College's website, the expansion of the Social and Cultural Justice Center, and similar initiatives. Guided Pathways will require at least five additional years of concentrated efforts, affecting all layers of the institution, but some foundational aspects of the framework are in place, which will support future

implementation plans. Ultimately, these design reforms are focused on improving the students' experience. The goal is to develop a branching infrastructure of nudges, encouragement, and recognition that is both institutionally scalable but individualized for each learner.

College-wide Initiatives (cont.)

Partnerships

Over the past five years, Chaffey College has had considerable success in fostering partnerships with both educational and workforce partners. These partnerships are an essential element of the success of the College's plans over the next decade. As a community college, robust and ongoing partnerships define the College's present and future directions in order to improve the lives of District residents and contribute to the prosperity of the region overall.

The following are three examples of the College's partnerships with educational entitles.

- **Dual Enrollment**
  The College's growing Dual Enrollment program described previously in this section is made possible thanks to partnerships with 25 feeder high schools. This important trend for giving high school students an opportunity to earn college credit before high school graduation is likely to intensify as the state modifies legislation to make Dual Enrollment easier, and as educational programming, like Guided Pathways, helps to maximize the experience for students so that they use their early college credits to streamline college graduation.

- **University Transfer**
  The College also partners with universities to facilitate a smooth transition from the College into four-

year institutions. For example, the California State Community Colleges Chancellor's Office Course Identification Numbering System is used to articulate the College's courses with the California State University system and streamline transfer among institutions. In addition, the College is participating in a pilot program with the University of California to increase access to campuses through web counseling. Cisco Systems has installed state-of-the-art equipment at the Rancho Cucamonga Campus and at the University of California, Riverside, to allow students, counselors, and faculty to meet virtually with a University representative with the goal of increasing the number of students using the UC Transfer Admissions Pathway system.

- **Adult Education Partnerships**
  Another example of educational entities providing mutual support is the partnership between the College's Adult Basic Education and Chino Valley Adult School, which has launched programming for both Emergency Medical Technician and Heating, Ventilation, and Air Conditioning. The College is considering other career directions that could also boost employment among adult learners many who not have considered college for themselves. In that sense, the College can be the beginning of an educational trajectory that may launch with non-credit or not-for-credit training, evolve into other stackable certificate pursuits, and then transform into a transfer

goal in which baccalaureate and post-graduate education become part of the plan.

The following are examples of the College's partnerships with local workforce partnerships that represent economic growth opportunities for students, as well as avenues that feed the local economy for future job growth.

- **InTech Center**
  The Industrial Technical Learning Center (InTech) in Fontana is a regional training facility designed to assist students in identifying a career and to establish a pipeline of trained workers for Inland Empire business and industry. In partnership with approximately 150 employers, the InTech Center offers the community access to both apprenticeships and job skills in areas like Heating, Ventilation, and Air Conditioning, advanced manufacturing, and industrial electricity. These programs are offered at no cost to employers and employees thanks to a Trade Adjustment Assistance Community College and Career Training competitive grant co-administered by the Department of Labor and Department of Education with the goal of improving manufacturing training in the Inland Empire.

  A recent example of an innovative program at the InTech Center is the Industrial Electrical and Mechanical Pre-Apprenticeship program to be offered in partnership with Mitsubishi Cement, California Steel Industries, and BestWay Laundry Solutions. The InTech Center is the first public-private partnership in the California Community College System and possibly in the U.S., and therefore, has attracted national and international attention. In a 2019 visit to the InTech Center, U.S. Senator Kamala Harris called it a "national model."

- **Strong Workforce Partnerships**
  The College is one of the Strong Workforce leads in the Inland Empire Consortium as well as providing support for other colleges that offer training in logistics. An example of a specific partnership that emerged from this work is the College's partnership with Amazon. The College has agreed to train current Amazon employees on robotics and mechatronics skills to support their individual capacity as well as promote the continuous growth of the organization.

  The College is also involved in formalizing structures that will sustain the Strong Workforce Initiative, such as facilitating the establishment of a Career and Technical Education Advisory Committee that will serve as a clearinghouse for employer and community input. This Committee will ensure that feedback from discipline-specific advisory groups are part of larger and more strategic planning efforts that support all of the labor market sectors supported by the Strong Workforce Inland Empire Consortium.

PROFILE

PROFILE

CHAPTER 3
PROFILE

EXTERNAL SCANS

Population Size

Population Demographics

Regional Labor Market Trends

INTERNAL SCANS

Enrollment Trends

Student Demographics

Student Achievement

CAMPUS VOICES

This chapter presents the quantitative and qualitative data used to identify the challenges and opportunities that the College is now facing or is likely to face in the coming decade. This chapter is organized in the following three sections:

• External Scans: A profile of the residents living within the College's geographic boundaries and the regional labor market.

• Internal Scans: A profile of the students enrolled at the College in comparison to prior data (longitudinal data) and/or in comparison to all students attending California community colleges.

• Campus Voices: A consolidation of current needs and future issues identified by the College's faculty, staff, and administrators.

The external and internal scans summarize detailed master planning data reports prepared by the Chaffey College Office of Institutional Research and the Chaffey College Center of Excellence for Region 9. Other sources for data presented in this chapter were various state and federal agencies and these California Community Colleges Chancellor's Office sites: Data Mart, Student Success Scorecard, and Student Success Metrics. Data from various sources may differ slightly due to the definitions of the data elements and the timing of when the data were compiled.

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EXTERNAL
SCANS

Population Size

Key Data Point
- 25% growth in population by 2040

The College service area is defined as the following seven cities in San Bernardino County: Chino, Chino Hills, Fontana, Montclair, Ontario, Rancho Cucamonga, and Upland. The three largest cities in the service area are Fontana, Ontario, and Rancho Cucamonga, which collectively accounted for two-thirds of the population in the College service area in 2018.

The College service area population has grown rapidly in recent years, increasing almost 7 percent between 2014 and 2018. Two of the moderate-sized cities, Chino and Chino Hills, evidenced the greatest growth rates (13.3 percent and 9.5 percent respectively). The third highest population growth rate was 8.5 percent growth in Ontario, which is the second largest city in the College service area.

Data Set 1. College Service Area Population

Chino — 11%
Chino Hills — 10%
Fontana — 25%
Montclair — 4%
Ontario — 21%
Rancho Cucamonga — 20%
Upland — 9%
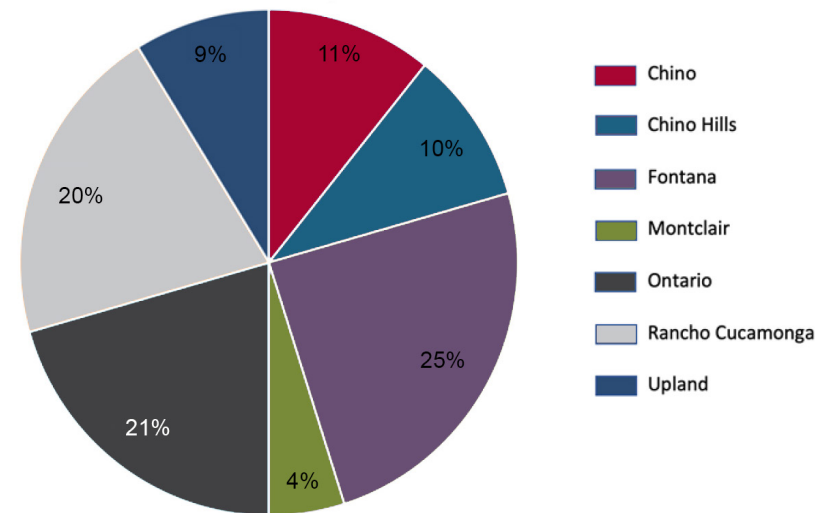
Source: U.S. Census Bureau, American Communities Survey 2018 Population Estimates

Data Set 2. College Service Area Population Growth

City	Year					% Increase 2014-18
	2014	2015	2016	2017	2018	
Chino	80,810	82,208	83,670	89,717	91,583	13.3%
Chino Hills	76,187	76,796	77,266	80,207	83,447	9.5%
Fontana	201,335	203,677	205,228	211,388	213,739	6.2%
Montclair	37,685	38,025	38,294	39,186	39,437	4.6%
Ontario	166,892	168,218	169,369	175,482	181,107	8.5%
Rancho Cucamonga	170,170	171,958	173,309	177,115	177,751	4.5%
Upland	75,089	75,542	75,851	76,856	77,000	2.5%
Service Area Total	**808,168**	**816,424**	**822,987**	**849,951**	**864,064**	**6.9%**

Year	Service Area Total	% Change from Prior Year
2014	808,168	
2015	816,424	1.0%
2016	822,987	0.8%
2017	849,951	3.3%
2018	864,064	1.7%

Source: U.S. Census Bureau, American Communities Survey 2018 Population Estimates

Population Size (cont.)

Population growth in the College service area is projected to continue over the next two decades at an average of 1.4 percent growth per year, with a cumulative average growth rate of 25.4 percent by 2040. Similarly, the total population in San Bernardino County is projected to increase 27.4 percent between 2018 and 2040.

Each city in the College service area is expected to grow dramatically over the next two decades, ranging from 42.8 percent growth in Ontario to 6.1 percent in Upland. Chino, Fontana, and Ontario are forecast to experience the highest rates of population growth, and the three largest cities in 2018–Fontana, Ontario, and Rancho Cucamonga–are projected to continue to be the largest cities in the College service area in 2040.

This projected population growth in the College service area of an average of 1.4 percent growth per year between 2018 and 2040 is almost double the Department of Finance's projected statewide population growth rate of 0.76 percent per year during the same period.

Data Set 3. College Service Area Projected Population Growth

City	2018	2040	% Increase 2018-40
Chino	91,583	120,400	31.5%
Chino Hills	83,447	94,900	13.7%
Fontana	213,739	280,900	31.4%
Montclair	39,437	42,700	8.3%
Ontario	181,107	258,600	42.8%
Rancho Cucamonga	177,751	204,100	14.8%
Upland	77,000	81,700	6.1%
Service Area Total	**864,064**	**1,083,300**	**25.4%**

Sources:

- *2018 population: U.S. Census Bureau, American Communities Survey*
  2018 Population Estimates
- *2040 projected population: Southern California Association of*
  Governments (SCAG), 2016-2040 RTP/SCS Final Growth Forecast by
  Jurisdiction
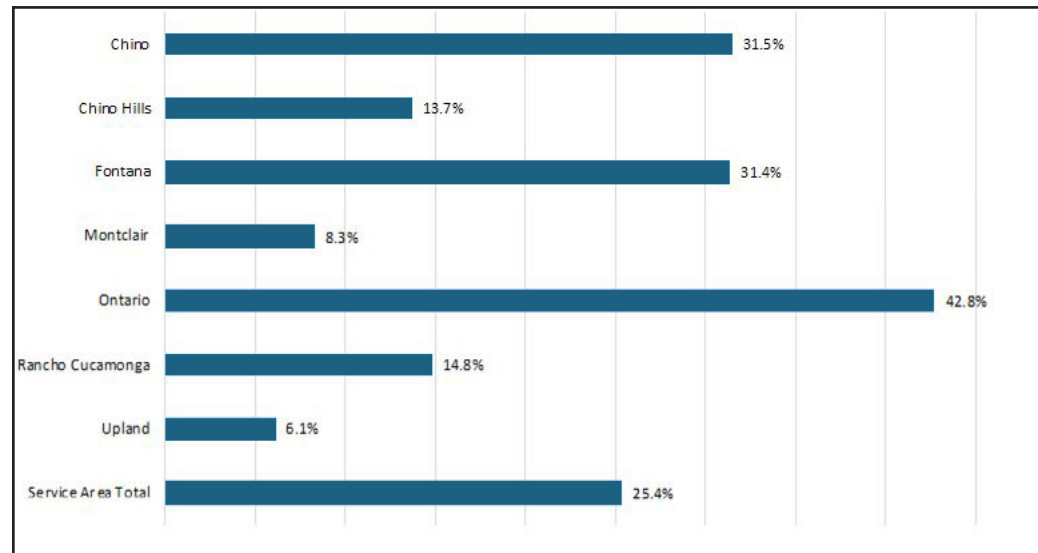
Population Demographics

Key Data Point
- Over 30% of the population to be age 24 or younger through 2040

The two youngest age cohorts 24 years old and younger in San Bernardino County are of current or in-the-pipeline college-going ages. These cohorts accounted for 38.8 percent of the total population in 2016 and are projected to decline to 32.8 percent of the total population by 2040. The years between ages 25 and 55 years are traditionally adult working years and this cohort accounts for 39.0 percent of the total population in both 2016 and 2040. The proportion of residents 55 years old and older was 22.2 percent of the total population in 2016 and is projected to increase to 28.4% in 2040.

Since the total population in San Bernardino County is projected to increase at a rate of 1.2 percent per year, the actual numbers of residents in all age cohorts are likely to increase. Even though the proportion of residents who are age 24 and younger is projected to decline, there will be an actual increase of a little over 64,000 residents who are age 24 and younger by 2040.

Data Set 4. Summary of Age Distribution in San Bernardino County

	2016		2040	
	% of Total Population	Number of Residents	% of Total Population	Number of Residents
Age 24 and younger *College-going ages*	38.8%	831,709	32.8%	895,756
Age 25 – 54 *Working Adults*	39.0%	835,995	39.0%	1,059,615
Age 55 and older *Seniors*	22.2%	475,874	28.4%	775,594

Source: Southern California Association of Governments (SCAG), 2016-2040 RTP/SCS Final Growth Forecast by Jurisdiction

Note: San Bernardino County data are used to forecast the age distribution for the next two decades because growth forecasts by the population by age are not available for cities.

Data Set 5. San Bernardino County Age Distribution
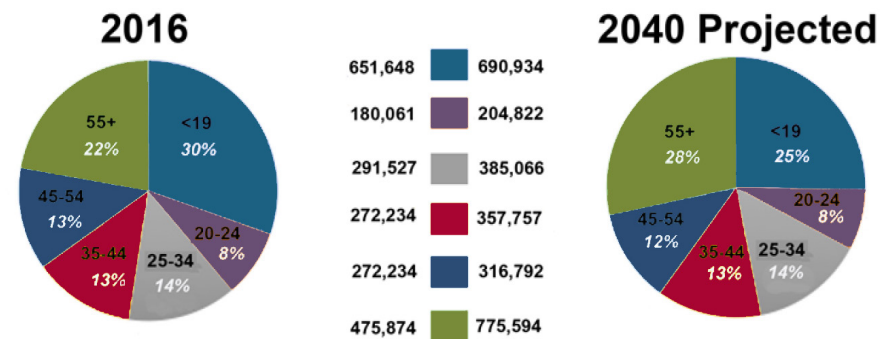
Source: California State Department of Finance, P-2: County Population Estimates, County Population by Age Group July 1, 2010 to July 1, 2060 in 1-Year Increments

Population Demographics (cont.)

Data Set 6. Percentage of Family Households with Children Younger than Age 18
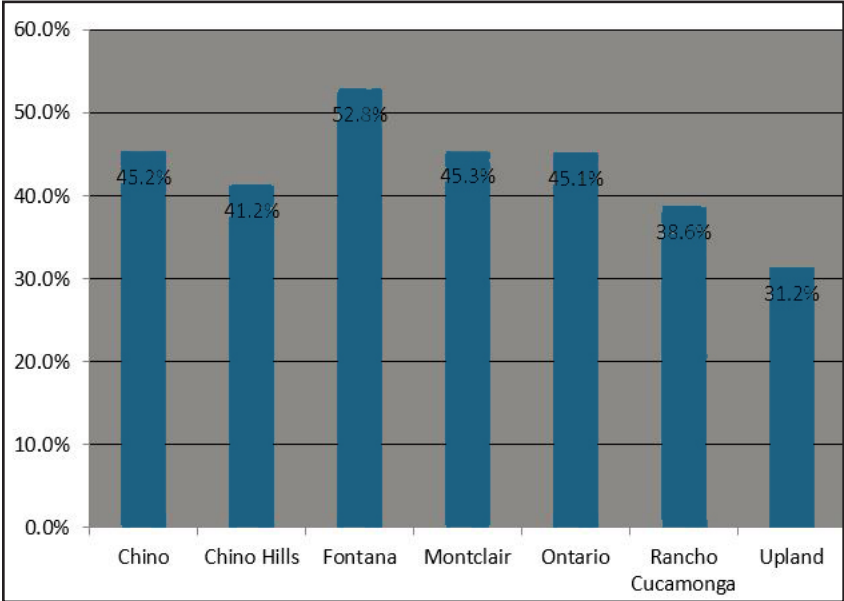
*Source: U.S. Census Bureau, 2013-2017 American Communities Survey
5-Year Estimates, Occupancy Characteristics*

The forecast that the College will continue to have a relatively youthful pool of potential students is validated by the fact that almost half of the family households in the College service area include children under the age of 18.

Data Set 7. Projected High School Graduates for San Bernardino County
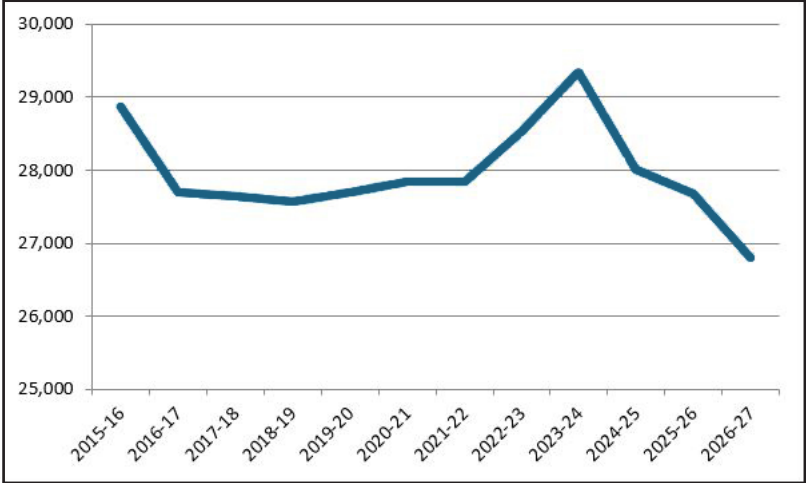
Source: State of California Department of Finance

Also consistent with the forecast for a continued relatively youthful pool of potential students in the College service area is the projection that over the next ten years the number of high school graduates in San Bernardino County will be stable overall, aside from a peak in 2023-24 followed by a corresponding dip in 2026-27.

Population Demographics (cont.)

- Lower education = lower salaries

National and local data demonstrate the connection between levels of educational attainment and employment in higher paying jobs. As shown in Data Set 8, among adults age 25 and older in 2017, as the level of educational attainment increases, median earnings increase and unemployment rates decrease.

This link between educational attainment and income is demonstrated at the local level by 2017 data on poverty level and educational attainment in San Bernardino County. Overall, 14.5 percent of adults over the age of 25 were living in poverty. The highest level of educational attainment for 41.9 percent of the adults who lived in poverty in 2017 was a high school diploma (15.9 percent) or less (26.0 percent).

