

## ACADEMIC SENATE MINUTES

### SEPTEMBER 16, 2025

Elizabeth “Liz” Encarnacion	President	2025-2027	Y
Terezita Reyes Overduin	Vice-President	2025-2026	Y
Laura Santamaria Brady	Secretary/Treasurer	2025-2026	Y
Angela Burk – Herrick	Curriculum Chair	2025-2027	Y
Laura Santamaria Brady	Arts, Communication & Design A	2024-2026	Y
Henry Leonor	Arts, Communication & Design A	2025-2027	Y
Vacant	Arts, Communication & Design B	2025-2026	
Nicole Farrand	Arts, Communication & Design B	2025-2027	Y
Myra Andrade	Academic & Career Counseling	2024-2026	N
Wendy Whitney	Academic & Career Counseling	2025-2027	Y
Joseph Lee	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2024-2026	Y
Jonathan Polidano	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	Y
Hannah Carter	Chino Campus	2024-2026	Y
Manar Hijaz	Chino Campus	2025-2027	Y
Sean Connelly	Fontana Campus	2024-2026	Y
Anthony Guaracha	Fontana Campus	2025-2027	Y
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2026	
Jayne Clark Frize	Health & Wellness - Health Sciences	2024-2026	Y
Vacant	Health & Wellness - Health Sciences	2025-2027	
Rob Hadaway	Health & Wellness - Kinesiology, Nutrition & Athletics	2024-2026	Y
Candice Hines-Tinsley	Health & Wellness - Kinesiology, Nutrition & Athletics	2025-2027	N
Terezita Reyes Overduin	Instructional Support	2024-2026	Y
Christina Holdiness	Instructional Support	2025-2027	Y
Melanie Bratcher	Public Service, Culture, & Society	2025-2026	Y
Patricia Gomez	Public Service, Culture, & Society	2025-2027	Y
Justin Keller	Science, Technology, Engineering & Mathematics	2025-2026	Y
Louisa Villeneuve	Science, Technology, Engineering & Mathematics	2025-2027	Y
Tamari Jenkins	Senator-At-Large	2023-2026	N
Sarah Chamberlain	Senator-At-Large	2024-2027	N
Jin Liu	Senator-At-Large	2025-2028	Y
Carolyn Ward	Adjunct Senator-At-Large	2025-2026	Y
Etka Kandhway	Adjunct Senator-At-Large	2025-2027	Y
<b>Alternates</b>			
Stephen Shelton	Arts, Communication & Design A	2024-2026	Y
Vacant	Arts, Communication & Design B	2025-2027	
Melissa Johannsen	Academic & Career Counseling	2024-2026	N
Fabiola Espitia	Academic & Career Counseling	2025-2027	N
Jay Scott	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	N
Vacant	Chino Campus	2025-2027	
Vacant	Fontana Campus	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2026	
Lisa Doget	Health & Wellness - Health Sciences	2025-2027	N
Annette Henry	Kinesiology, Nutrition, & Athletics	2025-2027	N
Rose Ann Osmanian	Instructional Support	2025-2027	Y
Vacant	Public Service, Culture, & Society	2025-2026	
Vacant	Science, Technology, Engineering & Mathematics	2025-2027	
Vacant	Adjunct Alternate Senator	2025-2027	
Sarah Schmidt	Classified Senate Liaison	2025-2027	Y
Alilah Mora De Jesus	Chaffey College Student Government	2025-2027	N
Nolan Krueger	Chaffey College Student Government	2025-2027	Y

**Guests:**

Amanda Admire, Research & Data Solutions Analyst, Institutional Research  
Sharon Alton, English, ACD  
Matthew Caddell, CCSG President/Student Trustee  
Michael McClellan, Associate Superintendent, Instruction and Institutional Effectiveness  
Lissa Napoli, Administrative Assistant, Academic Senate  
Amy Nevarez, Dean, Fontana Campus  
Jacob Peck, Director, Disability Programs and Services  
David Rentz, President, Chaffey College Faculty Association  
Albert Rodriguez, Executive Director, Student Life, Equity and Engagement  
Alisha Rosas, Associate Superintendent, Student Services and Strategic Communication  
Yubel Svensson, Coordinator, Student Life, Equity and Student Engagement

**1. PERSONAL EXPRESSION (12:30 P.M.)****2. CALL TO ORDER (12:35 P.M.) 12:41 P.M.****2.1 Land Acknowledgement**

*With respect and honor for the lands where Chaffey College resides and the leaders who came before us, we would like to take a moment to acknowledge the Gabrieleño-Tongva (GABRIEL-EN-YO TONG-VAH) Peoples, the original stewards of these sacred and unceded homelands. The Tongva people's history, language(s), cultural traditions, and legacy continue to shape this region and we recognize their continuing presence in their homelands.*

*- Read by Elizabeth Encarnacion, Academic Senate President*

**2.2 Attendee Identification** (Chino and Fontana Senators, cameras must be on and turn off all virtual backgrounds.)**3. PUBLIC COMMENT** (Reserved for Guests only and limited to two minutes.)

- Michael McClellan discussed the Charlie Kirk event taking place on Wednesday afternoon. This event is not a Chaffey event and will be held in the designated free speech zone.
- Senator Gomez read a public comment on behalf on Michael Fong, Professor of Anthropology:
  - I am sending you this email as our PCS representatives on the Academic Senate regarding an issue relating to Canvas, Chrome, and academic integrity in Distance Education courses. While using Chrome as my browser and logged into Canvas, a “Homework Help” link shows up prominently near the upper right side of the window. If I go to an assignment, I can click on the Homework Help button which immediately connects me to Google Lens. From there Google Lens will answer the questions, including written, multiple choice, and matching questions using the Google Lens AI system. Written answers can likely be traced using AI-detectors, but for multiple choice and matching type questions, there is no way I can figure to trace that a student is using Google Lens. Basically, a student can answer pretty much any type of question using AI in the distance education courses. I do not know if a similar form of AI-assistance is available to students if they are using other browsers besides Chrome. I have no solution at the moment. I just thought this issue should be brought to the attention of the senate and thus the rest of the faculty.

#### 4. ADOPTION OF AGENDA

- September 16, 2025
- **Motion for Approval** - Senator Lee moved to adopt the agenda with a correction to change 11.3 items to 11.2 Senator Shelton seconded the motion. The motion was approved. 9.16.25, 20Y/0N/0A.

#### 5. CONSENT AGENDA

**5.1 September 9, 2025 Meeting Minutes.** See attachment titled, “ACADEMIC SENATE MINUTES September 9, 2025 DRAFT”

**5.2 Faculty representatives that have been requested to serve on these selection/hiring committees:** see ["AP 7120 Committee Compositions"](#)

**5.2.1 Job Developer**

Barbara Ray, Criminal Justice

**5.2.2 Financial Aid Advisor**

Arthur Kayzakian, English

**5.2.3 Technical Support Specialist I**

Victoria Tirado, Instructor, Spanish

**5.3 Faculty representatives that can no longer serve on this selection/hiring committees:**

**5.3.1 Job Developer**

Carol Dickerson, Accounting, BTH

**5.4 Faculty representatives that can no longer serve on these campus committees:**

**5.4.1 Academic Senate, Science, Technology, Engineering & Mathematics, Senator**

Shannon Jessen, Biology, STEM

- **Motion for Approval** - Senator moved Gomez to approve the Consent Agenda 9.16.25. Senator Polidano seconded the motion. The motion was approved. 9.16.25, 20Y/0N/0A.

**6. GUEST(S)/PRESENTATION(S)** *\*15 minute presentation and up to 10 minute discussion* - Student Life, Equity and Engagement, Executive Director, Albert Rodriguez; Director, Disability Programs and Services, Jacob Peck; and Instructional Specialist, Math Success Center, Christina Holdiness, members of the Student Equity Plan Workgroup will be presenting an update to the Academic Senate. See attachment, [“Chaffey College Student Equity Plan 2025-2028”](#) DRAFT.

After the presentation the Equity Plan Workgroup would like to invite attendees to complete the [Student Equity Plan 2025-2028 Presentation Feedback](#) Formstack.

- In response to Senator Osmanian’s questions on next steps, Albert Rodriguez stated that there will be ongoing updates on the process and progress of the strategies presented.
- Senator Lee inquired why dual enrollment students were not included in the metrics. Presenters answered that dual enrollment students have other avenues for support.
- Senator Gomez asked whether student-parents were included in the data. Presenters answered that that was not one of the disaggregations provided by the chancellor’s data. Students are also not asked to disclose this in the current application process.

- President Encarnacion commended the inclusion of ZTC as part of key strategies. She noted that currently, ZTC resources are grant-funded and emphasized the importance of institutional funding to assure the stability of ZTC support. The term Open Educational Resource (OER) may better fit what is being presented in the strategies.
- Senator Lee asked whether mental health considerations were accounted for in the data. Currently, there is no centralized place that collects that data unless students self-disclose. Sharon Alton discussed that the first year program model would also be a good opportunity to embed mental health specific resources.
- Senator Liu added that students who are English language learners should be included in equity planning. She noted that some students are unable to navigate the college's website due to the language barrier and proposed more language support.
- **Motion for Approval** - Senator Polidano moved to move further discussion on the presentation as item 8.2 and moving other agenda items down accordingly. Senator Gomez seconded the motion. The motion was approved. 9.16.25, 22Y/0N/0A.

## 7. REPORT(S)

### 7.1 President

- Governance Handbook Workgroup ○ Things are moving forward with the Governance Handbook - we have all agreed on the contents for the first four pages! This is a small but fantastic movement. Our next meeting is scheduled for Tuesday, September 30. The largest back and forth has been regarding definitions and the overarching governance body structure, which we worked through during the last meeting by finalizing some major communication ideas, so the next meeting should also be a positive movement in approving content in more pages. Currently the Executive Team is taking the last draft provided by the Academic, Classified, and Student governance groups and providing their collaborative edits.
- College Planning Council ○ Last Friday was my first time attending the College Planning Council, we addressed different ways that CPC can work towards reframing its goals and objectives to be a more strategic player in the College Governance process. Senator Nicole Ferrand is one of the Tri Chairs of that Council, along Dean Andrew Long and Executive Assistant Hope Ell, under the guidance of CIO Michael McClellan.
- President's Cabinet ○ I attended the President's Cabinet this morning, some notable updates include:
  - Measure P Update - Troy Ament
    - During Troy's update, he discussed the new library building construction on the Rancho campus as well as the Chino Building Ribbon Cutting Ceremony next week. I raised my hand and asked a question regarding the conversion of the old library building that came up from the Undocumented Advocates and LGBTQIA+ Advocates Committees that I attend monthly: In a zoom meeting held late April 2025 with last year's Senate Officer team, Michael McClellan, and Troy Ament, he shared architectural plans for the old library space where affinity groups would be located until the new Student Center building was completed. During this zoom meeting, I brought forward that the "Resolution on Equity Center & Conversion of Old Library" discussed separating what is currently known as PRISM into two separate affinity spaces for Undocumented Advocates and LGBTQIA+ Advocates respectively. During the meeting, Troy agreed that this could be possible given the current availability on the architectural plans. I followed up this question with Michael and Alisha after a recent Academic Senate meeting given



the recent inquiry from Undocumented Advocates and LGBTQIA+ Advocates Fall 2025 meetings where it had not been brought forward to any of the CCSJ Leadership team. In the President's Cabinet meeting, Troy did not answer the question regarding the separated spaces in the Old Library building but stated that all equity groups would be communicated with regarding their spaces during the construction progress in the Old Library building. He also stated the architectural designs will be made public prior to the Old Library building being occupied, once all plans have been approved. As a reminder, Title 5 grants Academic Senate participation in shared governance through specific activities and responsibilities known as the "10+2" where item 4 is "Educational Program Development" and item 5 is "Standards or Policies regarding Student Preparation and Success." If affinity groups would like Academic Senate representation in any meetings involving educational programming, development, student preparation and/or success, any Academic Senate representative can be called upon to attend those meetings to maintain that participation in shared governance.

- Chief Griffin stated he would be attending a zoom meeting with Police Chiefs from California Colleges and Universities held by the California Chief Association to review current immigration concerns.
- CDC and Childcare update - main updates are provided in an email from the President's email 9/4. CCSJ is working on a scholarship opportunity to help support students with children until the Childcare Center is up and running - keep a look out for more details on this in the near future.
- Possible future Town Halls on the MacKenzie Scott Gift Fund Application will be hosted by the workgroup.

## 7.2 Vice President

## 7.3 Secretary/Treasurer

## 7.4 Curriculum Chair

- Curriculum Chair Burk-Herrick mentioned that she attended the first Enrollment Success Management meeting.

## 7.5 Classified Senate Liaison

## 7.6 Chaffey College Student Government Liaison

# 8. UNFINISHED BUSINESS

**8.1 Action Item:** Selection of Senate Representatives to serve on the AI and Academic Integrity Workgroup. President Encarnacion will sit on this workgroup as well as the potential for CCSG Representation.

- **Motion for Approval** - Senator Polidano moved to approve the representatives Joseph Lee, Stephen Shelton, Justin Keller, Roseann Osmanian, Henry Leonor, Patty Gomez, to serve on the AI and Academic Integrity Workgroup that shall conclude by the end of Fall 2025. Senator Shelton seconded the motion. The motion was approved. 9.16.25, 22Y/0N/0A.

**8.2 Discussion Item:** Student Equity Plan Workgroup.

- Senator Gomez asked whether there are other categories or sub-categories, such as parent-students or unhoused students, under the larger student groupings. Data may not have these specific groupings since this is not asked in the student application. Curriculum chair Burk-Herrick mentioned that you can use

the data to disaggregate in the dashboard to look at different specific special populations. [Data Dashboards](#) (only accessible on campus)

- Senator Polidano asked whether the transfer to 4-year institution data includes students transferring to community college bachelor's programs. It seems that this is currently not being tracked. The senator also asked whether the First-Year Experience strategy would be mandatory for students.
- Senator Lee asked whether 4-year transfers track students transferring to non UC/CSU. The data should automatically track transfers to any 4 -year institution.
- Senator Bratcher asked whether we currently offer a student orientation. CCSG Liaison Krueger confirmed that he did attend an in-person student orientation in the summer.

**8.3 Discussion Item:** President Encarnacion presented "Progress Follow Up" (see attached, Progress Follow up) during the September 9 meeting, however the meeting's established end time prohibited discussion following the presentation amongst Senators. This discussion is to culminate that agenda item as it was cut short due to time.

- President Encarnacion acknowledged a concern presented by Senator Chamberlain about the lack of communication with the Tree Committee regarding a recent landscaping update. Because there is no current Grounds Manager and the Tree Committee was not consulted, the concern is that the proper process of governance did not take place.
- Senator Whitney mentioned that there is an on-going problem with students trying to access wifi in her office. Consistent issues need an IT repair service form.

**8.4 Action Item:** Senators have the opportunity to update or report on the following Sabbatical Reports- *Recommendations to the Senate are due by: 9/30*. Refer to "Sabbatical Report Subcommittee & Report Rubric" in the Sabbatical Process Module on the [Academic Senate Canvas shell](#) for resources on reviewer information.