Data Set 8. National Unemployment Rates and Earnings by Educational Attainment

	Unemployment rate (%)	Median usual weekly earnings ($)
Doctoral degree	1.5	1,743
Professional degree	1.5	1,836
Master's degree	2.2	1,401
Bachelor's degree	2.5	1,173
Associate's degree	3.4	836
Some college, no degree	4.0	774
High school diploma	4.6	712
Less than a high school diploma	6.5	520

Total: 3.6%   All workers: $907

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
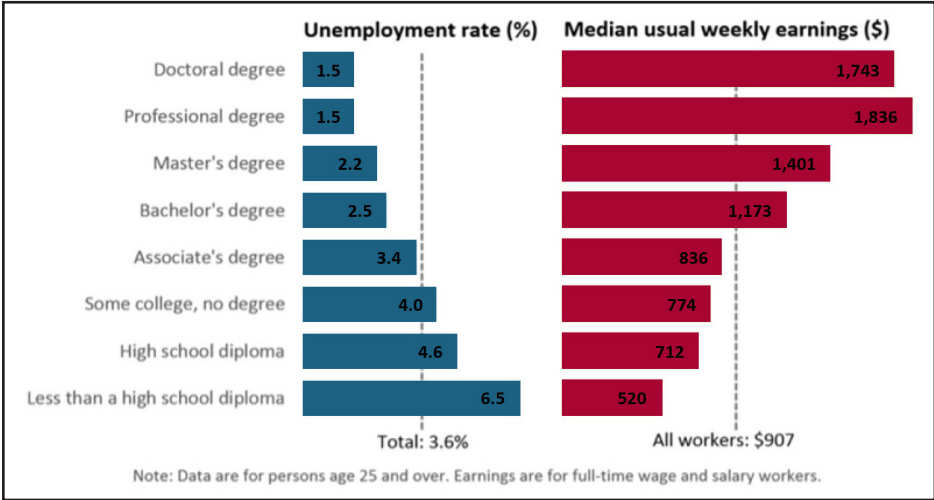
Source: Bureau of Labor Statistics, Current Population Survey

Data Set 9. San Bernardino County Poverty Level by Educational Attainment

Less than high school graduate	High school graduate	Some college, associate degree	Bachelor's or higher	All adults age 25+
26.0%	15.9%	11.7%	5.6%	14.5%
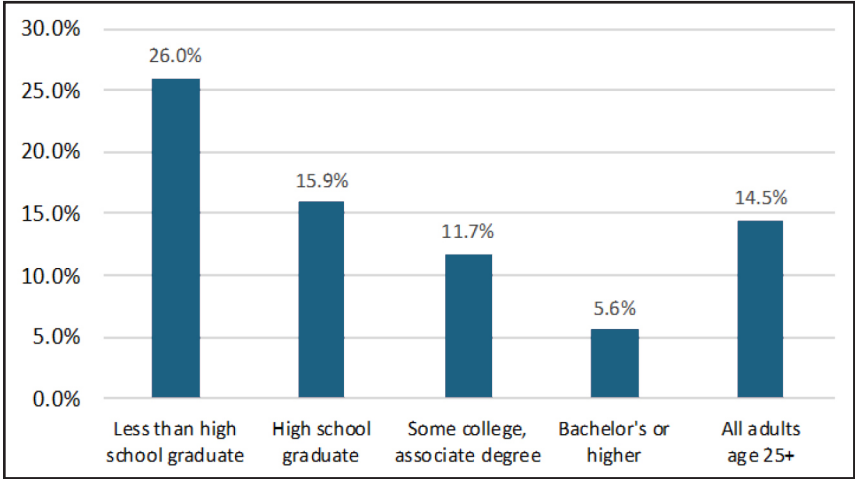
Source: U.S. Census Bureau, 2013-2017 American Communities Survey 5-Year Estimates

Population Demographics (cont.)

Data Set 10. College Service Area Educational Attainment

	Less than HS Diploma	HS Diploma	Some College	AA Degree	BA Degree or Higher
Chaffey Service Area	18.8%	23.9%	24.3%	8.3%	24.7%
Statewide	17.5%	20.6%	21.5%	7.8%	32.6%
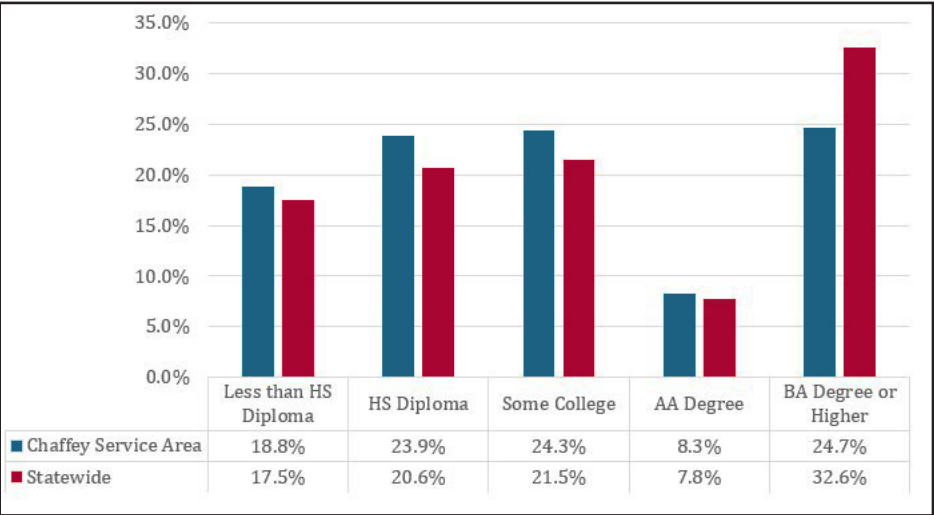
Source: U.S. Census Bureau, 2013-2017 American Communities Survey 5-Year Estimates, Educational Attainment

Key Data Point
• 43% of adults have high school diploma or less

Residents in the College service area have lower levels of educational attainment compared to adults statewide. A high school diploma or less was the highest educational attainment in 2017 for a greater percentage of adults in the College service area communities (43.3 percent) than for adults statewide (38.7 percent). At the other end of the educational attainment spectrum, the College service area has a lower percentage of adults who have earned baccalaureate or graduate/professional degrees (24.2 percent) compared to the percentage of adults statewide (32.0 percent).

Economists project that 60 percent of jobs will require postsecondary degrees or certificates by 2025 (refer to Chapter 1 of this document). Currently only 32.3 percent of adults in the College service area and only 39.8 percent of adults statewide have earned an associate degree or higher. The forecast that higher levels of educational attainment will be a requirement for employment in the next decade creates a sense of urgency about the need for increased educational attainment in both the College service area and the state.

Key Data Point
• 45% speak a language other than English at home

The College can expect that an average of 45 percent its potential student pool speak a language other than English at home. Skills in speaking, reading, and writing English are significantly related to success in higher education and to employment in many occupations. The cities in the College service area with the highest rates of residents over the age of five who speak a language other than English at home were Montclair, Fontana, and Ontario in 2017.

Data Set 11. Language Spoken by Residents Age 5 and Older
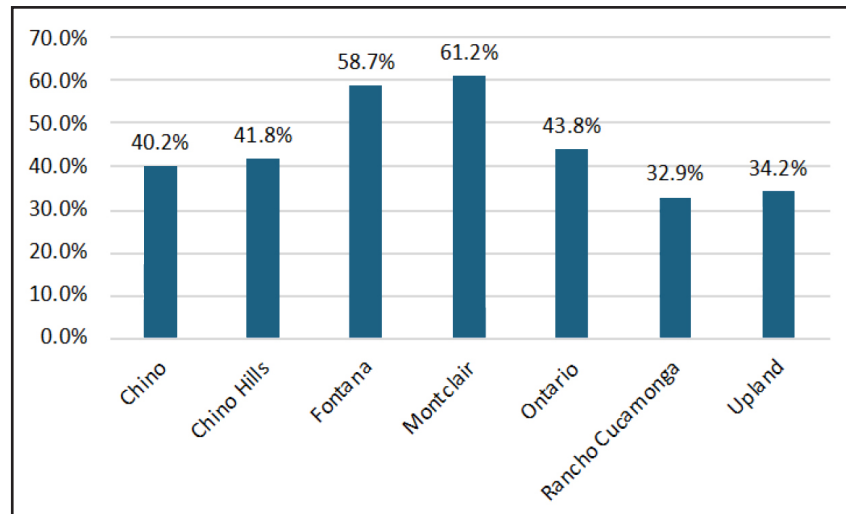
Source: U.S. Census Bureau, 2013-2017 American Communities Survey 5-Year Data Profiles, Speak a Language Other Than English

Regional Labor Market Trends

Key Data Point

• Strong job market in College service area

The Inland Empire has shown strong economic recovery in recent years, adding 351,052 new jobs between 2011 and 2018. The 10-year forecasts of employment developed by the California Department of Employment Development paint a rosy picture for employment in the three areas that include and surround the College: San Bernardino-Riverside-Ontario, Los Angeles-Long Beach-Glendale, and Anaheim-Santa Ana-Irvine. The businesses and industries in these regions are projected to add over a million jobs between 2014 and 2024.

Over half of the job growth in the Inland Empire can be accounted for by growth in four industry sectors: Distribution and Transportation; Construction; Health Care; and Eating and Drinking. Industry sectors that have declined in the number of available jobs are Utilities, Federal and State, and Information.

Data Set 12: Inland Empire Job Growth by Industry Sector

14 INLAND EMPIRE GROWING & DECLINING SECTORS
Annual Average 2011-2019

Sector	Value
Distribution & Transportation	87,622
Construction	45,651
Health Care	44,249
Eating & Drinking	42,674
Social Assistance	39,108
K-12 Education	28,173
Retail Trade	26,438
Admin. Support	16,433
Manufacturing	16,117
Mgmt & Professions	8,181
Employment Agcy	5,738
Other Services	5,727
Higher Education	4,583
Accommodation	4,338
Amusement	3,166
Local Government	3,089
Financial Activities	2,246
Mining	167
Agriculture	22
Utilities	(758)
Federal & State	(2,294)
Information	(2,850)

Legend:
- Over $62,500
- $45,000-$62,499
- $32,500-$44,499
- $32,499 & Under

Sources: CA Employment Development Department, U.S. Bureau of Labor Statistics, Economics & Politics, Inc. 2019 = based on first six months

Source: Inland Empire Quarterly Economic Report, July 2019, by John Husing

Regional Labor Market Trends (cont.)

All cities in the College service area are expected to experience significant job growth between 2016 and 2040. Ontario, Rancho Cucamonga, and Fontana had the largest number of jobs in 2015 and this distinction is projected to continue through 2040.

The Labor Market data available on the College website include analyses of the following:

- Largest growing and fastest growing occupational categories;

- Largest growing and fastest growing industry sectors

- Largest growing and fastest growing industry occupations that require a college education;

- The most projected jobs for which the College currently offers career education programs;

- The most projected jobs for which the College does not yet offer career education or transfer programs.

Data Set 13. Job Projections in Service Area Cities

City	Year				% Increase 2016 - 2040
	2015	2020	2035	2040	
Chino	44,468	45,500	50,000	50,600	13.79%
Chino Hills	12,549	13,900	17,900	18,600	48.22%
Fontana	50,933	55,400	68,900	70,800	39.01%
Montclair	17,256	17,400	18,800	19,000	10.11%
Ontario	113,287	129,300	170,600	175,400	54.83%
Rancho Cucamonga	75,369	82,300	101,800	104,600	38.78%
Upland	33,898	35,900	42,300	43,500	28.33%
Service Area Total	**347,760**	**379,700**	**470,300**	**482,500**	**38.75%**

Sources:
- *Southern California Association of Governments (SCAG), Local Profiles Report, May 2017*
- *Southern California Association of Governments (SCAG), 2016-2040 RTP/SCS Final Growth Forecast by Jurisdiction*
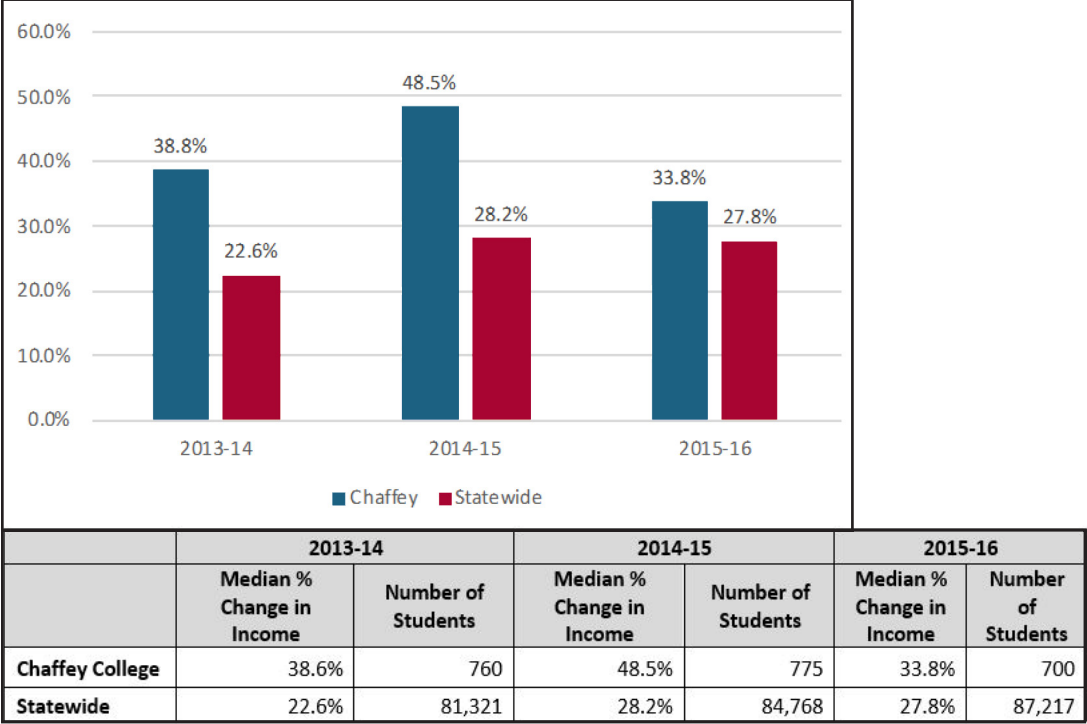
Key Data Point

• Community college completion = higher salaries

In additional to career entry, career education courses are designed to provide a pathway for students to maintain or gain skills that are required for career advancement and increased wages. Students' goals in these cases are to successfully complete a limited number of courses, rather than to complete the requirements for a certificate, degree, or transfer to a four-year institution.

The following Data Set shows that students who used the College's programs for this purpose reaped the benefit of increases wages. The percentages indicate the median increase in inflation-adjusted wages comparing before and after the year of enrollment for students who completed higher level career education coursework in 2013-14, 2014-15, and 2015-16 and then left the College without receiving a traditional outcome, such as transfer or degree completion. The median earnings for the College's students increased more than the median earning for students at community colleges statewide.

Data Set 14. Chaffey College and Statewide Skill Builder Data

	2013-14		2014-15		2015-16	
	Median % Change in Income	Number of Students	Median % Change in Income	Number of Students	Median % Change in Income	Number of Students
Chaffey College	38.6%	760	48.5%	775	33.8%	700
Statewide	22.6%	81,321	28.2%	84,768	27.8%	87,217

Source: California Community Colleges Chancellor's Office Data Mart

INTERNAL
SCANS

Enrollment Trends

Key Data Point
- 16% growth in students and 18% growth in FTES in past six years

The College's annual unduplicated student headcount increased 16.1 percent between 2013-14 and 2018-19 while the annual FTES correspondingly increased 18.1 percent. Despite the dip in FTES in 2017-18, the average FTES per student each year has been relatively consistent during this period, which reflects consistency in the average student load.

The College's growth in annual student headcount has been exceptional compared to other California community colleges. While the College's student headcount increased 16.1 percent over the past six years, the statewide student headcount increased only 3.1 percent during the same period.

Data Set 15. Student Headcount and FTES

	Annual Unduplicated Student Headcount	% Change from Prior Year	% Change from 2013-14 to 2018-19	Annual FTES	% Change from Prior Year	% Change from 2013-14 to 2018-19	Average Annual FTES per Student
2013-14	26,292			14,319			0.54
2014-15	25,945	-1.3%		14,679	2.5%		0.57
2015-16	28,280	8.9%		15,849	8.0%		0.56
2016-17	29,155	3.1%		16,385	3.4%		0.56
2017-18	30,344	4.1%		14,627	-10.7%		0.48
2018-19	30,534	0.6%	16.1%	16,916	15.6%	18.1%	0.55

Source: California Community College Chancellor's Office Management Information System (MIS) Referential Data Files.

Note: After experiencing a 14.43% increase in its funded growth rate from 2013-14 thru 2016-17, the College elected to enter into stability funding in the 2017-18 fiscal year. The District experienced complete restoration of funding in 2018-19, recovering to the 2016-17 funded base rate plus an additional 3.24% in growth funding.

Data Set 16. Student Headcount: College and Statewide

|	College Annual Unduplicated Student Headcount	% Change from 2013-14 to 2018-19	Statewide Annual Duplicated Student Headcount	% Change from 2013-14 to 2018-19
2013-14	26,292		2,309,927	
2014-15	25,945		2,318,313	
2015-16	28,280		2,355,375	
2016-17	29,155		2,378,721	
2017-18	30,344		2,393,467	
2018-19	30,534	16.1%	2,380,529	3.1%

Sources:

• *College Data: California Community Colleges Chancellor's Office Management Information System (MIS)*
    Referential Data Files

• *Statewide: California Community Colleges Chancellor's Office Data Mart*

Note: Statewide data is duplicated because students are counted at each California community college they attend.

Enrollment Trends (cont.)

Data Set 17. College Credit and Noncredit FTES
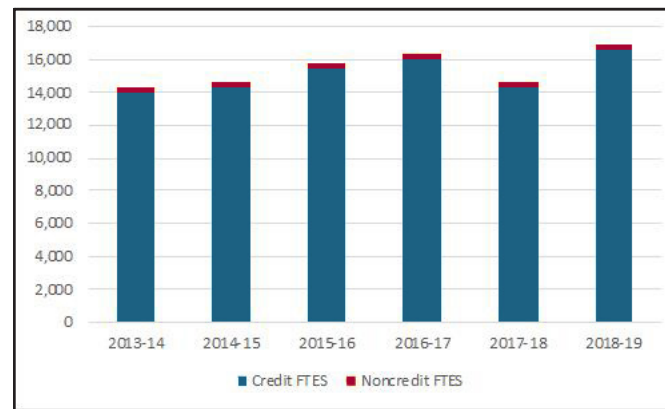
With the exception of 2017-18, the College's annual FTES earned in credit courses steadily increased between 2013-14 and 2018-19. In the past six years, credit FTES accounted for over 97 percent of the annual FTES and noncredit courses accounted for a little over two percent. Statewide, the proportion of FTES earned in noncredit courses was twice that earned at the College, 5.7 percent in 2016-17 and 5.8 percent in 2018-19.

	Credit FTES	% Change Credit FTES from 2013-14 to 2018-19	Noncredit FTES	% Change Noncredit FTES from 2013-14 to 2018-19	Noncredit % of Total FTES
2013-14	13,982		337		2.4%
2014-15	14,338		341		2.3%
2015-16	15,489		360		2.3%
2016-17	16,000		385		2.3%
2017-18	14,222		405		2.8%
2018-19	16,551	18.4%	365	8.3%	2.2%

Source: CCFS-320 Annual Apportionment Attendance Report

Data Set 18. College and Statewide Credit and Noncredit FTES

	Credit FTES		Noncredit FTES		Total FTES		Noncredit % of Total FTES	
	2016-17	2018-19	2016-17	2018-19	2016-17	2018-19	2016-17	2018-19
Chaffey	16,000	16,551	385	365	16,385	16,916	2.3%	2.2%
Statewide	1,116,057	1,107,261	67,070	67,748	1,183,127	1,175,010	5.7%	5.8%

Source: California Community Colleges Chancellor's Office Data Mart

Enrollment Trends (cont.)

Data Set 19. FTES by Location

Campus	2013-14	2018-19	% Change 2013-14 to 2018-19	% of Total in 2013-14	% of Total in 2018-19
Rancho Cucamonga	9,924	10,576	3.5%	69.3%	61.8%
Chino	1,714	1,860	8.5%	12.0%	11.2%
Fontana	1,392	1,417	1.8%	9.7%	8.5%
Distance Learning	620	2,371	282.4%	4.3%	14.3%
Other Locations	669	692	3.4%	4.7%	4.2%

Source: California Community Colleges Chancellor's Office Management
Information System (MIS) Referential Data Files

The FTES earned at each College location increased between 2013-14 and 2018-19. The most significant shift was in the proportion of FTES earned via distance learning, from 4.3 percent of the College's total FTES in 2013-14 to 14.3 percent of the total FTES in 2018-19.

Data Set 20. Students by Location

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
District Resident	71.8%	71.5%	70.9%	70.2%	70.3%	70.0%
Out-of-District Resident	26.0%	26.4%	26.9%	27.8%	27.6%	27.7%
Out-of-State/International	2.2%	2.1%	2.2%	2.0%	2.1%	2.3%

Source: California Community Colleges Chancellor's Office Management
Information System (MIS) Referential Data Files

As noted in the first chapter of this document, the College is located adjacent to six other community college districts, which provide students with numerous higher education options. Although there has been a slight shift over the past six years, the majority of the College's students live within its boundaries.

Enrollment Trends (cont.)