- Brent Bracamontes**, (2024-2025 Academic Year)
  - Reviewers: Myra Andrade, Jin Liu, Manar Hijaz
- Bradley Hughes**, (Spring 2025)
  - Reviewers: Henry Leonor, Hannah Carter, Justin Keller
- Michelle Martinez**, (2024-2025 Academic Year)
  - Reviewers: Nicole Farrand, Sean Connelly, Anthony Guaracha
- Leta Ming**, (2024-2025 Academic Year)
  - Reviewers: Roseann Osmanian, Louisa Villeneuve, Jonathan Polidano
- Ava Nguyen**, (Spring 2025)
  - Reviewers: Laura SMB, Wendy Whitney, Melanie Bratcher
- David Rentz**, (Spring 2025)
  - Reviewers: Patricia Gomez, Melissa Johannsen, Tamari Jenkins

**8.5 Action Item:** BP & AP 7150 Evaluation and Professional Growth- Senators Shelton and Burk-Herrick will report on their review and recommended changes to BP and AP 7150. A report will be submitted to the Academic Senate by September 30. Please refer to the attached documents, "BP 7150 Evaluation and Professional Growth" and "AP 7150 Evaluation and Professional Growth".

**8.6 Action Item:** AP 7160 Professional Development- Senators Holdiness and Liu will report on their review and recommended changes to AP 7160. A report will be submitted to the Academic Senate by September 30. See attachments titled "AP 7160 Professional Development"

## 9. NEW BUSINESS - None.

**10. FLOOR ITEMS** \*10 minutes each (Reserved to raise concerns within the Academic Senate scope. The Senate will hear your concerns/questions, but may not respond. If requested, the concern can be included on a future agenda.)

## 11. ANNOUNCEMENTS

### 11.1 Academic Senate for California Community Colleges (ASCCC) Information

**11.1.1** Save the Date! 2025 Fall Plenary Session, November 6-8, 2025, [Hyatt Regency La Jolla](#). We're excited to announce the **fully in-person 2025 Fall Plenary Session**, bringing us together once again for connection, collaboration, and inspiration!

*Resilience in Action: Upholding Our Humanity and Mission Amid a Shifting Landscape.* **Join us in-person** for this energizing gathering where voices are heard, ideas are exchanged, and community is strengthened. Whether you're a seasoned attendee or a first-timer, this is your moment to be in the room where it happens.

Deadline to register: **October 22nd, 2025 at 5:00 pm** for [General Admission: \\$625](#)

**11.1.2** Check out Academic Senate for California Community Colleges webpage for other great webinars/events at [asccc.org](https://asccc.org)

### 11.2 Chaffey College

**11.2.1 Faculty Required Title IX Training:** September 1 - September 30, My Learning Hub. More information to come when available.

**11.2.2** Radical Geographies: possibilities of the imaged landscape (Wignall Museum) Tuesday, September 2 – Saturday, November 8.

**11.2.3** Chino Instructional Building Grand Opening – Tuesday, September 23, Looking ahead in the coming winter and spring seasons we are anticipating the opening of the new Library Learning Commons and the new MACC Center.

**11.2.4** 4th Annual Black and Brown Minds & Mattering Conference – Friday, October 24

**11.2.5** Save the Date! Report to the Community 2025, Building Tomorrow's Leaders– Wednesday, November 5, Jesse Turner Center, Fontana, 11:00 AM, Registration to open soon.

## 12. ADJOURNMENT (1:50 P.M.) 1:52 P.M.

*The meeting originally scheduled for Tuesday, September 23, 2025, has been cancelled so that faculty can choose to attend the ribbon cutting ceremony at the Chino Campus Grand Opening at noon.*

***The next Academic Senate meeting is scheduled for Tuesday, September 30, 2025.***

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**Lissa A. Napoli, Recording Secretary**

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**Laura Santamaria Brady, Treasurer / Secretary**





## STUDENT EQUITY PLAN WORK GROUP

### **Adalberto Rodriguez- Team Lead**

Executive Director, Student Life, Equity Programs & Student Engagement

### **Amanda Admire (she/her)**

Data Solutions Analyst, Research

### **Angelita Thomas**

Educational Program Assistant, Arts, Communication & Design

### **Brent McLaren**

Faculty, Counseling

### **Christina Holdiness**

Instructional Specialist, Success Center

### **Sharon Alton**

Faculty, English Composition

### **Taisha McMickens**

Faculty, Communication Studies

### **Yubel Svensson**

Coordinator, Student Life, Equity Programs & Student Engagement

### **Jacob Peck**

Director, Disability Programs & Services



## OVERVIEW

- ☐ Other Impacted Student Experiences
- ☐ Stakeholders & Collaborators
- ☐ Chancellor's Office Metrics, Data, & Key and Integrated Support Strategies
  1. Transfer Level Math & English
  2. Successful Enrollment
  3. Persistence
  4. Completion
  5. Transfer to a Four-Year Institution
- ☐ Closing



## OTHER IMPACTED STUDENT- GROUPS & EXPERIENCES

- ✓ LGBTQIA+ Students
- ✓ Undocumented Students
- ✓ DPS Students
- ✓ Low-Income Students
- ✓ White Male Students
- ✓ Students Marked as Unknown







## STAKEHOLDERS & COLLABORATORS

### Key stakeholders and collaborators included:

- Associate Superintendent of Instruction and Institutional Effectiveness
- Associate Superintendent, Student Services and Strategic Communications

### Management, Faculty, Staff, and Students from:

- Counseling
- Outreach
- Transfer & Career Center
- Arts, Communication & Design
- Science, Technology, Engineering & Math
- Curriculum
- Success Center
- CCSG & CCSJ
- Institutional Research

## DISPROPORTIONATE IMPACT DEFINITION

**Disproportionate impact (DI)** is calculated using the Percentage Point Gap (PPG) -1 methodology. The PPG-1 method compares the outcomes of a disaggregated subgroup to the outcome for all other students, excluding the students in the subgroup. This method attempts to improve the accuracy of detecting DI for groups that may make up a sizable proportion of the college.

Disproportionate Impact (DI) occurs when “access to key resources and supports or academic success may be hampered by inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group” [Title 5 Section 55502(e)].



## **METRIC 1- TRANSFER LEVEL MATH & ENGLISH:** **Black/African American and Pacific Islander or Hawaiian Native Students**

### **Data**

Black/African American - Experienced disproportionate impact or have performed below average in all years (5 years of DI)

Pacific Islander/ Hawaiian Native- Experienced disproportionate impact or have performed below average in 3 years (1 year of DI for men + 2 years of DI for women)

*\*Data date range: 2017-18 through 2022-23*

### **Key Strategies**

- Establish First Year Experience cohorts supported by an Early Alert process that links to academic support, with an emphasis on DI student groups
- Establish a Summer Bridge experience for all students that prepares them for success in transfer-level Math and English
- Implement case management for disproportionately impacted students to support enrollment and persistence in transfer-level English and Math during the first year



## **METRIC 2- SUCCESSFUL ENROLLMENT:** **Black/African American and American Indian/Alaska Native Students**

### **Data**

Black/African American - Experienced disproportionate impact or have performed below average in 4 of the 6 academic years (3 years of DI)

American Indian/Alaska Native- Experienced disproportionate impact or have performed below average in all years (1 year of DI)

*\*Data date range: 2017-18 through 2022-23*

### **Key Strategies**

- First Year Experience (FYE): which will support our disproportionately impacted student populations as they enter academia
- Create more culturally relevant outreach experiences for potential students and their families
- Conduct user experience research to improve the onboarding of students



### **METRIC 3- PERSISTENCE: Black/African American and American Indian/Alaskan Native Students**

#### **Data**

Black/African American - Experienced disproportionate impact or have performed below average in all years (3 years of DI)

American Indian/Alaskan Native- Experienced disproportionate impact or have performed below average in 5 out of 6 academic years (DI for women in 1 year)

*\*Data date range: 2017-18 through 2021-22*

#### **Key Strategies**

- Establish Black/ African American Student Success Center, including support services, success coaches, affinity-based mentoring, and access to wraparound services
- Build out intensive call for data collection efforts for American Indian/ Alaska Native Students, followed by data-informed Indigenous-led persistence efforts around visibility initiatives, outreach, and cultural partnerships
- Design and Launch a Race-Conscious Wrap-Around Services Affinity-Based First-Year Experience Program



### **METRIC 4- COMPLETION: Black or African American and Latinx/Hispanic Students**

#### **Data**

Black/African American - Experienced disproportionate impact or have performed below average in all years (2 years of DI)

Latinx/Hispanic- Experienced disproportionate impact or have performed below average in all years (2 years of DI)

*\*Data date range: 2017-18 through 2019-20*

#### **Key Strategies**

- Launch a campus-wide campaign to deliver timely, actionable degree completion updates via email, portal, and Canvas, including personalized recommendations and automated notifications
- Offer incentivized training in culturally responsive teaching to improve student belonging, persistence, and success
- Expand zero-cost textbook options, improve access to support services and transportation, and strengthen job partnerships to alleviate students' economic challenges





## **METRIC 5- TRANSFER TO A FOUR-YEAR INSTITUTION: Male Students and Latinx/Hispanic Students**

### **Data**

Men experienced disproportionate impact in all years and across demographics

- DI among Hispanic, Filipino, first-generation, homeless, and veteran men

Latinx/Hispanic-Experienced disproportionate impact in all years

*\*Data date range: 2017-18 through 2019-20*

### **Key Strategies**

- Use data to identify students with a transfer goal and provide intrusive and personalized support
- Implement a visual progress bar showing key academic milestones toward transfer, with potential incentives for achievement
- Strengthen transfer culture by promoting transfer resources early, including outreach to families about benefits and support systems

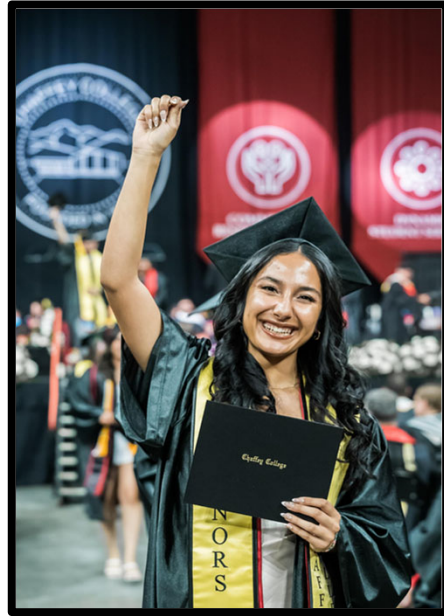


## **Equity Plan Presentation Schedule**

- September 12 Presentation at Classified Senate
- September 15 Presentation at Student Government
- September 16 Presentation at Academic Senate
- September 22 Townhall via Zoom 5 pm
- September 24 Townhall via Zoom 9 am
- September 25 Townhall via Zoom 2 pm
- October 3 Presentation at President's Equity Council

**October 10 Final day to provide feedback**

QUESTIONS?





2025 - 2028

# STUDENT EQUITY PLAN



*Improving Lives Through Education*



## **Campus Involvement & Leveraging Student Voice**

The 2025-2028 Chaffey College Student Equity Plan (SEP) represents the collective work, ideas and goals of select faculty, classified professionals, and managers who all represent a variety of disciplines and departments. This work group is part of the Student Equity Plan Institute (SEPI) and is committed to ensuring continuous support for the implementation of the Equity Plan as well as monitoring its impact.

The Equity Plan work group presented a draft to our student government to promote transparency and gain valuable feedback on the key strategies that we will be implementing. The student voice will continue to be an integral part of our equity strategies. As a specific strategy to further integrate student voices in all of our work, we will be developing a Student Design Team. These students will support the campus by working with departments as initiatives are developed to ensure the student perspective is included.

## **Race-Consciousness**

Chaffey College is committed to achieving equitable academic outcomes for our students of color. Chaffey College is situated in a diverse region of the Inland Empire and our student body is reflective of the rich diversity of Southern California. All of the intersecting identities that our students bring to our campuses helps shape the support that we provide. That is why we remain committed to providing support based on our students' intersectional experiences and have chosen to be race conscious when identifying the populations we should focus on as our disproportionately impacted student groups. We are committed to increasing the academic metrics outlined in this plan for these students, while at the same time increasing their sense of belonging within academia.

The fact that this plan focuses on a few of the disproportionately impacted student experiences in no way means or signifies that we will waiver in our commitment to the student populations not mentioned in this plan. By using an intersectional approach to our work, it is our goal to positively impact the academic outcomes of all students who attend Chaffey College, all while remaining race conscious in our efforts.

## **Local Review Process & Schedule**

Chaffey College will implement a tiered local review and evaluation process for the 2025–2028 Student Equity Plan integrating it into both institutional planning and campus-wide engagement.

## Annual Review

Each year by June 30, the SEPI Team, in collaboration with Institutional Research, will conduct a formative review of student equity gaps. This includes analysis of disaggregated data across all five SEP metrics, progress tracking for disproportionately impacted (DI) student populations, and strategy refinement based on evidence and feedback. The SEPI Team will ensure to leverage campus wide events to share information about the current progress the College is having on closing equity gaps for our students.

## Stakeholder Accountability

SEP strategies will be aligned with key departments in our equity efforts, with each unit identifying actions they will lead. Program & Services Review (PSR), Strategic Enrollment Planning, and Guided Pathways will be leveraged to embed SEP goals across planning processes. This will help us ensure that accountability for this work is embedded into several campus wide efforts.

## College Contact Contacts

Project Lead: Albert Rodriguez

Alternate Project Lead: Brent McLaren

Approver: Chancellor/President- Dr. Henry D. Shannon

Approver: Chief Business Officer- Lisa Bailey

Approver: Chief Instructional Officer- Dr. Michael L. McClellan

Approver: Chief Student Services Officer- Alisha Rosas

Approver: Academic Senate President- Elizabeth Encarnacion

Approver: Guided Pathways Coordinator/Lead- Robert Rundquist

# Student Equity Plan Reflection

## Key Learnings

Chaffey College is committed to student success, and to ending the structural inequalities within our system to achieve equitable educational outcomes for our students. The College intends to continuously improve the way in which it collects data from our students. A large amount of planning is based on information that is gathered when students first enter our system. However, this proves to be a rather limiting point in a student's journey.

For many reasons, data on our LGBTQIA+ and undocumented students are difficult to accurately capture and update. One of Chaffey College's consistently disproportionately impacted student populations is our students who marked "unknown" as their racial demographic when they completed the Community College Application. Not being able to identify students within historically excluded populations makes it difficult to provide resources and services that could help close equity gaps. During the upcoming plan cycle, we will find ways to learn more about these students and what their experiences are like at our College.

We as a college community recognize these challenges and though these subgroups are not explicitly highlighted as experiencing disproportionate impact, we remain committed towards supporting our undocumented, LGBTQIA+, economically disadvantaged, and our DPS student populations.