Data Set 21. Student Headcount and FTES in Distance Learning Courses
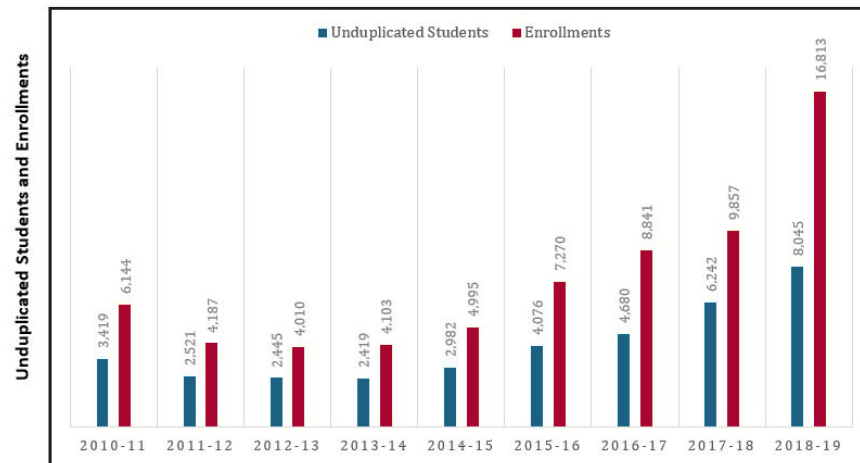
Source: CCFS-320 Annual Apportionment Attendance Report

Key Data Point
- 174% increase in distance learning enrollment

Growth in the number of students and enrollment in distance learning courses increased over 100 percent in the past nine years. The unduplicated student headcount in distance learning increased 135.3 percent, from 3,419 students in 2010-11 to 8,045 students in 2018-19, and the number of enrollments increased 173.6 percent, from 6,144 to 16,813 enrollments in the same period.

The proportion of the College's sections offered in hybrid and online formats have similarly increased, from 5.1 percent of the sections in 2013-14 to 16.2 percent in 2018-19.

Between 2012-13 and 2018-19, the College more than doubled its distance learning FTES, from 4.2 percent of the total FTES to 9.8 percent. Despite this impressive increase, the proportion of the College's distance learning FTES was below the proportion of statewide distance learning FTES. Between 2012-13 and 2018-19, statewide distance learning FTES increased from 11.4 percent to 17.7 percent of the total FTES.

Data Set 22. Percentage of Sections Offered by Distance Learning

	Academic Year					
	2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Not Distance Learning	94.9%	93.9%	92.5%	90.5%	86.8%	83.8%
Hybrid	1.5%	1.5%	1.7%	2.6%	5.7%	3.7%
Exclusively Online	3.6%	4.6%	5.8%	6.9%	7.5%	12.5%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: California Community Colleges Chancellor's Office Management Information System (MIS) Referential Data Files

Data Set 23. College and Statewide Distance Education FTES
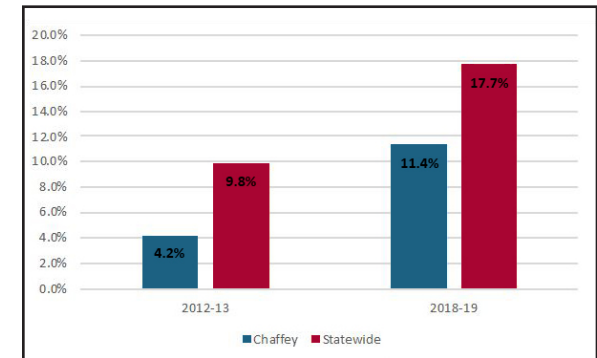
	Chaffey College		Statewide	
	2012-13	**2018-19**	**2012-13**	**2018-19**
DE Credit FTES	554.5	1,934.6	110,122.6	207,938.0
DE Noncredit FTES	0.0	0.0	140.6	46.2
Total DE FTES	**554.5**	**1,934.6**	**110,263.2**	**207,984.2**
Total FTES	**13,236.8**	**15,318.1**	**1,128,179.0**	**1,175,009.7**

Source: California Community Colleges Chancellor's Office Data Mart

Enrollment Trends (cont.)
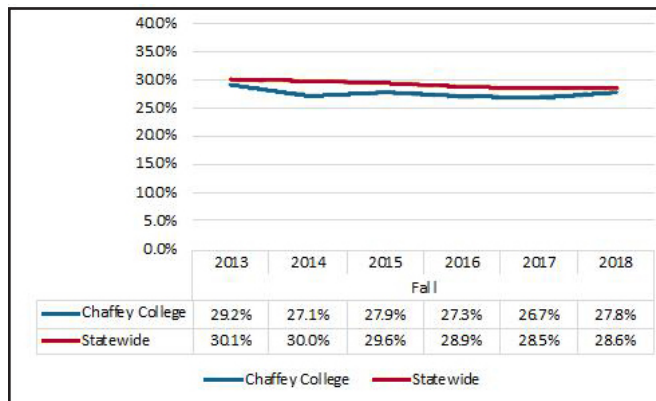
Data Set 24. Distance Learning Students by Residence

	Unduplicated Students	% of Total
Reside Within Chaffey District	7,219	67.3%
Reside Outside Chaffey District	3,362	31.3%
Out-of-State Students	145	1.4%
All Students	**10,726**	**100.0%**

Source: California Community Colleges Chancellor's Office Management Information System (MIS) Referential Data Files

Key Data Point

- Proportion of full-time students declined

Data Set 25. Full-time Students: Chaffey College and Statewide

	2013	2014	2015	2016	2017	2018
				Fall		
Chaffey College	29.2%	27.1%	27.9%	27.3%	26.7%	27.8%
Statewide	30.1%	30.0%	29.6%	28.9%	28.5%	28.6%

Source: Community Colleges Chancellor's Office Data Mart

Between fall 2013 and fall 2018, the proportion of credit students who took 12 or more units decreased from 29.2 percent to 27.8 percent. In this six-year comparison, the percentage of the College's full-time students was consistently lower than the statewide percentage of full-time students.
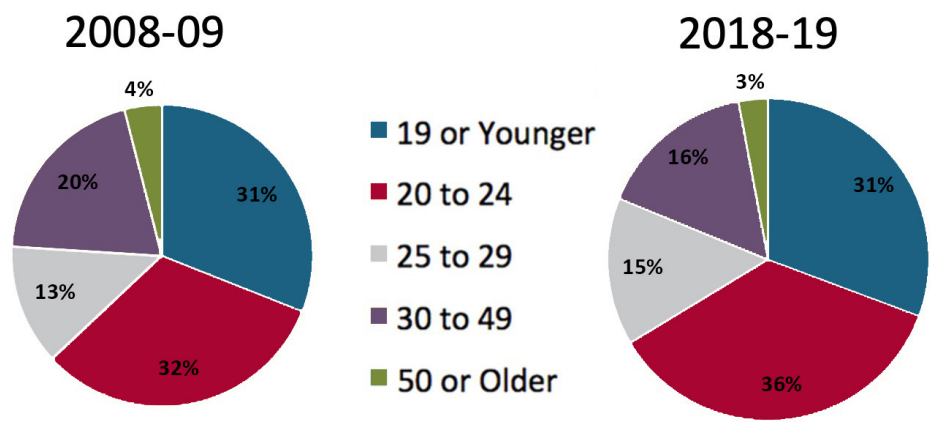
Student Demographics

Key Data Point
• Greater proportion of students age 24 and younger

Data Set 26. Students by Age

Source: Chaffey College Office of Institutional Research

The College's student population has become younger in the past decade, with the proportion of students who are age 24 and younger increasing from 63 percent of the total student population in 2008-09 to 67 percent of the student population in 2018-19. During the same period the proportions of adults who were between age 30 and 49 declined from 20 percent of the population to 16 percent.

Data Set 27. Students by Age: College and Statewide
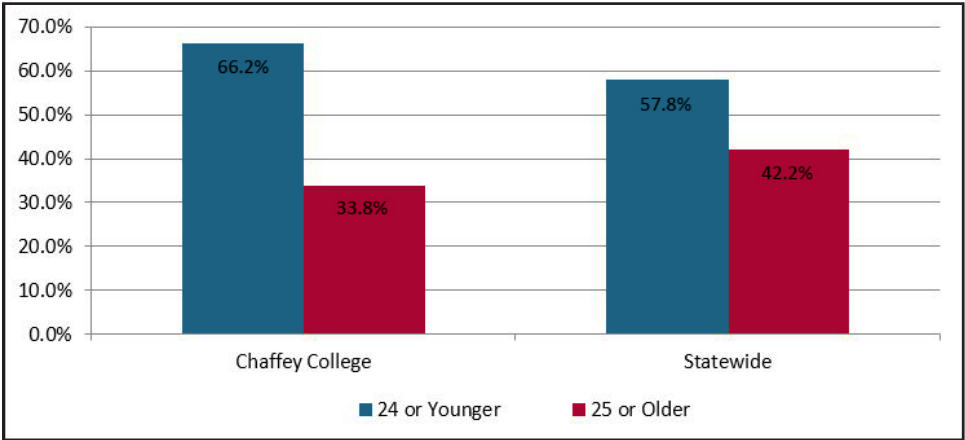
Source: California Community Colleges Chancellor's Office Data Mart

In 2018-19, the proportion of the College's students who are age 24 or younger was larger than the statewide proportion of community college students in this age cohort, 66.2 percent compared to 57.8 percent respectively.

Student Demographics (cont.)

Data Set 28. Age Range Distribution: Chaffey College and Statewide

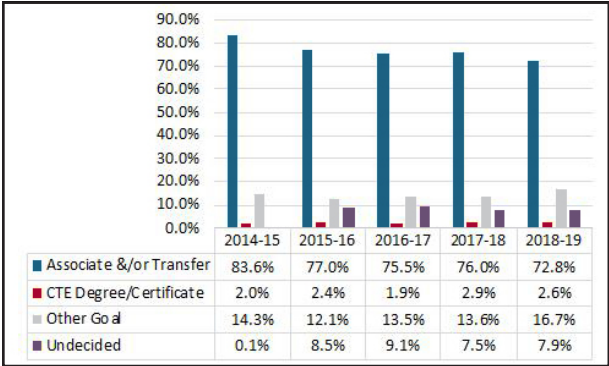| Chaffey College	2014-15	2015-16	2016-17	2017-18	2018-19
Less than 20 years old	29.4%	29.5%	29.4%	29.8%	30.7%
20 to 24 Years Old	39.4%	38.4%	37.6%	36.8%	35.5%
Subtotal Age 24 and younger	**68.8%**	**67.9%**	**67.0%**	**66.6%**	**66.2%**
Statewide					
Less than 20 years old	24.9%	25.9%	26.8%	27.8%	28.9%
20 to 24 Years Old	32.2%	31.7%	30.9%	30.0%	28.9%
Subtotal Age 24 and younger	**57.1%**	**57.6%**	**57.7%**	**57.8%**	**57.8%**

Source: California Community Colleges Chancellor's Office Data Mart

This pattern of the College serving a younger student population compared to the statewide averages has been consistent across the past five years and is likely to continue given the population age projections for the next two decades. (Refer to Data Set 5.)

Key Data Points

- 73% of students sought an associate degree, certificate, or transfer
- Decreasing proportion of students seeking an associate degree, certificate, or transfer

Data Set 29. Students' Educational Goals

	2014-15	2015-16	2016-17	2017-18	2018-19
Associate &/or Transfer	83.6%	77.0%	75.5%	76.0%	72.8%
CTE Degree/Certificate	2.0%	2.4%	1.9%	2.9%	2.6%
Other Goal	14.3%	12.1%	13.5%	13.6%	16.7%
Undecided	0.1%	8.5%	9.1%	7.5%	7.9%

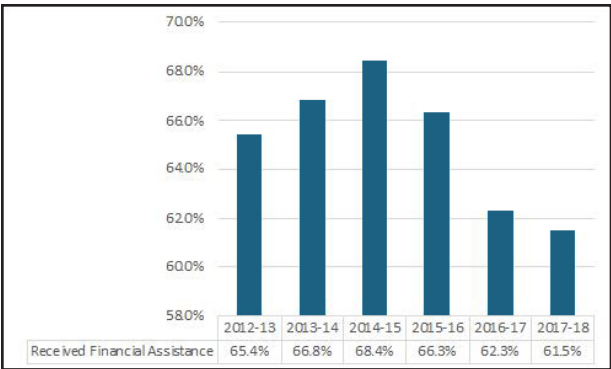*Source: Chaffey College Office of Institutional Research*

Three-quarters the students enter the College with a goal of earning an associate degree or certificate, earning an associate degree prior to transferring, or transferring without completing an associate degree. However, only 72.8 percent of students declared a goal of earning an associate degree and/or transfer in 2018-19, which was noticeably below the 83.6 percent in 2014-15. During the same period, the proportion of students seeking career education degrees or certificates increased slightly from 2.0 percent in 2014-15 to 2.6 percent in 2018-19.

Student Demographics (cont.)

Key Data Point
- About 60% of students received financial aid

Data Set 30. Percentage of Students Who Received Financial Aid

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Received Financial Assistance	65.4%	66.8%	68.4%	66.3%	62.3%	61.5%

Source: Chaffey College Office of Institutional Research

The percentage of the College's students who received some form of financial assistance (California Promise Award; Pell, Cal, or Other Grants; Loans; Scholarships; or Work Study) has been above 60 percent for the past six years. The percentage has declined slightly, from 65.4 percent in 2012-13 to 61.5 percent in 2017-18.

Although the amounts and types of financial aid available varies with the overall economy, in absolute numbers, over 18,000 students received one or more form of financial assistance in each of the last two academic years.

Key Data Points
- Students reflect a wide range of backgrounds/needs
- Student diversity ≈ community diversity in race/ethnicity

Data Set 31. Students by Race/Ethnicity

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
African American	9.8%	8.8%	8.6%	8.5%	8.3%	7.9%
Asian	6.9%	6.8%	6.6%	6.9%	6.8%	7.2%
Caucasian	18.8%	17.7%	16.6%	15.6%	14.9%	14.4%
Hispanic	58.3%	60.5%	62.3%	63.2%	64.8%	65.3%
Native American	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Two or More Races	3.3%	3.2%	3.2%	3.2%	3.1%	3.0%
Unknown	2.7%	2.8%	2.5%	2.4%	1.9%	2.0%

Source: California Community Colleges Chancellor's Office Management Information System (MIS) Referential Data Files

In addition to diversity in age and financial needs, the College's students are also diverse in their life circumstances. The College established and maintains a number of programs to address the needs of specific special populations within its student body, such as DSPS, EOPS, and the Veteran's Center.

In recent years, several new programs have been added to address other unique students populations.

For example, in 2018-19:

- 128 students were served in the Turning Point program for incarcerated adults;
- 525 students were current or former foster youth;
- 298 students were active duty or military veterans;
- 1,897 students were Dreamers (undocumented); and
- 1,588 high school students enrolled in their first college courses thanks to new and expanded Dual Enrollment partnerships.
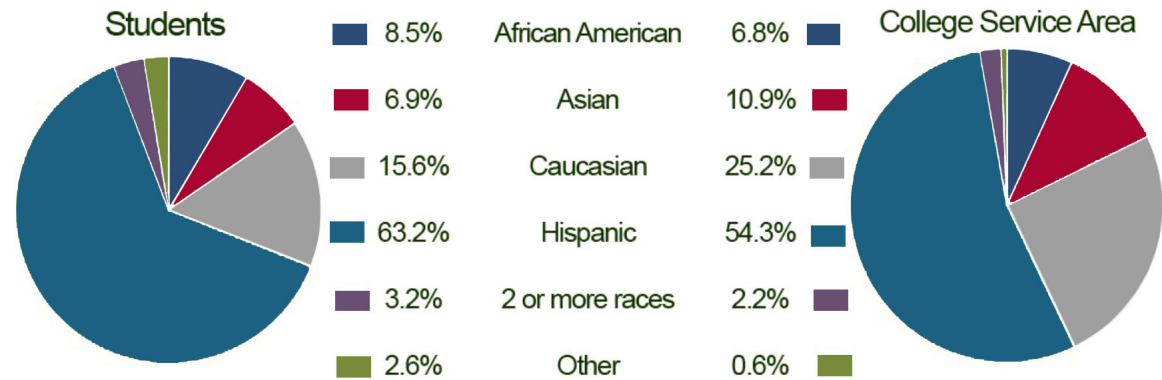
The cohort of first generation college students was the largest category of special populations. In 2018-19, 45.2 percent of the College's students were the first in their families to attend college.

The College's student population is also diverse in race/ethnicity. Approximately 95 percent of the College's students in 2018-19 identified as belonging to one of these four race/ethnicity groups: Hispanic, Caucasian, African American, and Asian.

The distribution of students' race/ethnicity has shifted over the past six years. Among the four primary groups, the proportions of students who identify as African American and Caucasian declined slightly while the proportions of Asian and Hispanic student increased. The greatest change was seen in an increase in Hispanic students, from 58.2 percent of the student body in 2013-14 to 65.3 percent in 2018-19.

Student Demographics (cont.)

Data Set 32. Students and Service Area by Race/Ethnicity

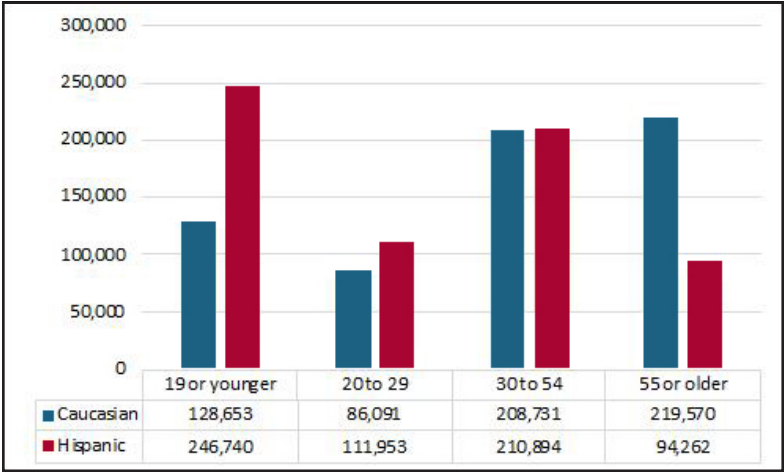| Students			College Service Area
8.5%	African American	6.8%	
6.9%	Asian	10.9%	
15.6%	Caucasian	25.2%	
63.2%	Hispanic	54.3%	
3.2%	2 or more races	2.2%	
2.6%	Other	0.6%	

Source: CCFS-320 Annual Apportionment Attendance Report

The racial/ethnic diversity in the student population mirrored the distribution of racial/ethnic diversity in the College's service area in 2016-17, with the exceptions that a higher percentage of the College's students were Hispanic (63.2 percent) compared to the percentage of residents who were Hispanic (54.3 percent) and that a lower percentage of the College's students were Caucasian (15.6 percent) compared to the percentage of residents who were Caucasian (25.2 percent).

The disparity in the proportions of those who were Hispanic and Caucasian in the student population compared to those in the community population is accounted for by the differences in the ages of these race/ethnicity cohorts. The Hispanic population in San Bernardino County is younger than the Caucasian population.

Data Set 33. San Bernardino County by Race/Ethnicity and Age

	19 or younger	20 to 29	30 to 54	55 or older
■ Caucasian	128,653	86,091	208,731	219,570
■ Hispanic	246,740	111,953	210,894	94,262

Source: Statistical Atlas: Race and Ethnicity in San Bernardino County

*Note: The age cohorts in this graph include a variable span of years, i.e., 19 years, 9 years, 24 years, and indefinite.*

Student Achievement

Key Data Points
- High retention and successful course completion rates
- Achievement gaps in successful course completion rates
- Low success rates in transfer English and Mathematics

Data Set 34. Retention and Successful Course Completion Rates
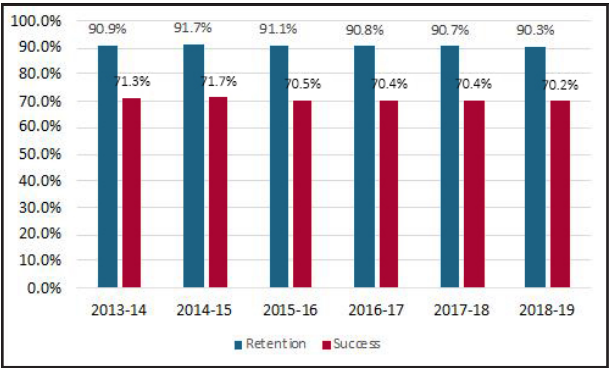
Source: California Community Colleges Chancellor's Office Management Information System (MIS) Referential Data Files
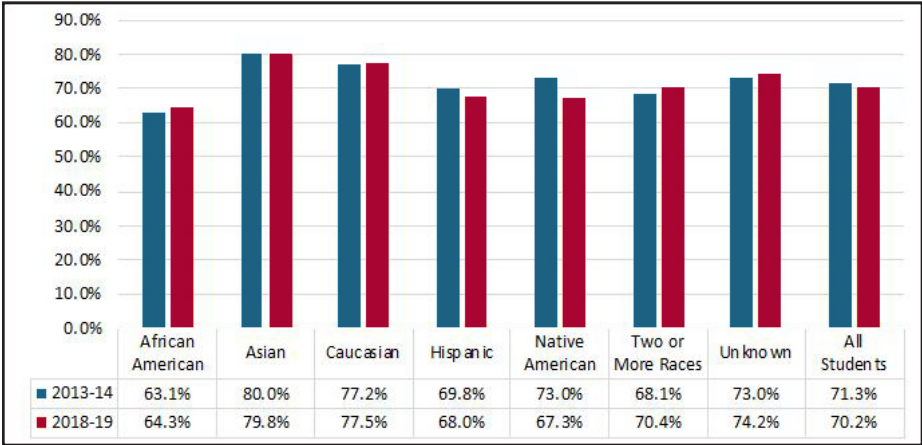
Notes:
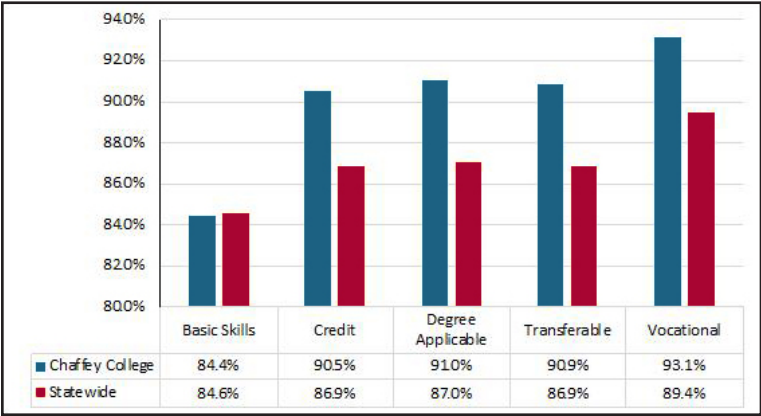- *Success Rate = (A, B, C, and P Grades / A, B, C, D, F, FW, P, NP, I, and W Grades) * 100*
- *Retention Rate = (A, B, C, D, F, FW, P, NP, I Grades / A, B, C, D, F, FW, P, NP, I, and W Grades) * 100*

Retention rates are the ratio of the number of students enrolled in a course at census to the number of students who completed the course with any grade. Retention rates for the College's students over the past six years have been consistently in the 90-92 percent range.

Successful course completion rates are the ratio of the number of students enrolled in a course at census who subsequently completed the course with a grade of C or better. The College's student successful course completion rates have been consistently strong over the past six years.

Data Set 35. Successful Course Completion Rates by Race/Ethnicity

Although the College's successful course completion rates were comparable in 2013-14 and 2018-19, between 70 and 72 percent, the successful course completion rates were higher for Asian and Caucasian students than for African American and Hispanic students in both 2013-14 and 2018-19. The successful course completion rates were virtually unchanged for Asian and Caucasian students between the 2013-14 and 2018-19.

The good news was a slight increase in successful course completion rates for African American students (+1.2 percent) and students who self-identify as two or more races (+2.3 percent). However, there was a slight decrease for Hispanic students (-1.8 percent) and Native American students (- 5.7 percent) over this same span of time.
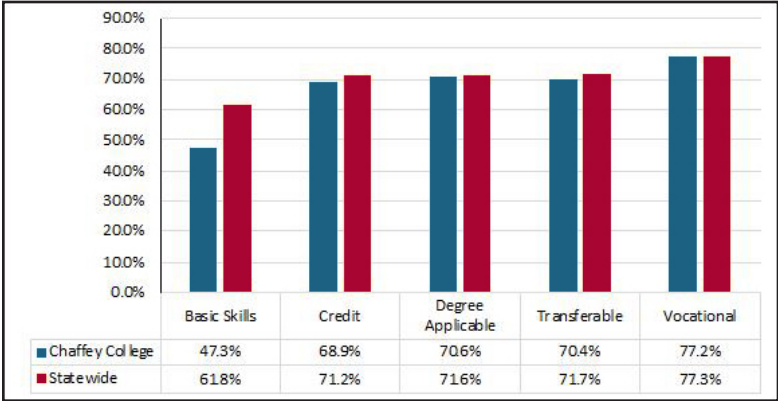
	African American	Asian	Caucasian	Hispanic	Native American	Two or More Races	Unknown	All Students
■ 2013-14	63.1%	80.0%	77.2%	69.8%	73.0%	68.1%	73.0%	71.3%
■ 2018-19	64.3%	79.8%	77.5%	68.0%	67.3%	70.4%	74.2%	70.2%

Source: California Community Colleges Chancellor's Office Management Information System (MIS) Referential Data Files

*Note: Success Rate = (A, B, C, and P Grades / A, B, C, D, F, FW, P, NP, I, and W Grades) * 100*

Student Achievement (cont.)

Data Set 36. Retention: College and Statewide

	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
Chaffey College	84.4%	90.5%	91.0%	90.9%	93.1%
Statewide	84.6%	86.9%	87.0%	86.9%	89.4%

Source: California Community Colleges Chancellor's Office Data Mart

In fall 2018, students' retention rates at Chaffey College exceeded or were equal to the statewide retention rates in all course types.

Data Set 37. Successful Course Completion Rates: College and Statewide

|	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
■ Chaffey College	47.3%	68.9%	70.6%	70.4%	77.2%
■ Statewide	61.8%	71.2%	71.6%	71.7%	77.3%

Source: California Community Colleges Chancellor's Office Data Mart

For the same semester, students' successful course completion rates in career technical education courses at Chaffey College met the statewide successful course completion rates, but were slightly below the statewide successful course completion rates in basic skills, credit, degree applicable, and transferable courses.

Student Achievement (cont.)

Data Set 38. Successful Course Completion Rates in Transfer-level English and Mathematics
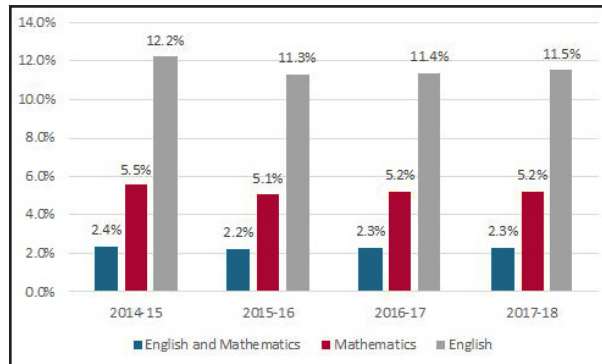
A matriculation milestone that forecasts the likelihood of students earning degrees and certificates is the successful completion of transfer-level English and Mathematics courses in students' first year of college. Students who master the skills covered in these courses have the necessary foundation to successfully complete courses across the curriculum.

The successful course completion rates in transfer-level English and Mathematics have been consistently low over the past four years, slightly above 2 percent for students completing both transfer-level English and Mathematics, slightly above 5 percent for students completing Mathematics, and 11-12 percent for English.

Successful Completion in First Year	# First-time Students			
	2014-15 N=4,890	2015-16 N=5,382	2016-17 N=5,319	2017-18 N=5,282
English + Mathematics	120	197	222	236
Mathematics	276	338	328	320
English	606	1,049	1,378	1,402

Source: California Community Colleges Chancellor's Office Student Success Metrics

Data Set 39. Success Rates by Mode of Instruction

	2015-16	2016-17	2017-18	2018-19
Hybrid Courses	72.3%	68.8%	73.3%	71.3%
Online Courses	71.7%	75.6%	76.2%	75.8%
Face-to-Face Courses	71.4%	71.3%	71.2%	70.9%

Source: California Community Colleges Chancellor's Office Management
Information System (MIS) Referential Data Files
Note: Success Rate = (A, B, C, and P Grades / A, B, C, D, F, FW, P, NP, I,
*and W Grades) * 100*

The rates of students' successful course completion were slightly higher in online and hybrid courses than in the same courses taught face-to-face courses.

Student Achievement (cont.)

Key Data Points

- About half achieved completion goal within six years
- 92% increase in degrees and certificates awarded
- Achievement gaps in completion of degrees and certificates
- Units completed exceed units needed

Data Set 40. Student Completion Rates: College and Statewide

Student completion rates are of particular concern because the College's rate declined over the past six years and has been consistently below the statewide rates. Both for the College and statewide community colleges, fewer than half of the students who begin college with the intention of completing a degree, certificate or transfer requirements achieve that milestone within six years.

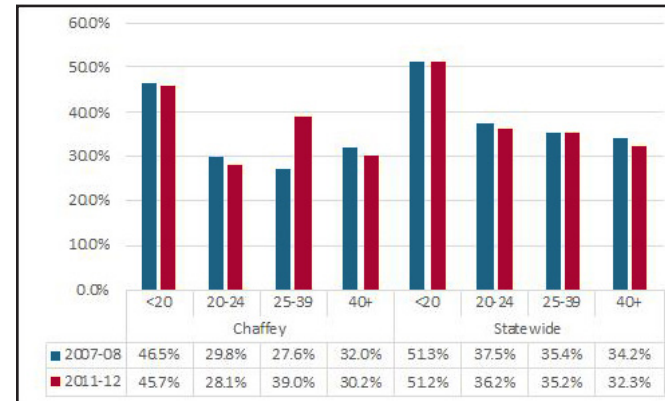|	Year of College Entry					
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Chaffey College	45.9%	43.1%	44.0%	43.6%	43.3%	43.0%
Statewide	49.2%	48.5%	47.5%	47.2%	48.0%	48.2%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

Note: Completion is the percentage of degree, certificate and/or transfer-seeking students tracked for six years from the date of college entry who completed a degree, certificate or transfer-related outcomes.

Data Set 41. Student Completion Rates by Gender
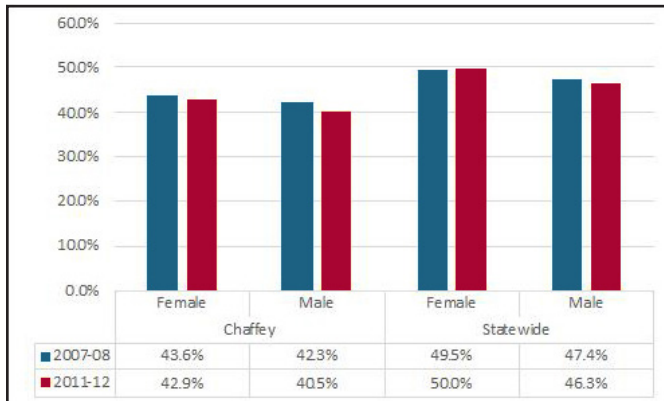
	Chaffey		Statewide	
	Female	Male	Female	Male
■ 2007-08	43.6%	42.3%	49.5%	47.4%
■ 2011-12	42.9%	40.5%	50.0%	46.3%

Source: California Community College Chancellor's Office Student Success Scorecard
Note: Completion is the percentage of degree, certificate and/or transfer-seeking students tracked for six years from the date of college entry who completed a degree, certificate or transfer-related outcomes.

There is a small but consistent gender differences in the student completion rates at the College and statewide, with a higher percentage of female students completing a degree, certificate or transfer requirements within six years after college entry.

Data Set 42. Student Completion Rates by Age

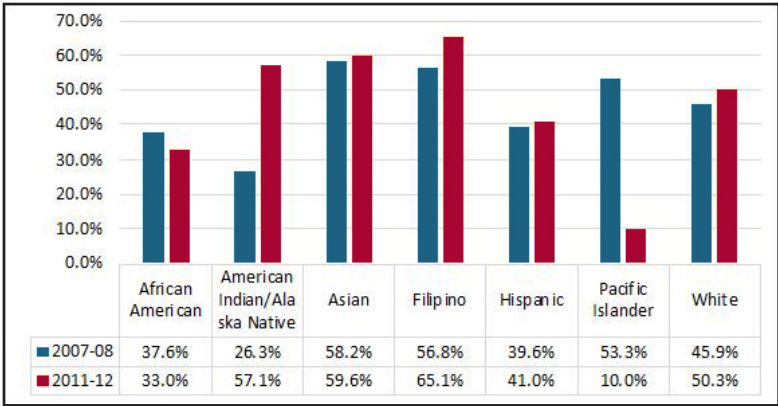|	Chaffey				Statewide			
	<20	20-24	25-39	40+	<20	20-24	25-39	40+
■ 2007-08	46.5%	29.8%	27.6%	32.0%	51.3%	37.5%	35.4%	34.2%
■ 2011-12	45.7%	28.1%	39.0%	30.2%	51.2%	36.2%	35.2%	32.3%

A higher percentage of the College's youngest students who intend to complete a degree, certificate, or transfer do so within six years than any other age cohort. Of the youngest students, approximately 46 percent achieved their goal of earning a degree, certificate, or transfer within six years. The completion rates for other age cohorts range from 27.6 percent to 32.0 percent. The statewide rates follow the same pattern.

The most significant change between the students who entered the College in 2007-08 and those who entered in 2011-12 was an increase in the completion rates for students between the ages of 25 and 39, from 27.6 percent to 39.0 percent.

Student Achievement (cont.)

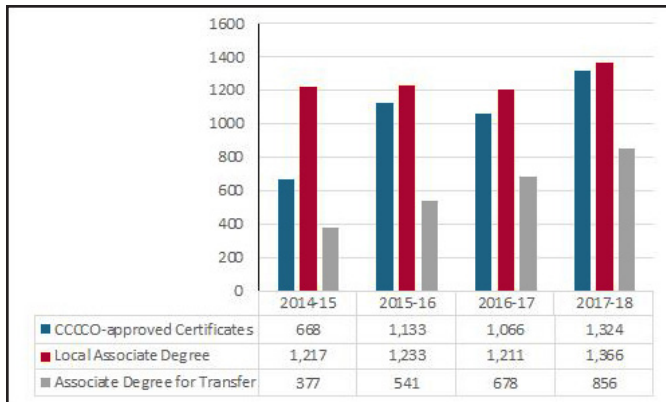## Data Set 43. Student Completion Rates by Race/Ethnicity

	African American	American Indian/Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White
2007-08	37.6%	26.3%	58.2%	56.8%	39.6%	53.3%	45.9%
2011-12	33.0%	57.1%	59.6%	65.1%	41.0%	10.0%	50.3%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

Note: Completion is the percentage of degree, certificate and/or transfer-seeking students tracked for six years from the date of college entry who completed a degree, certificate or transfer-related outcomes.

Similar to the pattern for successful course completion rates, the rates of students' successful completion of degrees, certificates or transfer-related outcomes were highest for Asian, Filipino, and White students and lower for all other race/ethnicity student cohorts. The student completion rates improved for students in all race/ethnicity cohorts during the period of this assessment except for students who identify as African American and Pacific Islander.

Data Set 44. Degrees and Certificates Awarded

	2014-15	2015-16	2016-17	2017-18
CCCCO-approved Certificates	668	1,133	1,066	1,324
Local Associate Degree	1,217	1,233	1,211	1,366
Associate Degree for Transfer	377	541	678	856

Source: California Community Colleges Student Success Metrics

Another assessment of the College completion rate is a count of the number of degrees and certificates awarded. Using this metric, the number of degrees awarded by the College has increased 92.0 percent in the past six years, from 1,982 degrees in 2013-14 to 3,806 degrees in 2018-19. Similarly, the number of certificates awarded has increased 54.8 percent, from 1,298 certificates awarded in 2013-14 to 2,010 certificates in 2018-19.

These data are especially relevant given the College's aspiration to increase students' successful completion of degrees and certificates articulated in the following *Vision for Success* benchmarks:

• Chaffey College will increase the total number of completed local associate degrees and associate degrees for transfer from 1,889 in 2016-17 to 3,778 in 2021-22, an increase of 100%.

• Chaffey College will increase the total number of completed CCCCO-approved certificates from 1,066 in 2016-17 to 2,132 in 2021-22, an increase of 100%.

• Chaffey College will increase the total number of completed associate degrees for transfer from 678 in 2016-17 to 915 in 2021-22, an increase of 35%.

The number of degrees and certificates awarded doubled between 2014-15 and 2017-18. This impressive increase indicates progress toward the Vision for Success benchmarks in all award categories.
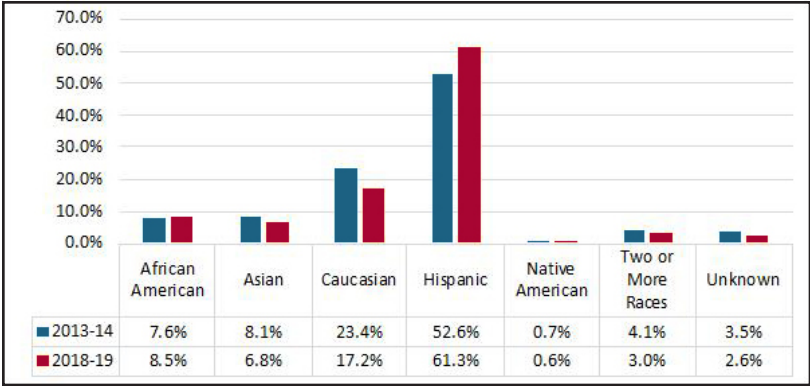
Student Achievement (cont.)

Data Set 45. Degrees Awarded by Race/Ethnicity
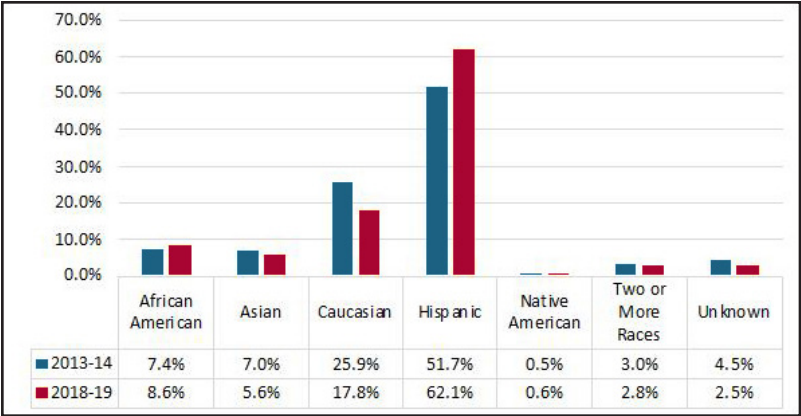
	African American	Asian	Caucasian	Hispanic	Native American	Two or More Races	Unknown
■ 2013-14	7.4%	7.0%	25.9%	51.7%	0.5%	3.0%	4.5%
■ 2018-19	8.6%	5.6%	17.8%	62.1%	0.6%	2.8%	2.5%

Source: California Community College Chancellor's Office Management Information System (MIS) Referential Data Files

About half of the 1,301 students who earned degrees in 2013-14 as well as approximately half of the 895 students who earned certificates were Hispanic. That proportion rose in 2018-19, when 62.1 percent of the 2,311 students who earned degrees and 61.3 percent of the 1,583 students who earned certificates were Hispanic. These distributions of degree and certificate earners across race/ethnicity cohorts reflect the distribution of race/ethnicity in the student population shown in Data Set 31.

Data Set 46. Certificates Awarded by Race/Ethnicity

	African American	Asian	Caucasian	Hispanic	Native American	Two or More Races	Unknown
2013-14	7.6%	8.1%	23.4%	52.6%	0.7%	4.1%	3.5%
2018-19	8.5%	6.8%	17.2%	61.3%	0.6%	3.0%	2.6%

Source: California Community College Chancellor's Office Management Information System (MIS) Referential Data Files

Student Achievement (cont.)