Chaffey College has increased support provided to undocumented and LGBTQIA+ students and we as a collective have no intentions of wavering from that support. We also remain committed to the positive work that has taken place in recent years to improve the academic outcomes of our Black/African American and Latine students. As an example, our Umoja Program, which is designed to serve African American/Black-identifying students and other students, provides targeted academic, professional, socio-emotional support, and culturally responsive learning communities. The program has grown year after year in the number of students served.

Chaffey College has shown a steadfast commitment to increasing the number of students who complete a comprehensive educational plan. To support this goal, we began to offer virtual night counseling for students to gain access to a counselor outside of normal business hours.

Chaffey College will continue to support our students with a holistic lens and consider all their intersecting identities. Chaffey College remains committed to working collaboratively in supporting the intersectional experiences of our students.

## Plan Continuity

One of the efforts that has worked well for us in terms of the development of this plan, future implementation, and continuity has been our participation in the Student Equity Plan Institute (SEPI) over the last few years. This institute brought a diverse group of campus community members from diverse perspectives together to organize, collect data, and work on the development of this plan. This work group will continue to meet into the implementation phase of this new plan.

The College's decision to be race conscience in the development of this plan, as it was in the previous plan, provides continuity to the work. By continuing to place a focus on our racial equity gaps, we believe Chaffey College will be in a much better position to continue to improve educational outcomes for the identified disproportionately impacted student groups from this plan, which are very consistent with the groups from the previous plan.

We discovered that by being race conscience in our approach to equity work on our campus we are beginning to see positive trends in academic achievement to the point where racial groups have moved from out of being disproportionately impacted.

As a college we have also seen positive impacts to our students' academic outcomes when we expand collaborations in a cross disciplinary approach. At Chaffey College, equity work is the work of everyone at the College and that lens allows us to work with folks from different departments on our campus.

# Successful Enrollment Goals

## Goal 1

### Successful Enrollment Equity

**Vision 2030 Outcome:** Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians.

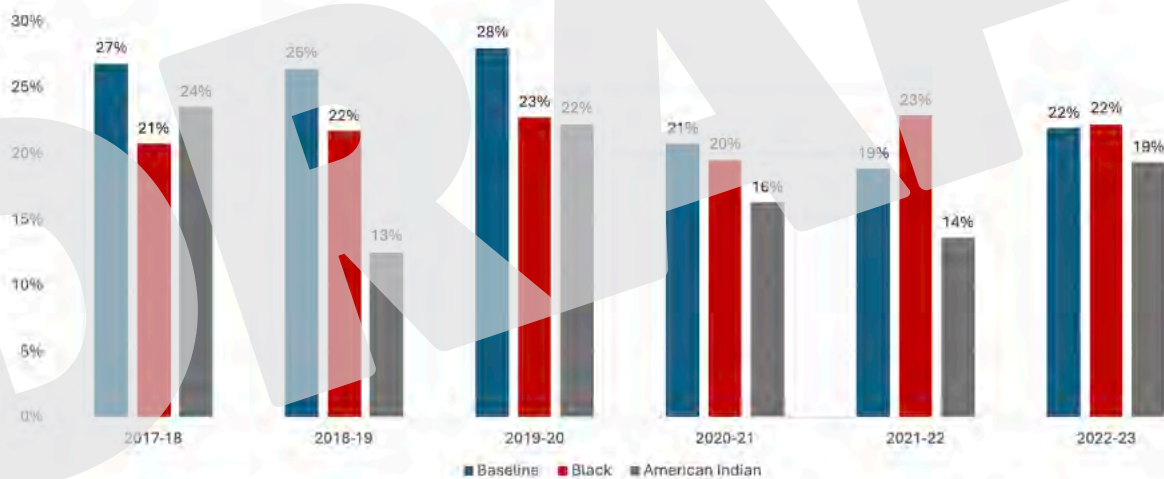
(Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation)

**Benchmark:** By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

**Definition:** Among first-time applicants who indicated an intent to enroll at Chaffey in selected year, the proportion who enrolled at Chaffey in that year.

### Disproportionately Impacted Student Populations(s)

#### Black or African American & American Indian or Alaskan Native Students



### Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s)

1. Develop a First Year Experience (FYE): which will strategically support our disproportionately impacted student populations as they enter and complete their academic goals. FYE would be designed with an emphasis on supporting students to complete their transfer level English and Math courses in their first year. The FYE would also intentionally include interactions with support, like Supplemental Instruction, Tutoring, Workshops, etc.

2. Create more culturally relevant outreach experiences for potential students and their families. We would also look to expand our partnerships with outside community-based organizations in our service areas which support our disproportionately impacted student populations.
3. Conduct user experience research to improve onboarding of students. Develop different modalities to implement orientation. Assessing the current modalities and platforms we offer orientation and assessing if these are functioning effectively, are easy to navigate, and are culturally relevant to our disproportionately impacted students. Develop a more personal touch with students who complete the onboarding process and do not enroll.

## Goal 2

### Transfer-Level Math & English Equity

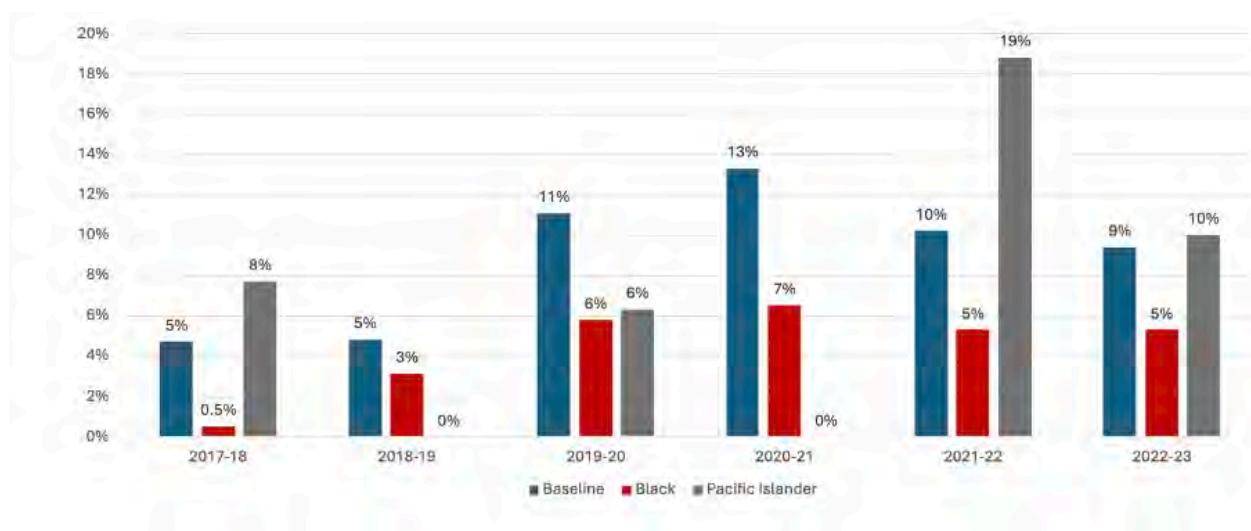
**Vision 2030 Outcome:** Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

**Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

**Definition:** *Percentage of first-time in college, non-special admit students who successfully completed transfer-level math and English in the selected year.*

### Disproportionately Impacted Student Populations(s)

#### Black or African American & Pacific Islander





## Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s)

1. Establish and deploy First Year Experience cohorts supported by an Early Alert process that links students to counseling, tutoring, and academic support, with an initial emphasis on the identified DI student groups.
2. Establish and deploy a Summer Bridge program that prepares students for success in transfer-level Math and English, with multiple bridges to success including preparation skills supported by the Success Center.
3. Implement case management for disproportionately impacted students to support enrollment and persistence in transfer-level English and Math during the first year, including regular counselor check-ins, academic planning, and proactive outreach based on early alert data.