Data Set 47. Time to Completion

	Median	Mean
AS Degrees	93.1	100.1
AA Degrees	80.0	82.7
ADT	78.0	81.7
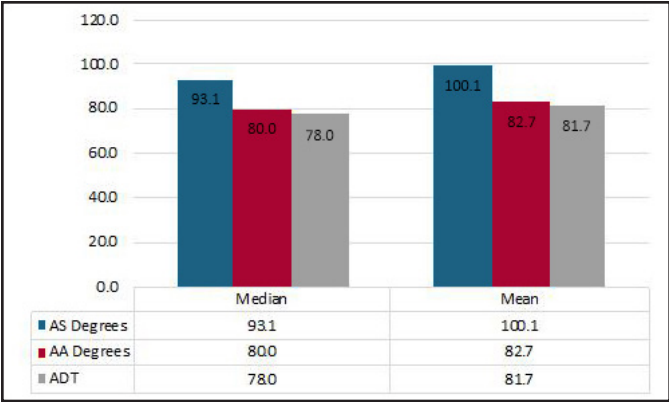
Source: Chaffey College Office of Institutional Research

Note: Mean units for all degree earners = 85.0 units; Median units for all degree earners = 80.9

One *Vision for Success* focal point is to reduce the number of units students earn prior to receiving an associate degree. The College's local target for this *Vision for Success* benchmark is to decrease the average number of units earned per completed associate degree from 89 in 2016-17 to 79 in 2021-22. Progress toward this target can be seen in the 2018-19 awards when the average number of units earned by students who were awarded an associate degree was 85.0.

Data Set 48. Transfer to Four-Year Institutions
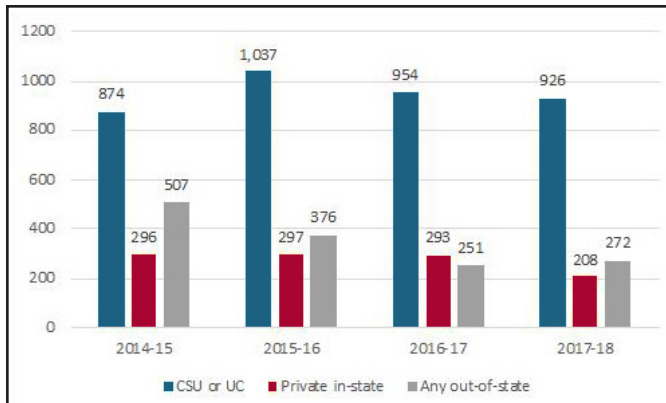
Sources:
- *For 2014-15, 2015-16, 2016-17: California Community Colleges Chancellor's Office Student Success Metrics*
- *For 2017-18: Chaffey College Office of Institutional Research*

The *Vision for Success* initiative includes increasing the number of students who successfully transfer to a four-year institution. The College's local target for this *Vision for Success* benchmark is to increase the total number of transfer to a UC or CSU by 35 percent, from 1,037 in 2015-16 to 1,400 in 2021-22.
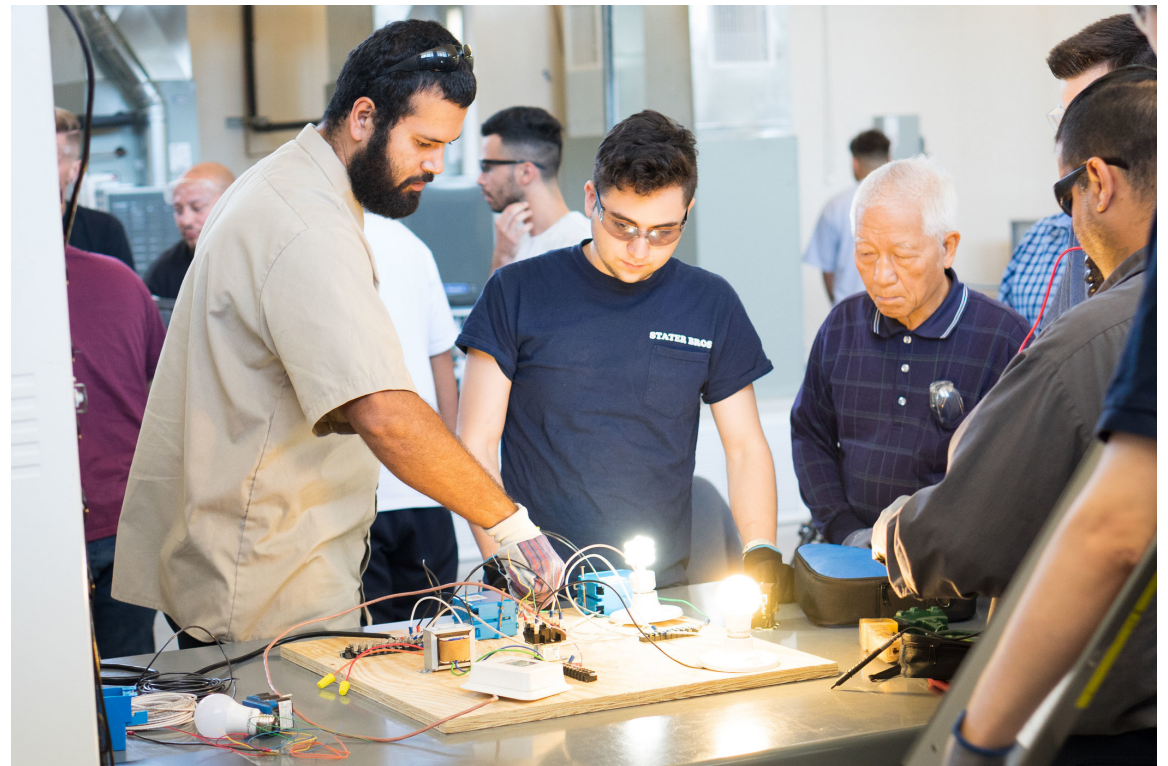
CAMPUS
VOICES

Representatives of each Instructional Discipline, Student Service, and Administrative Service were invited to project the internal and external trends that will impact the College and share their ideas for improving the College through participation in one or more of the following:

1. College Planning Council distributed an online survey College-wide in spring 2018. A total of 147 faculty, staff, and administrators representing 66 disciplines, departments or programs responded to the following questions:

   - Where do you see your area in 5 years?
   - What changes/improvements do you anticipate will be needed over the next 5 years?
   - Where do you see your area in 15 years?
   - What changes/improvements do you anticipate will be needed over the next 15 years?

2. EMP Focus Group Conversations were held in April and May 2018. A total of 85 faculty, staff, and administrators participated in 45-minute conversations focused on College-wide and discipline-specific challenges and opportunities.

3. EMP Focus Group Conversations were held in October and November 2018. A total of 63 faculty, staff, and administrators participated in one-hour conversations focused on the challenges and opportunities related to the implementation of Guided Pathways.

The following list of challenges and opportunities are drawn from the survey and the two focus groups conversations.

Student Access

- Anticipate growth in student demand
- Anticipate a younger student population
- Expect broader variability in students' skills
- Provide transportation options
- Expand outreach to high schools
- Increase use of zero-cost textbooks
- Offer flexible, short-term schedules
- Tailor services to student demographics
- Ensure consistency in information
- Reduce roadblocks in all student processes
- Offer courses required for in-demand majors at all locations, e.g., allied health
- Increase the number of bilingual faculty and staff
- Use proactive approach in all services, e.g., tutoring, counseling, library
- Develop stacked credentials to mark achievement milestones
- Keep students on campus with jobs
- Provide professional learning targeted to student success
- Provide clear educational pathways
- Add faculty advisors

- Increase counseling in classrooms
- Staff student success centers
- Focus on student completion
- Increase experiential, hands-on learning
- Expand interactive online instruction and services
- Increase faculty involvement with students outside of class
- Develop modules to fill gaps in students' knowledge
- Integrate cultural competency across the curriculum
- Expand access to support for underprepared students

College Reputation
- Integrate college with communities
- Host conferences and events
- Increase partnerships with high schools and universities
- Develop programs in emerging occupations
- Prepare for the next trend in higher education
- Provide comparable services at all locations

Technology + Innovation
- Require computer use across the curriculum
- Provide technology at the level students expect
- Communicate with students using the methods they prefer
- Add cross-discipline programs
- Expand Wi-Fi capability
- Boost use of technology in instruction and student services
- Automate services for routine tasks to free up time for

high-touch services
- Replace some lab and clinical hands-on lessons with simulations, e.g., virtual reality
- Increase experiential learning across the curriculum

Institutional Capacity
- Plan for a pace of ongoing change
- Provide professional development on technology
- Speed up response time by streamlining all processes
- Add curricula to match future occupations
- Expand marketing and advertising
- Mentor new and part-time faculty
- Expand infrastructure support for growth areas
- Cross-train front-line staff
- Go paperless across the campus

Facilities
- Incorporate spaces for socializing and collaboration in all building designs
- Add space for adjunct faculty, project work, and storage
- Plan for future with flexible, smart furniture and spaces
- Increase space for experiential learning activities
- Match or exceed the design of high school athletic facilities
- Add computer classrooms
- Improve building signage and wayfinding
- Share facilities with communities
- Locate success centers near instruction

CHALLENGES & OPPORTUNITIES

CHAPTER 4
CHALLENGES & OPPORTUNITIES

CHALLENGES & OPPORTUNITIES

Serve More Students

Address Students' Diverse Needs

Prepare Students for Higher Paying Jobs

Increase Student Completion

Decrease Time to Completion

Eliminate Achievement Gaps

Expand the Use of Technology

Vision 2030: Chaffey College Educational Master Plan was developed, in part, for the purpose of identifying current challenges, or areas in need of attention, and anticipating future challenges to ensure that the College takes the steps necessary to continue to fulfill its mission.

The quantitative and qualitative data presented in the previous chapter indicate that the College is doing an excellent job of fulfilling its mission. The College welcomes and serves the residents of its communities as evidenced by the alignment of the College's student population with its communities in patterns of size, age, and race/ethnicity. The College has developed and implemented impressive instructional and student services programs grounded by a unifying philosophical approach described in Chapter 1. As a result of this thoughtful work, the majority of students show impressive benchmarks of achievement, such as high rates of retention and successful course completion.

Another purpose for developing *Vision 2030: Chaffey College Educational Master Plan* was to identify challenges and opportunities that are likely to impact the College and proactively establish and confirm a clear, unifying set of strategic directions by developing answers to questions, such as "In what ways can the College improve?" and "What economic, demographic, and labor market trends are likely to impact the College in the coming decade?" The answers are presented in this chapter as challenges and opportunities, because challenges often present opportunities. For example, given the projected increases in population and the economic growth in the region, the College is likely to have the financial stability needed to continue its legacy of innovative support for student success.

CHALLENGES
AND OPPORTUNITIES

Serve More Students

Key Data Points
- 25% growth in population by 2040 (Data Sets 1-3)
- Over 30% of population to be age 24 or younger through 2040 (Data Sets 4-7)
- Greater proportion of students age 24 and younger (Data Sets 26-27)
- 16% growth in students and 18% growth in FTES in past six years (Data Sets 15-20)
- High retention and successful course completion rates (Data Sets 33-37)
- 92% increase in degrees and certificates awarded (Data Set 44)

The College can anticipate that student demand will increase by 2030.

One reason for this projected increase in student demand is that the population in the College's service area population is projected to increase over the next twenty years, with the greatest growth in two cities that are currently among the largest in the service area. Fontana's current population of 205,228 is projected to increase 37.9 percent by 2040, and Ontario's current population of 169,369 is projected to increase 52.7 percent by 2040.

But population growth is not the only factor impacting a college's enrollment. In recent years, the College's student headcount increased at a rate that could not be predicted by the increase in service area population

alone. The population in the College service area increased 3.9 percent between 2012 and 2016 while the College's student headcount increased 20.0 percent during the same period.

Another factor that predicts increased enrollment is the proportion of people in the service area population who are of traditional college-going ages. In 2016, about 32 percent of San Bernardino County residents were age 24 and younger and this pattern is projected to continue for the next two decades.

The economy is a third factor that impacts a college's enrollment. The Inland Empire economy is strong, adding 351,052 new jobs between 2011 and 2018. Generally, when employment levels are high, enrollment declines. However, over the past six years, the College's enrollment increased despite historically high levels of employment. Despite that anomaly, it is reasonable for the College to anticipate that when the next economic downturn happens and unemployment rises, there will also be a concomitant increase in student demand for postsecondary education for job training purposes.

Students' choice of which college to attend is also impacted by a college's reputation for academic excellence and innovations that foster student success. The College's well-deserved reputation is earned through student achievements such as the following:

- Retention, or the rate at which students complete

courses, has been consistently in the 90-92 percent range over the past six years. (Data Set 34)

- Student successful course completion rate, or the rate at which students complete a course with a C or better, has been consistently in the 70-72 percent range over the past six years. (Data Set 34)
- The number of degrees and certificates awarded doubled in the past four years. (Data Set 44)
- Students who completed a limited number of higher-level CTE courses without completing the require-ments for a certificate, degree, or transfer experi-enced a 48.5 percent increase in their wages compared to 28.2 percent statewide. (Data Set 14)

The extent to which the College can continue to serve residents in its service area is contingent on state apportionment. Effective planning to meet this anticipated increase in student demand is an especially keen challenge due to fluctuating state apportionment, which varies in sync with numerous external economic factors.
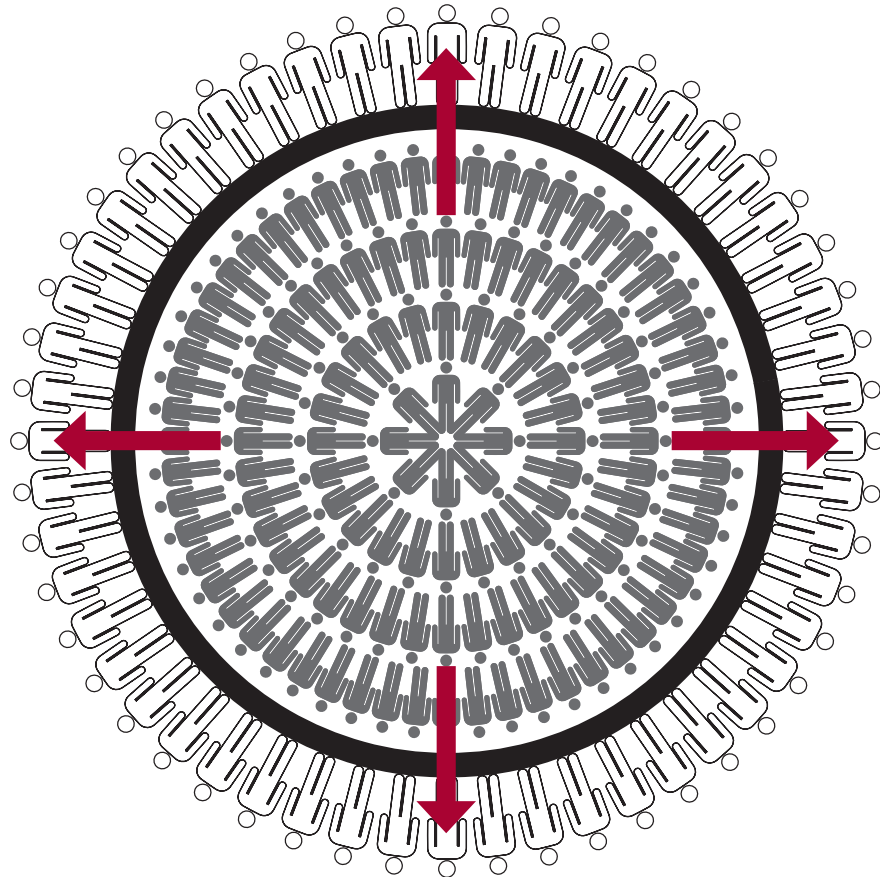
SERVE MORE STUDENTS

# Address Students' Diverse Needs

Key Data Points

- Students reflect a wide range of background/needs (Data Sets 4-7, 10-11, 26-28, 31-33)
- Greater proportion of students age 24 and younger (Data Sets 4-7 and 26-28)
- Student diversity ≈ community diversity in race/ethnicity (Data Sets 31-33)
- About 60 percent of students received financial aid (Data Set 30)
- 43% of adults earned a high school diploma or less (Data Set 10)
- 45% speak a language other than English at home (Data Set 11)

To continue to fulfill its mission to provide higher education to residents in its service area, the College must expand and strengthen educational and service programs that appeal to students who differ in race/ethnicity, age, readiness for college, and educational goals. One size does not fit all.

The College's students are a rich mosaic of ages, races/ethnicities, levels of educational attainment at home, and unique life circumstances and experiences. Supporting student success requires development of educational programs and support services to meet the needs of these distinctive patterns. For instance, the needs of incarcerated adults differ from the needs of first-time college students over the age of 50. The cohort of first-generation college students also presents the College with a unique set of needs. Almost 45 percent of the College's students in 2016-17 were the first in their families to attend college and, consequently, they entered the College without the benefit of higher education guidance and role models within their own families.

Given the diversity in the service area population, future enrollment stability and growth require the College to support a broad range of community needs in order to maintain its legacy of success and innovation.
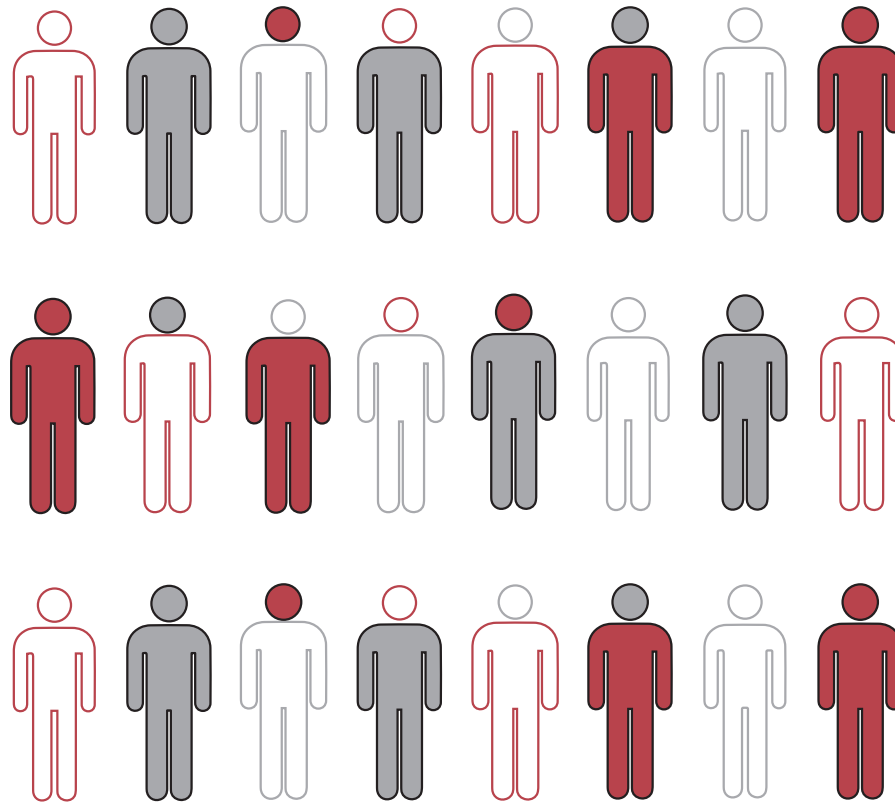
STUDENT DIVERSITY

Prepare Students for Higher Paying Jobs

Key Data Points

- Lower education = lower salaries (Data Sets 8-10)
- Strong job market in the College service area (Data Sets 12-14)
- 43% of adults earned a high school diploma or less (Data Set 10)
- Decreasing proportion of students seeking an associate degree, certificate, or transfer (Data Set 29)
- Community college completion = high salaries (Data Set 14)
- About 60% of students received financial aid (Data Set 30)
- 45% speak a language other than English as home (Data Set 11)

Given that postsecondary education is the pathway to employment in higher paying jobs, the College is in an excellent position to boost the economic forecast for its service area. Average salaries in the College service area are below the statewide average salaries, which contribute to the high percentage of the College's students who receive financial aid. *(Source: State of California Department of Transportation)*

The good news is that unemployment rates are currently low in the College service area. The 4.3 percent June 2019 unemployment rate for the Inland Empire was lower than the June 2018 rate (4.5 percent) and the June 2017 rate (5.3 percent). *(Source: Bureau of Labor Statistics)* However, salaries are often low in

the occupations and industries that are adding the greatest number of jobs, such as transportation and warehousing. *(Source: John Husing Quarterly Economic Report)* According to the U.S. Census, the average Inland Empire worker earned an hourly wage of $21.95, which is below the estimated combined hourly wage of $27.39 that a family of four in the region needs to make ends meet. *(Source: Living Wage Calculator)*

Although the job market is strong, the College's challenge is to prepare students for higher paying jobs, which typically require postsecondary degrees or certificates. The highest level of education for 43.3 percent of the adults in the College service area is a high school diploma or less and only 32.3 percent of the adults in the College service area have earned an associate degree or higher. Since economists project that 60 percent of jobs will require postsecondary degrees or certificates by 2025, residents need the College's instructional programs and support services to acquire the degrees and certificates that will be required for employment.