## Goal 3

### Persistence: First Primary Term to Secondary Term

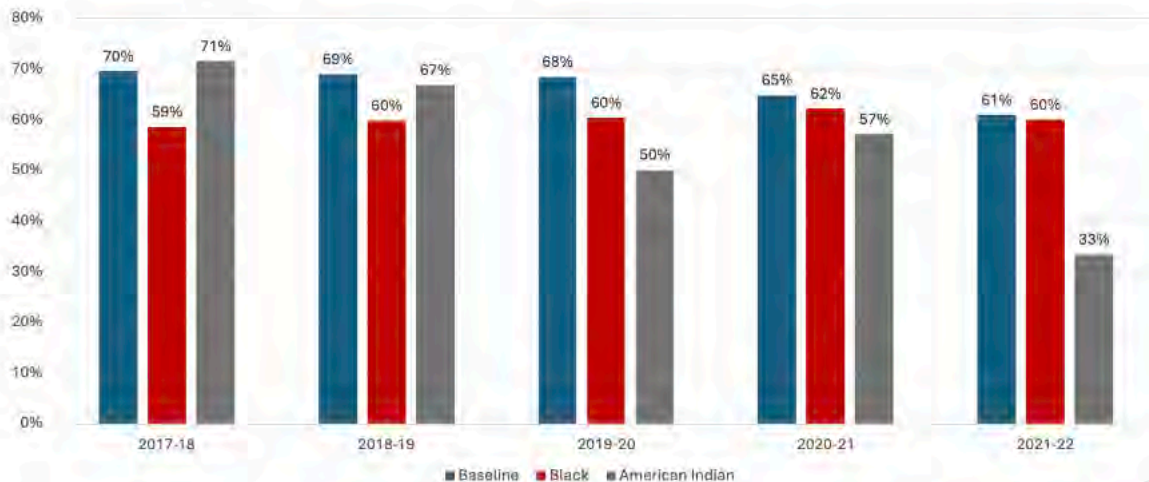
**Vision 2030 Outcome:** Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

**Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

**Definition:** *Percentage of first-time in college, non-special admit students who enrolled in the subsequent primary term at any college after the first primary term of enrollment at the recorded college.*

Disproportionately Impacted Student Populations(s)

## Black or African American & American Indian or Alaskan Native Students



### Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s)

1. Establish a Black Student Success Center to advance persistence.
  - a. Launch a culturally affirming Success Center that provides community, identity-based support, academic services, and purpose-driven programming.
  - b. Facilitate cultural events, peer mentorship, and wellness circles.
  - c. Provide academic and career support initiatives.
  - d. Offer culturally competent counseling and advising.
  - e. Create visible marketing campaigns that uplift education empowerment.
2. Advance Indigenous-led persistence through tribal partnerships, culturally relevant outreach, and data transparency. Collaborate with Institutional Research to identify trends and gaps. Launch targeted marketing and in-reach efforts. Expand Indigenous programming and space-making in partnership with the CCSJ and local communities. Promote scholarships, resources, and academic support.
3. Design and launch a race-conscious First-Year Experience program rooted in equity, belonging, and student voice. Integrate intrusive advising, peer mentorship, and career exploration. Collaborate with Counseling, Instruction, and DI students to embed early alert, culturally responsive pedagogy, and tribal/community partnerships. Phase in from research to full launch, prioritizing readiness, relevance, and relationships.

# Goal 4

## Completion

**Vision 2030 Outcome:** (I) Increase with equity the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity the number of California community college students who earn an associate degree for transfer. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment)

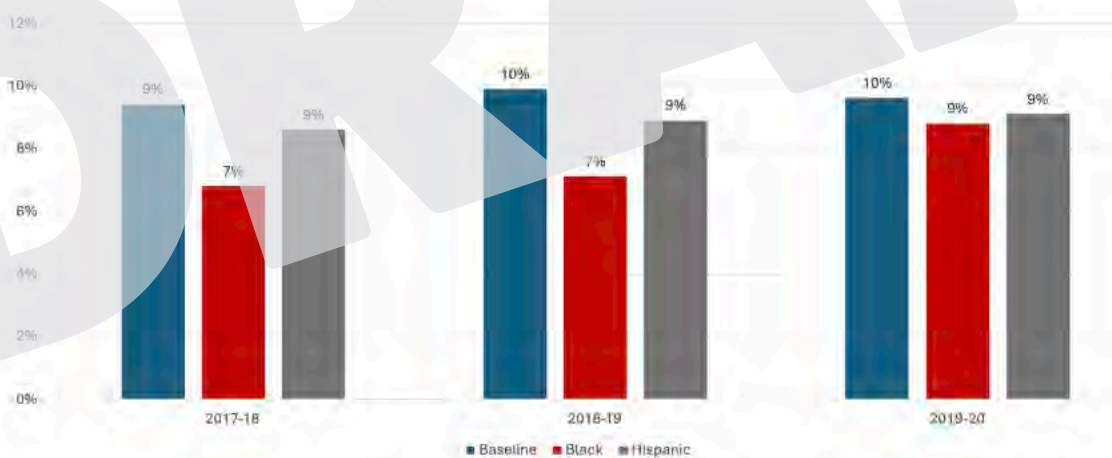
**Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Benchmark: By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

**Definition:** *Percentage of first-time in college, non-special admit students who earned a Chancellor's Office approved certificate, associate degree, and/or CCC VA degree within 3 years AND was enrolled in the district in the year that student earned the award.*

## Disproportionately Impacted Student Populations(s)

### Black or African American & Hispanic



## Key Strategies for Completion - Disproportionately Impacted Student Population(s)

1. Develop and implement a comprehensive, institution-wide communication campaign to provide students with accurate, timely, and actionable information regarding degree completion milestones. This includes targeted recommendations, automated degree award notifications, and regular updates disseminated through multiple channels such as email, the Chaffey Portal, and Canvas announcements to ensure broad and effective student outreach.
2. Focus on professional development that is based on Culturally Responsive Pedagogy and student engagement, incorporating meaningful incentives to encourage participation. Intention is to translate theoretical understanding into practical application within the classroom and campus environments, thereby fostering increased student persistence, a stronger sense of belonging, sustained enrollment, and long-term academic commitment.
3. Address financial challenges that affect students both on and off campus by expanding institutional commitments to zero-cost textbooks (ZTC/OER), increasing the visibility and accessibility of campus support resources, enhancing access to transportation initiatives, and strengthening partnerships with local employers to provide job opportunities. These efforts aim to reduce economic obstacles that can hinder academic progress and completion.

## Goal 5

### Four Year Transfer

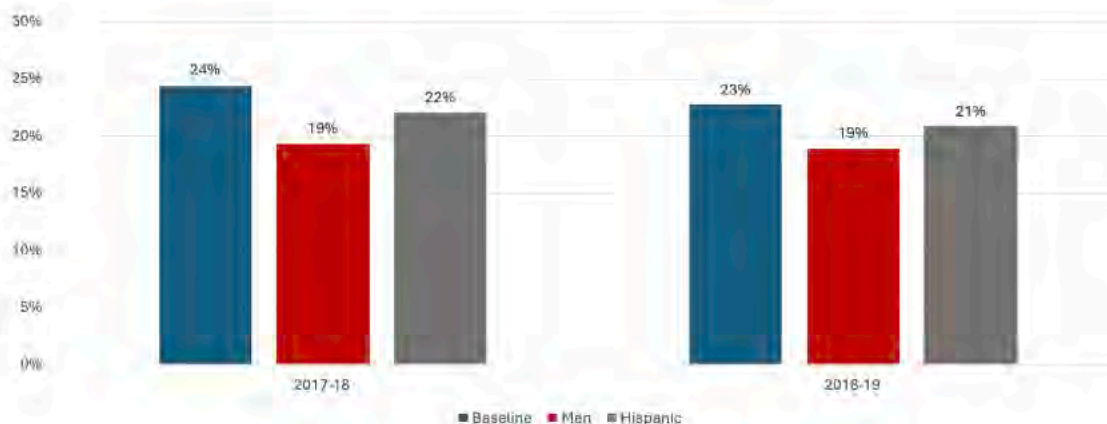
**Vision 2030 Outcome:** (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment)

**Baseline Benchmark:** By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems. **Stretch Benchmark:** With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

**Definition:** *Percentage of first-time in college, non-special admit students who earned 12+ units at any time at any college who exited the CCC system and subsequently enrolled in any four-year institution 4 years after first enrolling at the district.*

## Disproportionately Impacted Student Populations(s)

## Male & Hispanic



### Key Strategies for Transfer - Disproportionately Impacted Student Population(s)

1. Becoming more intentional with our efforts to connect with transferring students will support the college's transfer goals and equity disparities. Utilize current student information systems to create reports that identify students who have a goal to transfer. Establish a system to monitor transfer milestones to create personalized points of contact with these students as they approach the milestones and achieve them.
2. Creating a visible progress bar for students with current and accurate information about their academic progress toward transferring. The progress bar displays important milestones for students as they move toward their academic goals. The College can also find ways to incentivize the milestones for students to achieve.
3. Work towards further development of the transfer culture at our College. Finding ways to share information about transfer agreements and resources earlier in students' academic progress. Ensuring families are aware of the resources available to students transferring and the benefits. Develop a system in which students from the disproportionately impacted groups who are identified as wanting to transfer are identified by the Transfer Center, and targeted intrusive support is provided.

# Transfer Equity Goals

## Transfer Emphasis

The strategies developed by Chaffey College are designed to address the barriers experienced by male and LatinX students while improving transfer outcomes for all. By focusing on intentional engagement, transparency, and cultural alignment, these efforts meet students where they are and guide them toward successful transfer.

Using student data to identify and monitor transfer-intent students allows us to personalize support and intervene early—especially for students who may not self-advocate or who are navigating college systems for the first time. This targeted approach helps reduce equity gaps by ensuring that disproportionately impacted students receive consistent, meaningful contact throughout their academic journey.

The implementation of a visible progress bar provides clarity and motivation. Many students, particularly those from underrepresented backgrounds, face uncertainty about their progress and next steps. A clear visual tool helps demystify the transfer process, making it more accessible and manageable. When paired with incentives, it also encourages persistence and celebrates achievement in ways that resonate with students' lived experiences.

Finally, cultivating a strong transfer culture through early outreach, family engagement, and culturally responsive communication, ensures that students and their support networks understand the value and feasibility of transfer. This is especially critical for LatinX students, whose families often play a central role in educational decision-making. By embedding transfer into the college's identity and messaging, we normalize it as a goal for all students and build a community that supports and celebrates their success.

Together, these strategies create a cohesive framework that addresses both structural and informational barriers. By combining personalized support, transparent progress tracking, and a strong transfer culture, we are equipping all students with the tools and confidence needed to successfully transfer and thrive.

## Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

### Student Population(s) Experiencing DI for Intensive Focus

## DI Student Population

Ethnicity-Unknown



## **Current Challenges/Barriers**

One of the challenges that we have in providing support for this identified student population is that we do not have a systemic way to follow the journeys of these students. Because of the lack of data about these students it is challenging for us to build support for them. The initial point at which the data is collected is also a challenge that we as a College have little to any control over. Having learned from the process of developing this plan, we will work toward better understanding how and what are the critical junctions for these students as they interact with the student support systems we have in place for them.

## **Action Plan for Ideal Institution**

The College will take time to better understand these students from a statistical standpoint and see if any trends arise from the data we have on them. Learning what resources these students are accessing and looking at trends within the academic courses they take can not only help us build sustainable support for them but would also allow us to build support that is intersectional across academic services and student support services.

Until we complete an introspective dive in to how these students are experiencing their academic journeys at our College, it is difficult to gage what resources will be needed to build out the support. We do acknowledge the institutional commitment to support this student population will need to be supported by Academic services and Student Support Services. Our Institutional Research department will also play a crucial part in how we understand these students and how we move forward with support for them.

## **Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan**

The following student populations are experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Academic Year:

### **Primary Disaggregation**

- Students of Unknown Gender
- Asian
- Caucasian
- Students of Unknown Ethnicity

## **Comprehensive Education Plan Implementation for DI Student Populations**

Academic and Career Counseling provides a variety of counseling support services to students through multi-campus counseling operations, EOPS/Next Up/CalWORKs, Disability Programs and Services, Rising Scholars, Athletics, Dual Enrollment, Adult Education, and Umoja programs. Each of these counseling units has at its core the prioritization of completing and following a comprehensive education plan. The comprehensive education plan is prioritized through messaging, appointment scheduling, and direct counsel. Further, the College has implemented functions both in our internal student information database and in our student portal that identify and convey to students their status as explorers (incoming college students in need of a comprehensive education plan). This information can be regularly disaggregated so that additional efforts to reach the disproportionately impacted (DI) populations of students in their first term and offer opportunities to receive a comprehensive education plan. Additionally, data for specific programs/student cohorts can be examined to determine if additional program-specific efforts are needed to reach the DI student populations

## **Comprehensive Education Plan Implementation for ALL Students**

As described above, Chaffey College provides comprehensive counseling support and services both to our population overall as well as to cohorts of students served by specific programs. In addition to aligning messaging, programming, and appointment availability around completing an educational plan within the first year, the College will continue to refine our Senior Early Transition Program which serves 1,500+ incoming high school students from 28 schools to ensure students served through this program receive a comprehensive education plan within their first term of enrollment. Efforts are already underway to ensure this for 2026. Finally, Academic and Career Counseling can continue to identify additional methods of incentivizing early completion (within the first term) of a comprehensive education plan by our incoming, explorer student populations.

### **1. Guided Pathways**

Chaffey College's Guided Pathways framework anchors its equity and student success efforts through clear pathways, accessible supports, and meaningful opportunities. Priorities include successful enrollment, completion of transfer-level math and English, persistence, award attainment, and transfer. Chaffey's phased approach begins with holistic success strategies, expands through Academic and Career Communities (ACCs), and integrates Success Teams supported by technology. Chaffey joined the statewide GP initiative to address unclear programs and excess unit accumulation that disproportionately burden marginalized students. Its design follows the four pillars: clarifying the path, helping students enter the path, stay on the path, and ensuring learning. Guided Pathways is equity-driven and targets closing gaps in persistence, completion, and transfer outcomes. Faculty and counselors created program maps—term-by-term guides aligned with CSU/UC transfer requirements—that cut excess units, reduce costs, and provide milestone clarity. These maps

# Vision 2030 Alignment/Coordination

especially help Black, Hispanic, and other disproportionately impacted students navigate higher education efficiently.

The college also transitioned from a “School” model to ACCs, which combine academic pathways, career services, and wraparound supports. ACCs foster belonging, reduce isolation, and directly support persistence and completion. They serve as community hubs where students explore programs, engage with faculty and industry professionals, and access targeted resources. Events within ACCs promote visibility, early engagement, and stronger transfer and career connections, supporting milestone achievement in English and math. Next steps include creating Student Support Teams within each ACC—groups offering proactive, equity-centered support. These teams monitor progress, intervene early, and connect students to resources to improve outcomes across the student journey.