One approach is for the College to expand career counseling to focus on students' potential salaries in addition to career preferences. Online resources such as Salary Surfer compare the earning of recent graduates who received an award in specific programs at California community colleges. *(Source: California Community Colleges Chancellor's Office Salary Surfer)* The Student

Success Funding Formula includes a Supplemental Allocation to assist colleges in providing support, such as this type of career counseling, for low-income students. Low-income students are defined as students who received Pell Grants or California College Promise Grants or are undocumented as defined in Assembly Bill 540.

In addition to postsecondary degrees and certificates, another barrier to employment in higher paying jobs is English proficiency. Almost half of the residents over the age of five primarily speak a language other than English at home. Low proficiency in reading, writing, and speaking English is often a barrier to higher paying jobs. Adults with limited English skills earn 25 to 40 percent less than their English proficient counterparts. Although most limited English speaking adults have a high school diploma, only 15 percent hold a college degree. *(Source: Brookings Institution)*

LOWER EDUCATION

COLLEGE COMPLETION

$ LOWER SALARY

$ HIGHER SALARY
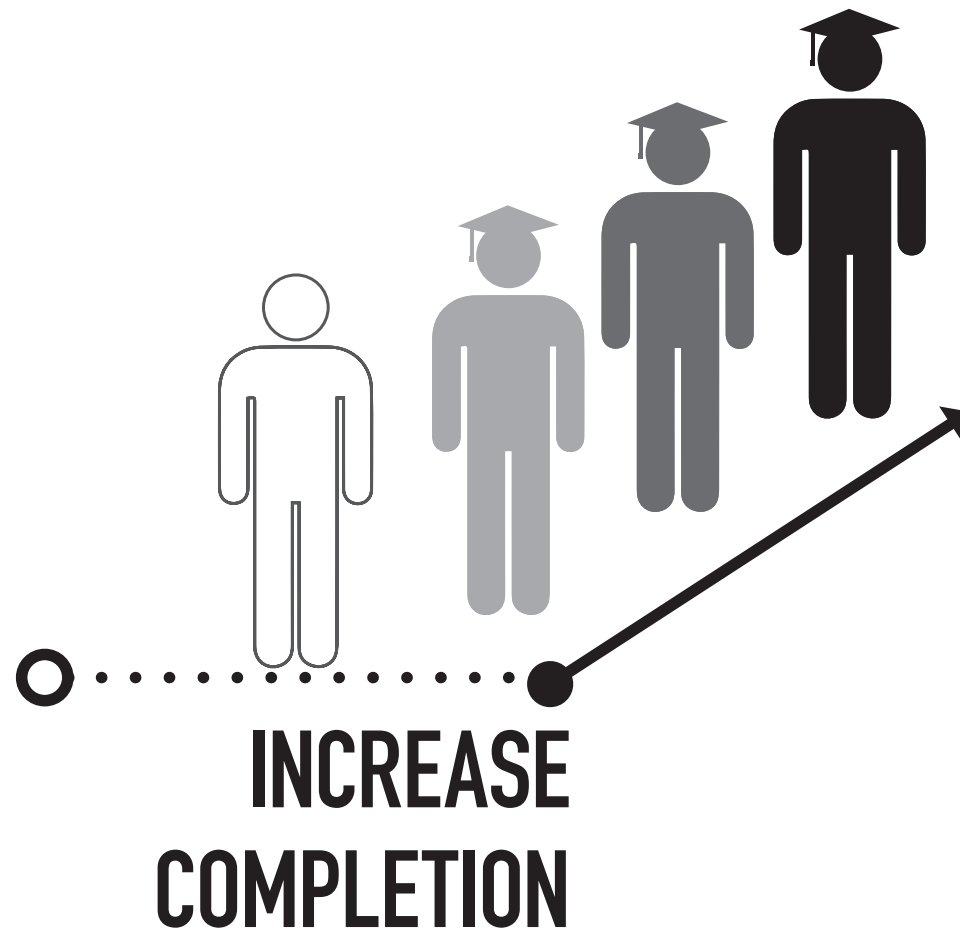
Increase Student Completion

Key Data Points

- About half achieved completion goal within six years (Data Sets 40-41)
- Proportion of full-time students declined (Data Set 25)
- 73% of students sought an associate degree, certificate, or transfer (Data Set 29)
- Achievement gaps in successful course completion rates (Data Set 35)
- Low success rates in transfer English and Mathematics (Data Set 38)
- Achievement gaps in completion of degrees and certificates (Data Set 45)

In order to meet current and projected workforce needs described in the previous section, the College is challenged to improve the rate at which students complete degrees, certificates, and transfer requirements.

The College's rates of student completion have been disappointing and have not shifted in the past six years despite the College's impressive record of supporting student success through the development and implementation of innovative instructional programs and student services. These disappointing outcomes fuel the College's sense of urgency to address the challenge of increasing student completion.

Adding to the sense of urgency to increase student completion rates is California's Student Centered Funding Formula. Previously, state funding has been allocated to community colleges based solely on student enrollment. As the new Student Centered Funding Formula is phased in over the next three years, the College's funding will be based on a combination of student enrollment, student financial need, and student outcomes. Colleges will receive student success allocations based on these student outcomes:

- Degrees and certificates earned;
- Completion of key progress milestones, such as transfer-level mathematics and English within their first academic year and/or nine or more CTE units; or
- Achievement of key outcomes, including successfully transferring to four-year universities or attainment of regional living wage within one year of leaving community college.

INCREASE
COMPLETION

Decrease Time to Completion

Key Data Points
- Units completed exceeded units needed (Data Set 47)
- Low success rates in transfer English and Mathematics (Data Set 38)

The College is challenged to improve the efficiency with which students complete degrees, certificates, and transfer requirements. Students often earn course credits beyond those required to attain their desired associate degree or certificate or to transfer.

When students reach milestones of achievement toward degree completion soon after they enter college, they are more likely to persist and complete their goals. By reducing the number of units to achieve completion, students are prepared to enter the workforce or the next step in their education sooner.

Recent state legislation calls for a significant change that promises to contribute to a reduction in the required number of units for associate degrees, certificates, and transfer. Prior to fall 2019, standardized tests were used to assess students' skills in Mathematics and English as the basis for advising them to enroll in college-level or below college-level courses. California community colleges typically offered an array of credit English and Mathematics courses that were below college-level.

This assessment and placement process has proven to be a barrier to student completion and success in these fundamental instructional disciplines. Nationally, approximately 80 percent of all entering community college students enroll in at least one remedial course in English or Mathematics, and students of color were overrepresented in the group of students advised to enroll in remedial courses. Just 40 percent went on to complete a degree, certificate, or transfer in six years compared to 70 percent of those allowed to enroll directly in college-level courses. Those who persisted on the remedial path graduated with units in excess of the number required for degree and certificates, which increased the time needed to graduate and/or delayed employment.

California Assembly Bill 705 requires the state's community colleges to:

- Replace the use of standardized assessment tests with other measures, such as high school transcripts, to advise students in their selection of English and Mathematics courses;
- Provide students with access to transfer-level courses when they first enter a community college; and
- Maximize the probability that students will enter and complete transfer-level courses in English and Mathematics within one year.

Implementation of this important legislation impacts processes College-wide. For example, established assessment processes for placement are no longer

needed; counseling faculty need students' high
school transcripts and other information to advise
them about course selection; and students enter
English and Mathematics transfer-level courses with a
heterogeneous mix of skills and faculty need to ensure
that students have the support needed to succeed in the
transfer-level courses.

DECREASE TIME TO COMPLETION
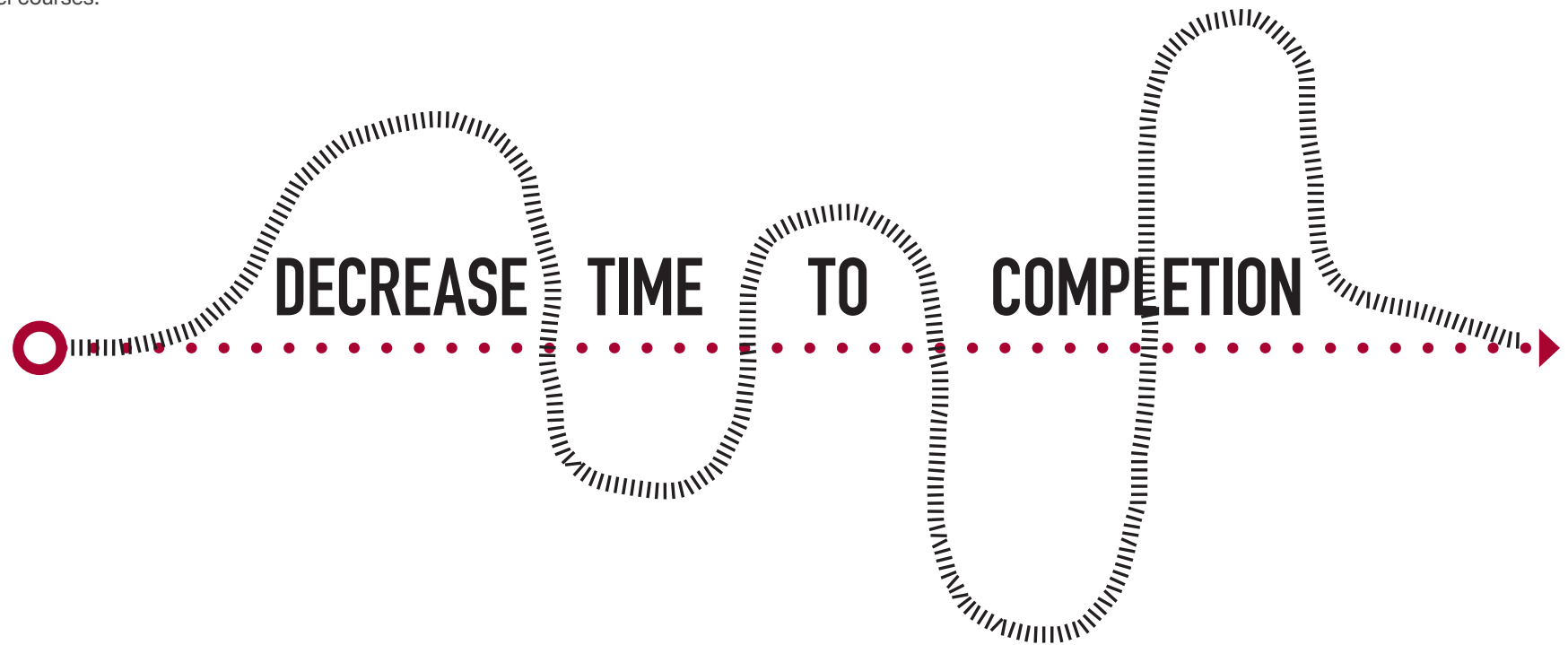
Eliminate Achievement Gaps

Key Data Points
- Achievement gaps in successful course completion rates (Data Set 35)
- Achievement gaps in completion of degrees and certificates (Data Set 45)

The College is keenly aware of the challenge to attract, retain, and support the success of students who represent the diversities of its communities and has placed the issue of equity at the forefront of its planning efforts for several years.

Examples of the achievement gaps are as follows:

- Student success varies by students' race/ethnicity, such as lower success rates for students who are African American, Hispanic, or two or more races. (Data Set 35)
- Completion rates vary by students' gender with lower success rates for male than female students. (Data Set 41)
- Completion rates vary by students' age, with lower success rates for younger students. (Data Set 42)

Evidence of the College-wide awareness of achievement gaps such as these is the inclusion of an Equity Goal in the College's 2016 Quality Focus Essay and the following guiding principles for the College's work on equity:

- The College embraces equitable outcomes as a moral obligation.
- The College and its professionals need to transform in order to be successful in this initiative.
- Interventions need to be scaled appropriately for maximum impact.
- Equity-minded practices need to be coordinated and integrated through all layers of the College.
- All efforts will have measurable impact.

Despite the College's efforts, achievement gaps persist. For example, the completion rates for African American and Hispanic students have been consistently lower than the rates for Asian and Caucasian students.

The College is continuing its efforts to address this ongoing challenge. The Student Equity Plan 2019-22 outlines specific activities that the College plans to implement in the next three years to move closer to removing the barriers to student success for targeted groups.

ACHIEVEMENT
GAP

Expand the Use of Technology

Key Data Points
- 174% increase in distance learning enrollment (Data Set 21)
- Increased focus on technological strategies to reach students, keep pace with necessary workplace skills, and increase efficiency (Campus Voices)

The College is challenged to increase the use of technology to enrich and enhance instruction, student services, and operations.

- **Instruction:** In recent years, students have welcomed the College's increased offerings of online and hybrid courses. The unduplicated student headcount in distance learning increased 135.3 percent, from 3,419 students in 2010-11 to 8,045 students in 2018-19, and the number of enrollments increased 173.6 percent, from 6,144 to 16,813 enrollments in the same period.

  Many students choose distance learning options because they prefer that modality for class participation. Other students choose distance learning because it offers a flexible solution to transportation and childcare challenges. The College intends to further expand student access by adding additional online courses and degrees, a strategy that was supported during EMP Focus Group Conversations and summarized in this excerpt from the Campus Voices section of the previous chapter:

Student Access
- Provide transportation options
- Tailor services to student demographics
- Offer courses required for in-demand majors at all locations

Student Success
- Expand interactive online instruction and services
- Develop modules to fill gaps in students' knowledge

Technology and Innovation
- Require computer use across the curriculum
- Provide technology at the level that students expect
- Communicate with students using the methods they prefer
- Boost the use of technology in instruction and student services
- Replace some lessons with simulations

- **Student Services:** Technology figures prominently as an effective tool for many Student Services initiatives, such as providing rapid responses to student queries, tracking student progress on their educational plans, and eliminating repetitive tasks. The EMP Focus Group Conversations generated the following examples as noted in the Campus Voices section:

Student Access
- Ensure consistency in information
- Tailor services to student demographics

Student Success
- Use proactive approach in all services
- Expand interactive online instruction and services

Technology and Innovation
- Provide technology at the level students expect
- Boost the use of technology in instruction and student services
- Automate services for routine tasks to free up time for high-touch services

- **Operations:** Technology is also a key component of the College's ideas regarding how to improve operational processes and thereby increase institutional agility and capacity. The EMP Focus Group Conversations generated the following examples as noted in the Campus Voices section:
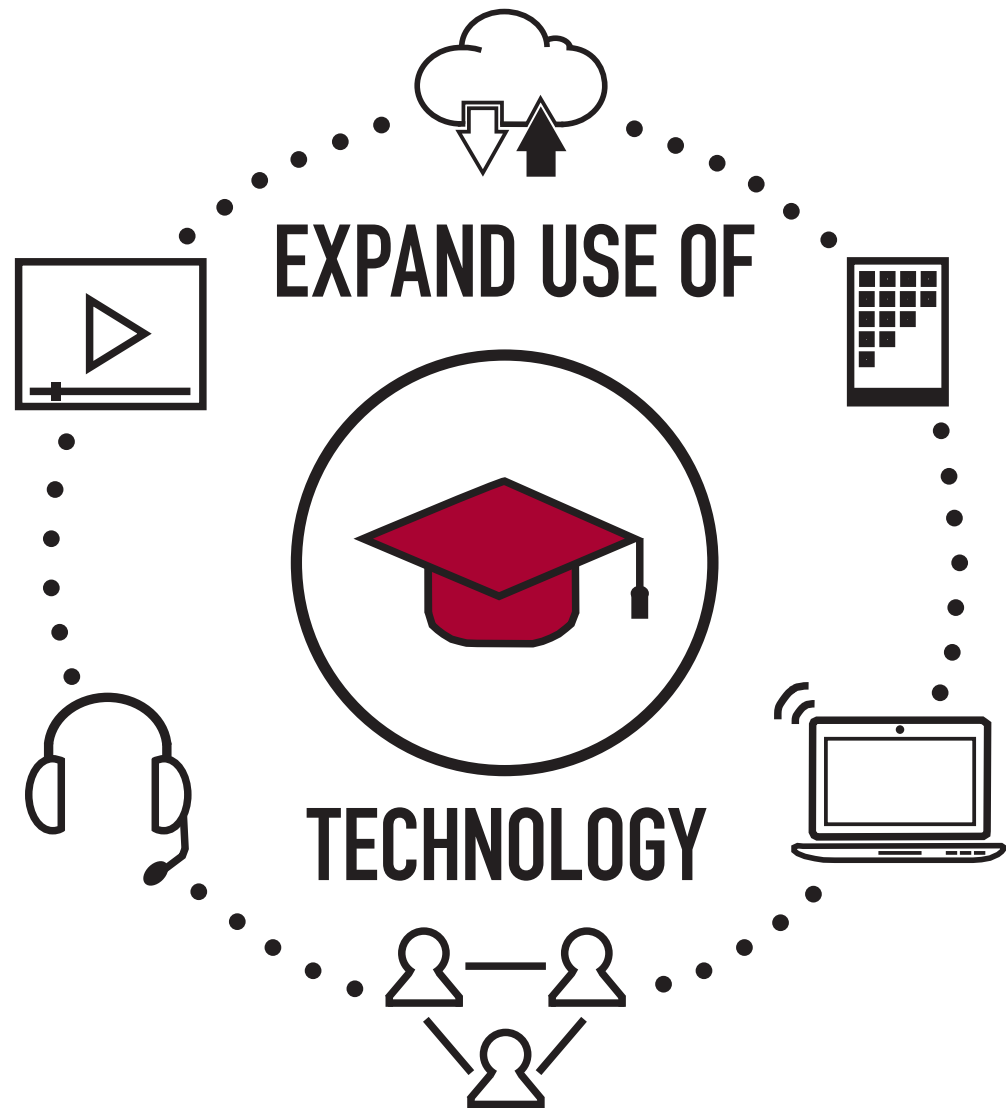
Student Access
- Reduce roadblocks in all student processes

Technology and Innovation
- Automate services for routine tasks to free up time for high-touch services

Institutional Capacity
- Plan for a pace of ongoing change
- Speed up response time by streaming all processes
- Go paperless across the campus

EXPAND USE OF
TECHNOLOGY

CHAFFEY GOALS

CHAFFEY GOALS

CHAPTER 5
CHAFFEY GOALS

CHAFFEY GOALS

Chaffey Goal on Equity and Success

Chaffey Goal on Learning and Completion

Chaffey Goal on Community Opportunities and Needs

Chaffey Goal on Technology

Chaffey Goal on Efficiency

Chaffey Goal on Agility

Chaffey Goal on Professional Learning

BENCHMARKS-VISION FOR SUCCESS

CROSSWALK

Chaffey Goals

Challenges & Opportunities

Student Equity Plan

Quality Focus Essay

The previous three chapters present trends and data most relevant to the College's long-term planning, the purpose of which is to answer questions such as these:

- How is the College performing relative to its mission?
- What are the College's current strengths and areas in need of improvement?
- What are the challenges and opportunities that the College must be prepared to address in the coming decade?
- What aspirations will guide the College's responses to these challenges and opportunities?

These quantitative and qualitative data were consolidated to identify the challenges and opportunities described in the previous chapter:

- Serve More Students
- Address Students' Diverse Needs
- Prepare Students for Higher Paying Jobs
- Increase Student Completion
- Decrease Time to Completion
- Eliminate Achievement Gaps
- Expand Technology

CHAFFEY
GOALS

These data-informed challenges and opportunities summarize the issues that the College was facing or anticipated facing in the coming decade and served as foundation for the development of Chaffey Goals that will be used by the College to guide short-term planning and decision-making in the coming decade.

The Chaffey Goals for 2020-30 are:

Chaffey Goal on Equity and Success
Chaffey College will be an equity-driven college that fosters success for all students.

Chaffey Goal on Learning and Completion
Chaffey College will ensure learning and timely completion of students' educational goals.

Chaffey Goal on Community Opportunities and Needs
Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.

Chaffey Goal on Technology
Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.

Chaffey Goal on Efficiency
Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
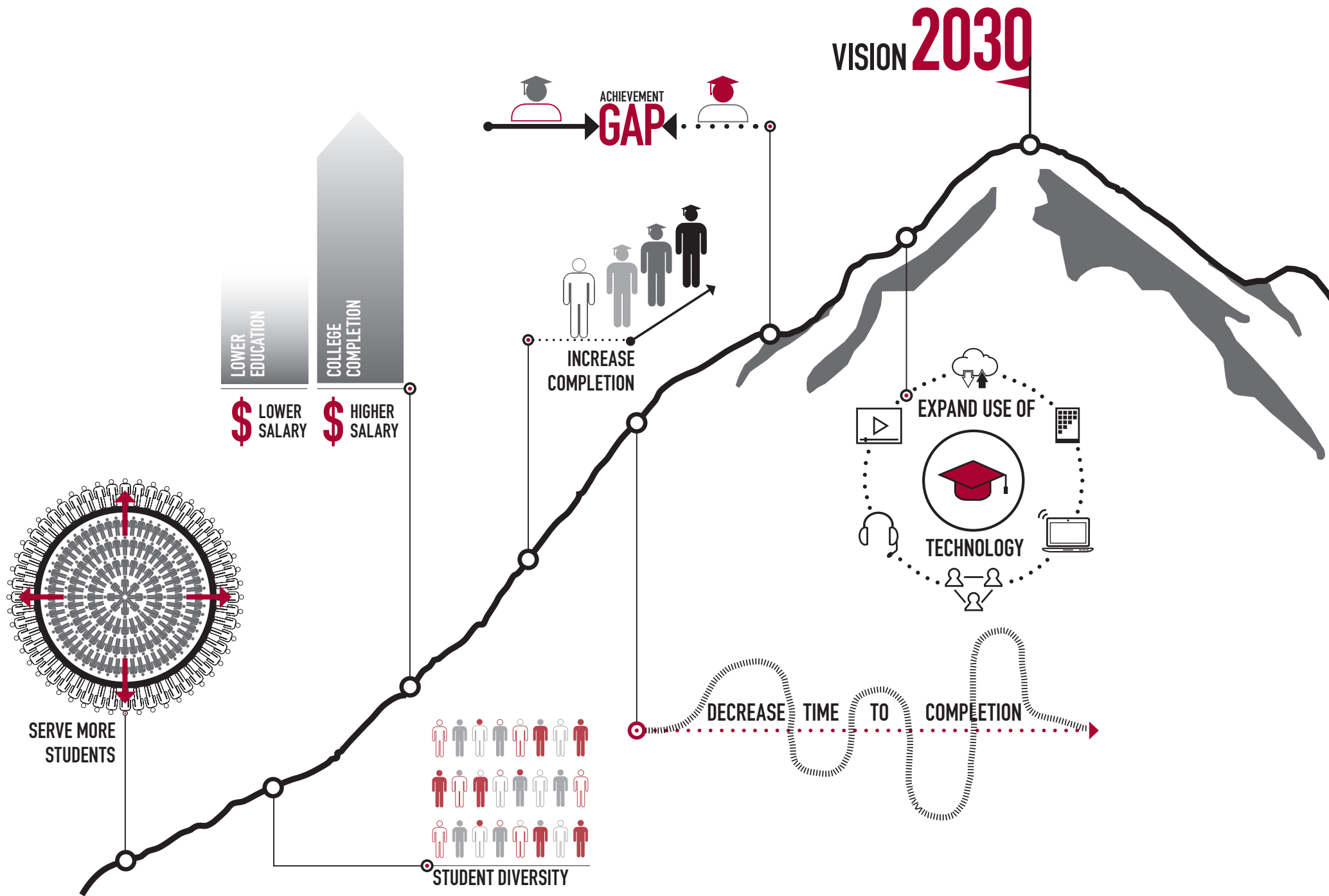
Chaffey Goal on Agility
Chaffey College will responsively adapt to changes in students' academic and career needs.

Chaffey Goal on Professional Learning
Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

Chaffey Goals 2020-30 reflect and are linked to other planning elements, such as the Challenges and Opportunities identified in this document, the Student Equity Plan 2019-22, and the 2016 Quality Focus Essay. Refer to a crosswalk of these planning elements at the end of this chapter.

VISION 2030

ACHIEVEMENT GAP

LOWER EDUCATION

COLLEGE COMPLETION

$ LOWER SALARY

$ HIGHER SALARY

INCREASE COMPLETION

EXPAND USE OF

TECHNOLOGY

SERVE MORE STUDENTS

DECREASE TIME TO COMPLETION

STUDENT DIVERSITY

CHAFFEY
GOALS

Chaffey Goal on Equity and Success

Chaffey College will be an equity-driven college that fosters success for all students.

The College's students are diverse in numerous factors that impact collegiate success, such as age, race/ethnicity, family financial status and educational attainment, language, and distinctive life experiences. Students enter the College with a complex mix of needs that defy straightforward classifications. And the mix of diversities that students, faculty, and staff bring to the College is likely to increase. For example, in 2016-17, 44.3 percent of the College's students were the first in their families to attend college and approximately 48 percent reported that they primarily speak a language other than English at home.

An equity-driven college is one that creates a welcoming environment for diversity in its students, faculty, and staff and follows up on that welcome by establishing policies and programs that provide the support needed for that diverse community of students, faculty, and staff to succeed. To better serve its communities in the next decade the College will maintain and expand higher education options tailored to a wide range of ages, racial/ethnic groups, backgrounds, and special populations.

A number of small-scale programs have proven to be successful in supporting student achievement, such as

EOPS and support services for Dual Enrolled students. A common thread among these programs is that they provide individualized attention in a teaching/learning environment that integrates instruction and student services. To advance toward equitably serving all students, the College faculty and staff are continuing to amplify the necessary paradigm shift away from the traditional approaches of providing support services, shifting from a "we're waiting for you to come to us" approach to proactive approaches that bring services and information into instruction, such as embedding counseling and/or tutoring with course content and delivery. With proactive methods, professionals anticipate, look for, and ameliorate issues, concerns, or roadblocks that could be a barrier to student success rather than waiting for problems to occur. These approaches include frequent personal contacts with students to ensure that they have the support needed to stay on their educational path. They also rely on intentionally designed programming that represents a network of support throughout the campus that can be scaled to all but experienced individually by each student.

Transformation to an equity-driven College relies on infusing an equity focus across the campus, such as through professional learning activities on equity and diversity; changes in hiring practices; and implementing new programs that provide support in a case management model, such as Success Teams.

Achieving this Chaffey Goal requires broad College-wide initiatives, such as Guided Pathways as well as department-specific initiatives. The effectiveness of the College's plans to develop, support, and maintain programs and services that equitably serve students' educational needs will be measured in the assessment of the College's Strategic Plan and reports of the College's progress on the *Vision for Success* benchmarks.

Examples from EMP Focus Group Conversations

"Embed lessons on cultural competencies in the curriculum"

"Expand tutoring opportunities for courses offered via distance education"

"Include experience and training in teaching students of color in hiring qualifications"

Chaffey Goal on Learning and Completion

Chaffey College will ensure learning and timely completion of students' educational goals.

The College's aspiration to increase student completion of degrees, certificates, and transfer requirements was a primary feature in the Strategic Plan 2015-18, sparked by disappointing completion rates that had not improved in the past six years.

	Year of College Entry					
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Chaffey College	45.9%	43.1%	44.0%	43.6%	43.3%	43.0%
Statewide	49.2%	48.5%	47.5%	47.2%	48.0%	48.2%

This focus was also motivated by recent changes in the system for allocating funds to community colleges, called the Student Success Funding Formula. The Student Success Allocation component of this new formula allocates funds based on the number of students that earn degrees and certificates, complete key progress milestones, such as transfer-level mathematics and English within their first academic year and/or nine or more CTE units; and achieve key outcomes, including successfully transferring to four-year universities or attainment of regional living wage within one year of leaving community college.

Two primary strategies that the College will implement in the coming decade to promote student success and timely completion of their educational goals are Guided Pathways and experiential learning.

The key elements in the Guided Pathways Framework include the following:

- Offer programs that are fully mapped out and aligned with further education and career advancement while also providing structured or guided exploration for undecided students.
- Redesign and integrate basic skills/developmental education classes to accelerate students to college-level classes.
- Provide proactive academic and career advising from the start through completion and/or transfer with assigned points of contact at each stage.
- Structure onboarding processes to include placement based on multiple measures and co-requisite instruction that provides students with clear, actionable, and useable information.
- Align instructional support and co-curricular activities with classroom learning and career interests.
- Link student tracking systems to interventions and resources that help students stay on the pathway, persist, and progress.

Experiential teaching and learning methods have proven to increase student engagement, retention, and success by creating a level playing field for students in which each student learns from a similar set of experiences regardless of their socio-economic status, prior academic experiences, and learning styles. With experiential learning, students use course content to solve problems or analyze results in real world settings. These lessons often require the types of collaboration and teamwork that mimic workplace requirements.

The College's efforts to increase students' timely completion of degrees, certificates, and transfer requirements will impact all metrics of student success documented in the annual assessment of the College's Strategic Plan and reports of the College's progress on the *Vision for Success* benchmarks.

Examples from EMP Focus Group Conversations

"Expand offerings in fast-track blocks of 4-week and 6-week schedules"

"Create shared spaces and equipment to stimulate collaboration and cross-discipline skills and to provide opportunities for experiential learning"

"Implement changes in curriculum and placement processes as needed to comply with Assembly Bill 705"

Chaffey Goal on Community Opportunities and Needs

Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.

The College is the nexus of the mutually beneficial relationship between its students and its communities. The communities inform the College about their ever-evolving personnel and workforce needs and, in turn, the College relies on its communities to provide educational opportunities, such as internships and apprenticeships, to fully prepare students to join the local workforce.

Local business and industry benefit from this partnership by access to a pool of competitive, key talent as well as by access to ongoing professional development for incumbent workers. The students benefit from this College-Community partnership through opportunities for on-the-job experiences that allow them to realistically explore career options.

The College's role as an effective catalyst of these beneficial partnerships requires at least three institutional commitments:

- To local business and industry, the College will provide career education and workforce training programs that are nimble, relevant, and comprehensive,
- To students, the College will provide clear pathways from college entry to career entry and help students stay on the path through ongoing career development/exploration and mentoring, and
- To the internal campus community, the College will align programs with resource allocation including facilities, technological, and human resources planning.

To develop greater workforce opportunities in higher wage jobs, the College currently plans to expand Workforce Training Institute programs and for-credit career education programs in high-demand industries, such as:

- Agriculture
- Allied Healthcare
- Biotechnology & Life Sciences
- Clean/Green Technology
- Construction
- Goods Movement & Transportation Logistics
- Information Technology Services
- Manufacturing
- Multimedia/Entertainment

To serve the needs of working adults, the cohort that comprises 39 percent of its service area population, the College must consider how programs and services are marketed or branded. Since working adults are likely to change jobs multiple times in their lifetimes, descriptions of the College's programs and services may need to be expanded to include how postsecondary education

could be used to prepare residents for transitioning to a career that would garner higher salaries. Introducing topics of career options and addressing the earning potential of those careers choices are among the primary components in the Guided Pathways framework that the College will fully implement over the next decade.

Further study is needed to assess if the College is successfully tailoring schedules and modes of delivering instruction and student services to meet the needs of working adults. Are enough classes offered during the evenings and online? Do students in evening and online classes receive the types of support that will enable them to successfully complete the course?

The effectiveness of the College's plans to develop students' career skills that match local business and industry needs will be measured in the assessment of the College's Strategic Plan and reports of the College's progress on the *Vision for Success* benchmarks.

Examples from EMP Focus Group Conversations

" Adjust programs and schedules to accommodate an increase in students who are working adults in need of retraining in emerging fields"

" Expand offerings of pre-nursing requirements to all College sites"

" Develop curriculum and certificates to prepare students for technology they will encounter in the workplace"

Chaffey Goal on Technology

Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.

The College's aspirations for the coming decade include greater reliance on technology to deliver instruction and student services as well as to improve operational efficiency. The following describes the benefits of increased use of technology in each area:

- Instruction: Delivering instruction online gives students the flexibility to adapt their course work to their schedules and learning styles. By removing the requirement to be on campus on a particular day and at a particular time, students may successfully manage coursework while also fulfilling employment and family responsibilities. Online instruction also allows students to match the acquisition of information to their learning styles because they can set their own pace of when, where, and how to study, often with unlimited opportunities to review the material.
- Student Services: Students receive similar benefits when support services are available online. Anytime/anywhere student support services remove the barriers that may be created by limited office hours and faculty or staff schedules. When technology is used to reduce or eliminate staff time for routine tasks, there is additional time for high-touch support

services that have proven to enhance student success.
- Operations: Current operational processes are often cumbersome, requiring delays as paperwork is processed and routed from office to office. The replacement of these processes with technological tools may streamline processes and reduce or eliminate paper processes. This shift would increase the College's nimbleness and speed of response within the institution as well as between the College and external partners.

Using technology to expand the options for delivering instruction and student services as well as for increasing institutional capacity will impact all metrics of student success documented in the annual assessment of the College's Strategic Plan and reports of the College's progress on the *Vision for Success* benchmarks.

Examples from EMP Focus Group Conversations

"Increase student access to online and virtual reality options for delivery instruction"

"Use technology to provide opportunities for study groups and tutoring"

"Develop technological solutions to providing on-demand services"

Chaffey Goal on Efficiency

Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.

In the coming decade, the College will be challenged to serve a greater number of students. Several factors forecast an increase in student demand, such as projections for an increase in the service area population, the College's strong academic reputation, and the robust local economy.

Given that state apportionment fluctuates in sync with numerous external economic factors, there is no guarantee that the levels of state apportionment will match this increased level of student demand. The College, therefore, must develop plans to serve more students with current funding.

During the EMP Focus Group Conversations, faculty, staff, and administrators spoke about the need to increase the College's capacity to serve students and offered College-wide solutions, such as making internal processes more efficient, cross-train front-line staff, and prioritize support for areas of the College most likely to serve a greater number of students.

Sustainability is also a key feature of the College's Quality Focus Essay as part of the last Accreditation Self-Study. Sustainability is often considered a term dedicated to more efficient use of environmental resources. However, in the College's context, maximizing efficiencies in scheduling, processes, facilities, and support strategies create economies of scale that increase student access to the College without significant increases in the overall general fund.

The College's success in increasing institutional efficiency will be reflected in all metrics of student success documented in the annual assessment of the College's Strategic Plan and reports of the College's progress on the *Vision for Success* benchmarks.

Examples from EMP Focus Group Conversations

" Track trends to ensure the appropriate

balance of course offerings"

"Integrate support services

provided by the Student Success Center, Library, and

Counseling with instruction"

" Develop strategies to address students' desire for

quick, easy, and immediate
access to courses"

Chaffey Goal on Agility

Chaffey College will responsively adapt to changes in students' academic and career needs.

The College's faculty, staff, and administrators are keenly aware that they must continue to greet change with agility and flexibility. As the factors, such as the economy and labor markets, that impact students' daily lives and aspirations change in the next decade, their educational goals will change. New state initiatives and methods for delivering instruction and student services will be introduced. And the College must quickly adapt to changes in order to continue its track record of successfully facilitating student success. The College's processes, curriculum, organizational structure, and facilities will change in the coming decade.

The need for flexibility is a familiar theme because the pace of change in California community colleges has been brisk over the past four years. For example, colleges have been asked to establish California Promise programs, Veterans Centers, and specialized support for students who are foster youth, and for those who are currently or formerly incarcerated. Past initiatives that sparked the development of now-familiar programs, such as matriculation and the basic skills initiative, have already been restructured or combined with other initiatives. Best practices that were formerly voluntary for students are now required, such as orientation. Established processes have been superseded by statewide mandates, such as setting registration priorities based on completion of student orientation and using multiple measures instead of examinations to place students in English and Mathematics courses. College faculty, staff, and administrators have been challenged to demonstrate flexibility and shift their routines to accommodate such changes in regulations and new state initiatives.

The sources of change are also demographic. In the next decade, the College's student population is likely to increase in size and, on average, to be relatively young. The College's unduplicated student headcount in 2016-17 increased 23.5 percent compared to 2012-13 and the projection is that the population in the communities surrounding the College will be home to approximately 260,000 additional residents by 2040, a 31.6 percent increase compared to the 2016 population. Approximately one-third of that population will be of traditional college-going ages.

The College's success in making timely and effective institutional adjustments will be reflected in all metrics of student success documented in the annual assessment of the College's Strategic Plan and reports of the College's progress on the *Vision for Success* benchmarks.

Examples from EMP Focus Group Conversations

" Increase student access to courses by implementing various models of hybrid instructional delivery"

" Use the technology that is currently popular with students for teaching/learning activities"

" Tailor class schedules to align with schedules of working adults, such as offering courses during the evening and weekends"

Chaffey Goal on Professional Learning

Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

Robust professional learning is a cultural standard for the College and will continue to be a central component as the College prepares for the challenges of the next decade.

Successful teaching and learning in higher education requires ongoing professional learning as pedagogical best practices are added or revised based on research demonstrating their effectiveness in improving student success. Similarly, requirements for degrees and certificates shift to meet the levels of knowledge and skill that transfer institutions and future employers deem necessary. Professional learning is required to keep pace with these changes.

The College has a strong commitment to offering professional learning opportunities to faculty, staff, and administrators. For example, the Faculty Success Center presents a comprehensive professional development program including instructional support through online workshops and on-campus seminars. The Professional Development Committee offers various types of training annually through flex activities. Classified staff access professional learning through flex activities as well as training provided by the Classified Success Network. For full-time faculty, New Faculty Orientation is provided in weekly meetings during the fall semester that covers a wide range of topics, such as the history of the college, strategies for effective student engagement, culturally responsive teaching, basic skills reformation, and participatory governance. An online New Faculty Orientation is provided for adjunct faculty. Program-specific professional development opportunities are also provided, such as training on creating a sense of belonging, game-based learning models, student motivation, and metacognition strategies.

During the EMP Focus Group Conversations, a number of Schools/Division linked the implementation of programmatic innovations to the need for specific types of professional development. Professional development opportunities that focus on students' successful completion of degrees and certificates, and students' acquisition of the skills desired/required by employers are essential for the College to successfully achieve its goals.

The effectiveness of the professional learning that the College provides will impact all metrics of student success measured during the annual assessment of the College's Strategic Plan and reports of the College's progress on the *Vision for Success* benchmarks.

Examples from EMP Focus Group Conversations

" Increase faculty access to and training on technology that monitors students' effort and progress in courses"

" Offer professional development to keep faculty up-to-date on technological devices that students either currently use or are likely to encounter in the workplace"

" Collaborate with IT to design technology-rich classrooms that promote faculty/student interactions"

BENCHMARKS
VISION FOR SUCCESS

Metrics for Student Success

In addition to the Chaffey Goals, College Planning Council also developed local progress benchmarks. These benchmarks were required by the Chancellor's Office in 2018 as part of the implementation of the Student-Centered Funding Formula and provide a way for the College to mark the progress being made in several key indicators that also connect with the more broadly stated Chaffey Goals.

The College's efforts to achieve these long-term goals will have an impact on all metrics of student success. This impact will be documented in the annual assessment of the College's Strategic Plan as well as in the reports of the College's progress on the *Vision for Success* benchmarks.

Completion
- Chaffey College will increase the total number of completed associate degrees from 1,889 in 2016-17 to 3,778 in 2021-22, an increase of 100%.
- Chaffey College will increase the total number of completed CCCCO-approved certificates from 1,066 in 2016-17 to 2,132 in 2021-22, an increase of 100%.

Transfer
- Chaffey College will increase the total number of completed ADT degrees from 678 in 2016-17 to 915 in 2021-22, an increase of 35%.
- Chaffey College will increase the total number of UC/CSU transfers from 1,037 in 2015-16 to 1,400 in 2021-22, an increase of 35%.

Unit Accumulation
- Chaffey College will decrease the average units earned per completed associate degree from 89 in 2016-17 to 79 in 2021-22, a decrease of -11.1%.

Workforce
- Chaffey College will increase the percentage of exiting CTE students who report being employed in their field of study from 68% in 2014-15 to 80% in 2021-22, an increase of 17.6%.

Equity
- Chaffey College will increase the percent of first-generation students who earn an Associate Degree from 648 from 2016-2017 to 1,028, an increase of 59%.
- Chaffey College will increase the percent of African American students who earn an Associate Degree for Transfer (ADT) from 38 in 2016-2017 to 185, an increase in 387%.
- Chaffey College will increase the percent of first-generation students who transferred to a CSU or UC from 273 in 2016-2017 to 604 in 2021-2022, an increase of 121%.

CROSSWALK

Chaffey Goals, Challenges and Opportunities, Student Equity Plan, and Quality Focus Essay

Chaffey Goals 2020-30	Challenges and Opportunities	Student Equity Plan 2019-22	2016 Quality Focus Essay
Equity & Success **Chaffey College will be an equity-driven college that fosters success for all students.**	• Serve More Students • Address Students' Diverse Needs • Prepare Students for Higher Paying Jobs • Increase Student Completion • Decrease Time to Completion • Eliminate Achievement Gaps • Expand Technology	All activities in the *Student Equity Plan 2019-22*	QFE Goal 3- Equity: Create new supports and interventions to close the achievement gap for all disproportionally affected groups (students, staff, faculty, and administrators).
Learning & Completion **Chaffey College will ensure learning and timely completion of students' educational goals**	• Serve More Students • Address Students' Diverse Needs • Increase Student Completion • Decrease Time to Completion • Eliminate Achievement Gaps • Expand Technology	All activities in the *Student Equity Plan 2019-22*	QFE Goal 2- Efficiency: Maximize the College's innovative student success initiatives by coordinating physical, fiscal, and student resources in order to optimize institutional capacity.
Community Opportunities & Needs **Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.**	• Serve More Students • Address Students' Diverse Needs • Prepare Students for Higher Paying Jobs • Increase Student Completion • Decrease Time to Completion • Eliminate Achievement Gaps • Expand Technology	All activities in the *Student Equity Plan 2019-22*	QFE Goal 3- Equity: Create new supports and interventions to close the achievement gap for all disproportionally affected groups (students, staff, faculty, and administrators).

Chaffey Goals 2020-30	Challenges and Opportunities	Student Equity Plan 2019-22	2016 Quality Focus Essay
Technology **Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.**	• Serve More Students • Address Students' Diverse Needs • Prepare Students for Higher Paying Jobs • Increase Student Completion • Decrease Time to Completion • Eliminate Achievement Gaps • Expand Technology	All activities in the *Student Equity Plan 2019-22*	QFE Goal 3- Equity: Create new supports and interventions to close the achievement gap for all disproportionally affected groups (students, staff, faculty, and administrators).
Efficiency **Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.**	• Serve More Students • Address Students' Diverse Needs • Increase Student Completion • Decrease Time to Completion • Eliminate Achievement Gaps • Expand Technology	All activities in the *Student Equity Plan 2019-22*	QFE Goal 2- Efficiency: Maximize the College's innovative student success initiatives by coordinating physical, fiscal, and student resources in order to optimize institutional capacity.
Agility **Chaffey College will responsively adapt to changes in students' academic and career needs.**	• Serve More Students • Increase Student Completion • Decrease Time to Completion • Eliminate Achievement Gaps	All activities in the *Student Equity Plan 2019-22*	QFE Goal 1- Communication: Develop a strategic communication management approach that engages students, faculty, staff, and administrators in a more cohesive College community.
Professional Learning **Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.**	• Serve More Students • Address Students' Diverse Needs • Prepare Students for Higher Paying Jobs • Increase Student Completion • Decrease Time to Completion • Eliminate Achievement Gaps • Expand technology	Activity 2. Enhance professional development opportunities for faculty and staff Activity 3. Expand equity-mindedness within Instructional Support Activity 4. Enhance faculty advising visibility and connectivity to disproportionately impacted populations	QFE Goal 1- Communication: Develop a strategic communication management approach that engages students, faculty, staff, and administrators in a more cohesive College community. QFE Goal 2- Efficiency: Maximize the College's innovative student success initiatives by coordinating physical, fiscal, and student resources in order to optimize institutional capacity.

LINKAGES

LINKAGES

CHAPTER 6
LINKAGES TO FACILITIES PLANNING

LINKAGES:
EDUCATIONAL AND FACILITIES PLANNING

Through the development of *VISION 2030: Chaffey College Educational Master Plan*, the College assessed its external and internal environment in order to identify challenges and opportunities that the College is currently facing or anticipates facing in the coming decade. Chaffey Goals are long-term institutional goals that articulate the College's intentions and aspirations in response to these challenges and opportunities.

The development of Chaffey Goals is central in the College's cycle of integrated planning because these goals inform the College's long-term Facilities Master Plan as well as short-term planning processes, such as program review and strategic planning.

The purpose of the College's long-term facilities master plan is to establish current and future space needs, identify the building/facilities required, establish building/facilities priorities, and formulate project costs. For these details, refer to the College's current facilities master plan, *VISION 2025: Facilities Master Plan Addendum May 2018.*

These two long-term plans *VISION 2030: Chaffey College Educational Master Plan* and *VISION 2025: Chaffey College Facilities Master Plan Addendum May 2018* demonstrate the College's commitment to thinking strategically by making data-informed decisions about the facilities that each Campus needs to maximize student success.

The linkages between the College's educational planning and facilities planning were demonstrated by aligning the College's Institutional Goals presented in the 2015-18 Strategic Plan with the Implications for Facilities presented in *VISION 2025: Facilities Master Plan Addendum May 2018*. As of fall 2019, Chaffey Goals presented in *VISION 2030: Chaffey College Educational Master Plan* replaced the Institutional Goals identified in the 2015-18 Strategic Plan. Therefore, the purpose of this chapter is to update these linkages between the College's educational planning and facilities planning by aligning the Chaffey Goals presented in *VISION 2030: Chaffey College Educational Master Plan* with the Implications for Facilities presented in *VISION 2025: Facilities Master Plan Addendum May 2018*.

The Implications for Facilities summarizes the College's strategies for improving its facilities in ways that support the Chaffey Goals and that best serve its students and communities. These Implications for Facilities shaped the specific site and facilities recommendations that are presented in *VISION 2025: Facilities Master Plan Addendum May 2018*.

This connection between the Chaffey Goals and the Implications for Facilities ensures that the College's future plans for the physical resources on each Campus are guided by priorities reflected in the Chaffey Goals and express the College's vision for its future.

CHAFFEY
GOALS AND IMPLICATIONS FOR FACILITIES

Chaffey Goal on Equity and Success

Chaffey College will be an equity-driven college that fosters success for all students.

Implications for Facilities

- Build space to house comparable services at all campuses
- Provide sufficiently sized and strategically distributed space for supplemental instruction and success centers
- Provide sufficiently sized and strategically distributed space for students to receive counseling, advising, career counseling, and wrap-around support services through interaction with faculty, staff, and their peers
- Provide flexible, sufficiently sized, and welcoming spaces for programs that engage students in college life through a variety of activities and support services
- Build or renovate facilities and outdoor areas to be equally accessible, usable, and welcoming to students of diverse abilities, ages, genders, and cultural backgrounds
- Build flexible, safe, and welcoming space for student services programs that serve traditionally underrepresented student populations
- Provide sufficiently sized and strategically distributed meeting and active collaboration space throughout the campuses

Chaffey Goal on Learning and Completion

Chaffey College will ensure learning and timely completion of students' educational goals.

Implications for Facilities

- Provide information centers at each campus
- Build space to house comparable services at all campuses
- Provide sufficiently sized and strategically distributed space for supplemental instruction and success centers
- Provide flexible, sufficiently sized, and welcoming indoor and outdoor spaces for programs that engage students in college life through a variety of activities and support services
- Provide library space for both quiet study and active collaboration
- Provide well-furnished indoor and outdoor informal gathering and collaboration space for students, including sufficiently sized recreation space and dining space
- Provide sufficiently sized and strategically distributed space for wrap-around intrusive support services for foundational skills students
- Build flexible, safe, and welcoming space for student services programs that serve traditionally underrepresented student populations
- Build or renovate facilities and outdoor areas to be equally accessible, usable, and welcoming to students of diverse abilities, ages, genders, and cultural backgrounds

Chaffey Goal on Community Opportunities and Needs

Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.

Implications for Facilities

- Create welcoming, accessible, and aesthetically harmonious campuses--each with their own character and identity—through the design of buildings, landscaped areas, wayfinding signage, and branding
- Build space to house comparable services at all campuses
- Explore potential sites for facilities that house dual enrollment programs, such as early college or middle college high schools
- Establish a permanent campus in Ontario
- Establish an alternative campus site or sites to serve areas of the District where the greatest increase in the numbers of potential students are projected
- Expand the Fontana Campuses and build a presence along Sierra Avenue
- Explore alternative campus sites to develop and support the District's workforce

Chaffey Goal on Technology

Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.

Implications for Facilities

- Build and renovate facilities and outdoor areas that are designed to support the systems and strategies recommended in the Technology Plan for instruction and student services
- Improve and expand utilities infrastructure systems to keep pace with the expansion of technological systems on each campus

Chaffey Goal on Efficiency

Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.

Implications for Facilities

- Provide sufficiently sized and strategically distributed space for students to receive counseling, advising, career counseling, and wrap-around support services through interaction with faculty, staff, and their peers
- Improve and expand utilities infrastructure systems to keep pace with the growth of facilities
- Build and renovate facilities and outdoor areas that are designed to facilitate the implementation of safety and security systems and measures
- Improve and expand utilities infrastructure systems to keep pace with the expansion of security systems on each campus
- Provide textbook storage and distribution facilities
- Provide support facilities, such as storage facilities, maintenance facilities, and passenger loading zones, for expanded transportation modes
- Build, renovate, and replace facilities as needed to right-size the space inventories
- Use land more efficiently by replacing single-story buildings with multi-story buildings
- Provide modern maintenance and operations facilities that are sufficiently sized to support the District's growth and the efficient and sustainable planning and management of its campuses and facilities
- Provide modern police facilities that are sufficiently sized to support safety and security

Chaffey Goal on Agility

Chaffey College will responsively adapt to changes in students' academic and career needs.

Implications for Facilities

- Optimize classroom utilization by aligning the classroom inventory with class sizes and pedagogical needs with regard to flexibility, configuration, furnishings, and instructional technologies
- Build facilities, utilities infrastructure, and site improvements that would enable the College to implement its strategies for environmental sustainability and climate action
- Provide flexible, sufficiently-sized, and welcoming spaces for programs that engage students in college life through a variety of activities and support services

Chaffey Goal on Professional Learning

Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

Implications for Facilities

- Provide sufficiently sized, well equipped, and welcoming space for professional development resources, training, meeting, and collaboration
- Build centrally located and accessible Faculty Success Centers
- Build large meeting spaces
- Design and build informal collaboration space for collaboration
- Maximize collaboration space in outdoor venues

EDUCATIONAL
AND FACILITIES PLANNING CROSSWALK

In *VISION 2025: Facilities Master Plan* Addendum May 2018, the linkages between the College's educational planning and facilities planning were demonstrated by aligning the College's Institutional Goals presented in 2015-18 Strategic Plan with the Implications for Facilities presented. However, as of fall 2019, Chaffey Goals presented in *VISION 2030: Chaffey College Educational Master Plan* replaced the Institutional Goals identified in the 2015-18 Strategic Plan.

Therefore, the purpose of this chapter is to update these linkages between educational planning and facilities planning by aligning the Chaffey Goals presented in *VISION 2030: Chaffey College Educational Master Plan* with the corresponding Implications for Facilities presented in *VISION 2025: Facilities Master Plan Addendum May 2018*.

VISION 2030 Chaffey Goals	Implications for Facilities	Linked to 2015-18 Institutional Goal in VISION 2025: Facilities Master Plan Addendum May 2018
Chaffey Goal on Equity and Success **Chaffey College will be an equity-driven college that fosters success for all students.**	/ Build space to house comparable services at all campuses	*2015-18 Institutional Goal 1: Chaffey College will provide quality learning experiences that promote holistic student development and support success and completion in a timely manner.*
	/ Provide sufficiently sized and strategically distributed space for students to receive counseling, advising, career counseling, and wrap-around support services through interaction with faculty, staff, and their peers	
	/ Provide sufficiently sized and strategically distributed space for supplemental instruction and success centers	*2015-18 Institutional Goal 1: Chaffey College will provide quality learning experiences that promote holistic student development and support success and completion in a timely manner.* *2015-18 Institutional Goal 2: Chaffey College will create, maintain, and support innovative and effective learning environments that engage students toward success and completion.*
	/ Build or renovate facilities and outdoor areas to be equally accessible, usable, and welcoming to students of diverse abilities, ages, genders, and cultural backgrounds	
	/ Build flexible, safe, and welcoming space for student services programs that serve traditionally underrepresented student populations	
	/ Provide flexible, sufficiently sized, and welcoming spaces for programs that engage students in college life through a variety of activities and support services	*2015-18 Institutional Goal 1: Chaffey College will provide quality learning experiences that promote holistic student development and support success and completion in a timely manner.* *2015-18 Institutional Goal 5: Chaffey College will decrease the achievement gap.*
	/ Provide sufficiently sized and strategically distributed meeting and active collaboration space throughout the campuses	*2015-18 Institutional Goal 3: Chaffey College will provide an effective organizational structure and workforce through strategic hiring practices in which all employees are given the encouragement and resources needed to achieve excellence.*

VISION 2030 Chaffey Goals	Implications for Facilities	Linked to 2015-18 Institutional Goal in VISION 2025: Facilities Master Plan Addendum May 2018
Chaffey Goal on Learning and Completion **Chaffey College will ensure learning and timely completion of students' educational goals.**	/ Provide sufficiently sized and strategically distributed space for supplemental instruction and success centers	*2015-18 Institutional Goal 1: Chaffey College will provide quality learning experiences that promote holistic student development and support success and completion in a timely manner.*
	/ Build space to house comparable services at all campuses	
	/ Provide flexible, sufficiently sized, and welcoming indoor and outdoor spaces for programs that engage students in college life through a variety of activities and support services	*2015-18 Institutional Goal 1: Chaffey College will provide quality learning experiences that promote holistic student development and support success and completion in a timely manner.* *2015-18 Institutional Goal 2: Chaffey College will create, maintain, and support innovative and effective learning environments that engage students toward success and completion.*
	/ Build flexible, safe, and welcoming space for student services programs that serve traditionally underrepresented student populations	*2015-18 Institutional Goal 1: Chaffey College will provide quality learning experiences that promote holistic student development and support success and completion in a timely manner.* *2015-18 Institutional Goal 5: Chaffey College will decrease the achievement gap.*
	/ Build or renovate facilities and outdoor areas to be equally accessible, usable, and welcoming to students of diverse abilities, ages, genders, and cultural backgrounds	
	/ Provide library space for both quiet study and active collaboration	*2015-18 Institutional Goal 2: Chaffey College will create, maintain, and support innovative and effective learning environments that engage students toward success and completion.*
	/ Provide well-furnished indoor and outdoor informal gathering and collaboration space for students, including sufficiently sized recreation space and dining space	
	/ Provide information centers at each campus	
	/ Provide sufficiently sized and strategically distributed space for wrap-around intrusive support services for foundational skills students	*2015-18 Institutional Goal 5: Chaffey College will decrease the achievement gap.*

VISION 2030 Chaffey Goals	Implications for Facilities	Linked to 2015-18 Institutional Goal in VISION 2025: Facilities Master Plan Addendum May 2018
Chaffey Goal on Community Opportunities and Needs **Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.**	/ Build space to house comparable services at all campuses	*2015-18 Institutional Goal 1: Chaffey College will provide quality learning experiences that promote holistic student development and support success and completion in a timely manner.*
	/ Create welcoming, accessible, and aesthetically harmonious campuses --each with their own character and identity —through the design of buildings, landscaped areas, wayfinding signage, and branding	*2015-18 Institutional Goal 2: Chaffey College will create, maintain, and support innovative and effective learning environments that engage students toward success and completion.*
	/ Explore potential sites for facilities that house dual enrollment programs, such as early college or middle college high schools	*2015-18 Institutional Goal 4: Chaffey College will support the needs of the communities through meaningful external relations, workforce development, outreach, partnerships, and linkages.*
	/ Establish a permanent campus in Ontario	
	/ Establish an alternative campus site or sites to serve areas of the District where the greatest increase in the numbers of potential students are projected	
	/ Expand the Fontana Campus and build a presence along Sierra Avenue	
	/ Establish alternative campus sites to develop and support the District's workforce	
Chaffey Goal on Technology **Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.**	/ Build and renovate facilities and outdoor areas that are designed to support the systems and strategies recommended in the Technology Plan for instruction and student services	*2015-18 Institutional Goal 2: Chaffey College will create, maintain, and support innovative and effective learning environments that engage students toward success and completion.*
	/ Improve and expand utilities infrastructure systems to keep pace with the expansion of technological systems on each campus	

VISION 2030 Chaffey Goals	Implications for Facilities	Linked to 2015-18 Institutional Goal in VISION 2025: Facilities Master Plan Addendum May 2018
Chaffey Goal on Efficiency **Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.**	/ Provide sufficiently sized and strategically distributed space for students to receive counseling, advising, career counseling, and wrap-around support services through interaction with faculty, staff, and their peers	*2015-18 Institutional Goal 1: Chaffey College will provide quality learning experiences that promote holistic student development and support success and completion in a timely manner.*
	/ Build, renovate, and replace facilities as needed to right-size the space inventories	*2015-18 Institutional Goal 2: Chaffey College will create, maintain, and support innovative and effective learning environments that engage students toward success and completion.*
	/ Improve and expand utilities infrastructure systems to keep pace with the growth of facilities	
	/ Build and renovate facilities and outdoor areas that are designed to facilitate the implementation of safety and security systems and measures	
	/ Improve and expand utilities infrastructure systems to keep pace with the expansion of security systems on each campus	
	/ Provide textbook storage and distribution facilities	*2015-18 Institutional Goal 6: Chaffey College will responsibly manage financial, physical, technological, and environmental resources through effective planning, decision-making, and implementation.*
	/ Provide support facilities, such as storage facilities, maintenance facilities, and passenger loading zones, for expanded transportation modes	
	/ Provide modern maintenance and operations facilities that are sufficiently sized to support the District's growth and the efficient and sustainable planning and management of its campuses and facilities	
	/ Provide modern police facilities that are sufficiently sized to support safety and security	
	/ Use land more efficiently by replacing single-story buildings with multi-story buildings	

VISION 2030 Chaffey Goals	Implications for Facilities	Linked to 2015-18 Institutional Goal in VISION 2025: Facilities Master Plan Addendum May 2018
Chaffey Goal on Agility **Chaffey College will responsively adapt to changes in students' academic and career needs.**	/ Provide flexible, sufficiently sized, and welcoming spaces for programs that engage students in college life through a variety of activities and support services	*2015-18 Institutional Goal 1: Chaffey College will provide quality learning experiences that promote holistic student development and support success and completion in a timely manner.* *2015-18 Institutional Goal 2: Chaffey College will create, maintain, and support innovative and effective learning environments that engage students toward success and completion.*
	/ Optimize classroom utilization by aligning the classroom inventory with class sizes and pedagogical needs with regard to flexibility, configuration, furnishings, and instructional technology	*2015-18 Institutional Goal 2: Chaffey College will create, maintain, and support innovative and effective learning environments that engage students toward success and completion.*
	/ Build facilities, utilities infrastructure, and site improvements that would enable the College to implement its strategies for environmental sustainability and climate action	*2015-18 Institutional Goal 6: Chaffey College will responsibly manage financial, physical, technological, and environmental resources through effective planning, decision-making, and implementation.*
Chaffey Goal on Professional Learning **Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.**	/ Provide sufficiently sized, well equipped, and welcoming space for professional development resources, training, meeting, and collaboration	*2015-18 Institutional Goal 3: Chaffey College will provide an effective organizational structure and workforce through strategic hiring practices in which all employees are given the encouragement and resources needed to achieve excellence.*
	/ Build centrally located and accessible Faculty Success Centers	
	/ Build large meeting spaces	*2015-18 Institutional Goal 2: Chaffey College will create, maintain, and support innovative and effective learning environments that engage students toward success and completion.*

Chaffey College