To strengthen this work, Chaffey is advancing toward an integrated technology system with real-time dashboards, predictive analytics, culturally responsive communication, and linked program maps and degree audits. This system will support proactive outreach, reduce inequities, and track progress toward 2025–2028 Equity Plan goals. Ultimately, Chaffey’s Guided Pathways redesign centers on equity—transforming structures into personalized, proactive pathways that close gaps and ensure all students can reach their academic and career aspirations.

## 2. Student Financial Aid Administration

Chaffey College Financial Aid office provides a comprehensive strategy to maximize access to financial aid and significantly increase financial aid application completion rates for all students. We recognize that certain student populations, particularly Black/African American, Latinx/Hispanic, American Indian/Alaska Native, and male students are disproportionately impacted by barriers to financial aid access. As such, our approach is grounded in equity and we aim to address these disparities through targeted outreach, support services, and culturally responsive engagement efforts.

### **Key components include:**

**Targeted FAFSA/CADAA Workshops:** Culturally responsive financial aid workshops, offered in English and Spanish, in person and virtually are embedded in our events (e.g., Welcome Day, Open House and Orientation Day) and other community events. These workshops and presentations target low-income, first-generation, and underrepresented groups.

We offer financial aid awareness events aimed to increase student understanding and available resources. These events provide critical information about federal, state and institutional programs, including eligibility, application process and deadlines.

**Application Nudging Campaigns:** Personalized emails, and phone outreach from support teams encourage FAFSA/CADAA submission and completion of missing documents.

**Financial Aid Support:** Financial aid staff are included within outreach events, on campus events and

adult education programs to provide one-on-one assistance with FAFSA/CADAA application. Collaboration with Community Partners: Partnering with high schools and adult schools to reach students earlier with FAFSA/CADAA prep sessions and resource sharing.

### **3. Students with Disabilities (DPS)**

The Disability Programs and Services (DPS) program at Chaffey College plays a central role in proactively addressing equity gaps and eliminating disproportionate impact by ensuring students with disabilities are fully included in all aspects of the college experience. DPS promotes student success through a holistic model of support that includes individualized counseling, accommodations, adaptive technology, alternate media, and academic coaching. We are committed to diversity, equity, inclusion, and accessibility (DEIA) by helping students build agency and advocacy skills while connecting them with resources and tools that promote independence, self-awareness, and long-term achievement.

To ensure equitable outcomes, DPS uses disaggregated data, counselor case management, and appointment tracking to identify and address achievement gaps for students with disabilities across race, ethnicity, and other identities. DPS counselors collaborate closely with EOPS, CalWORKs, Veterans Resource Center, and the Office of Equity and Engagement to provide wraparound support for students navigating multiple barriers to access and persistence. Outreach efforts have been expanded to support disproportionately impacted high school students with IEPs or 504 Plans through a dual enrollment transition program, EmpowerEd, which provides embedded DPS counselors and side-by-side services to prepare students for college-level expectations and adult accommodations.

In addition, DPS works with faculty and instructional support programs to build inclusive practices in the classroom. This includes Flex training for instructors, faculty consultation regarding accommodations, and proactive communication about accessible course design. We also ensure our services meet the evolving needs of our students by incorporating feedback through annual surveys and working directly with students to adapt services that foster a sense of belonging, resilience, and academic confidence.

Through these integrated and data-informed efforts, DPS remains steadfast in its mission to advance equity, reduce barriers, and create a campus culture where disability is recognized as an essential part of diversity.

### **4. Extended Opportunity Programs and Services (EOPS)/CalWORKs**

With needed commitment and support from Student equity funds, EOPS will continue to focus



on the primary pillars central to the mission of EOPS which is anchored in serving students with the greatest financial and educational needs. EOPS serves the largest number of concentrated disproportionately impacted active students in a cohort model (active is defined as meeting with a counseling faculty member at least 3xs a semester) at Chaffey College and generates the highest number of enrollments and FTES of any other equity focused program. EOPS was one of the original equity based programs and the primary tenants of program are aligned with the Chancellors Office Vision 2030 Commitments/student centered funding formula. The following are examples in which EOPS will continue to recruit/identify and support the success of disproportionately impacted students:

- Comprehensive Educational Counseling Services
- EOPS students receive dedicated comprehensive counseling support that is structured around providing intentional educational planning and social/emotional support to disenfranchised student populations.
- EOPS counseling services comprises the 2nd largest number of completed counseling appointments while serving 3% of the student population (approximately 1,100 Students each academic year).

EOPS Counseling Faculty proportionally see students more regularly with a given term.

EOPS and CalWORKs will continue to serve the student parent population both active in CARE/CalWORKs, as well as prospective, with comprehensive educational counseling services.

- The CARE/CalWORKs student population is comprised of students who are balancing academic responsibilities with work and county related responsibilities (receive county cash aid for themselves or their children). Demographics for the CARE program reflect a strong engagement from African American female students (30%).
- African American women, per the Chaffey College equity plan, were one of the highest disproportionately impacted groups, experiencing disproportionate impact in the following equity metrics:
  - Successful enrollment in first year
  - Persistence from first primary term to subsequent primary term
  - Completion of transfer level math and English within first year

Intentional funding provided by Equity funds will assist with growing educational counseling services and support focused on student parents (both active and potentially eligible for CARE and or CalWORKs).

## **5. NextUp/Foster Youth**

The number of impacted foster youth supported by EOPS Scholars, NextUp or Independent Scholars has grown steadily each year which is a testament to the hard work and support of the designated faculty and part-time staff.

Starting in Fall of 2020, all foster youth-related counseling services were consolidated within EOPS in order to provide students with a more cohesive and streamlined pathway (after the resignation of the full-time Independent Scholars counseling faculty whose position was funded by Equity funds).

On average there are 300-450 foster youth who apply to Chaffey (1.36) of student population (self disclosed via Chaffey Application and or Financial aid), and approximately 80-100 students who enroll (and are verified via documentation and cohorted by the college). This is clearly a significant gap in the number of disclosed foster youth who at least apply to the college and number of verified FY who enroll via provided documentation. The goal is to provide attainable comprehensive, wrap-around services to every foster youth student enrolled and considering the College. In order to achieve this goal current services must be augmented, by increasing staffing, strengthening partnerships, and institutionalizing programs on all affiliated campuses and via all modalities of support (primary campus, satellite campuses and distance learning services).

EOPS/NextUp has made important and beneficial progress in critical outreach/inreach related efforts which are essential for closing the gap between the number of students who self identify as Foster Youth via the Chaffey College application and/or Financial aid application and the number of students who are cohorted as foster youth (based on submitted documentation and connection to priority registration). NextUp/EOPS in collaboration with IT has established standard informer reports that identify students who self-disclose via application or financial aid which has permitted the program to reference regular outreach efforts (CRM, email, phone calls etc), to students who identify as foster youth. We have additionally collaborated with financial aid to assure all students who are flagged as potentially eligible for the California Student Aid Commission Chaffey Grant receive specific information regarding with Foster Youth counseling services at Chaffey (which are housed in EOPS/NextUp).

## **6. Programs for Veterans (Veterans Resource Center)**

The Chaffey College Veterans Resource Center, VRC, and Veterans Services will ensure to align their support to support the efforts of eliminating equity gaps for disproportionately impacted student populations. The VRC is currently working on leveraging technology resources to improve the processing of veterans and dependents benefits. We also recognize that we have equity gaps among our Veteran population in term of access to resources. We are committed to partnering with community based organizations to ensure more of our students have access to mental health and physical health resources to ensure they complete their academic goals.

We are also finding ways to bring our own College's resources to more students by increasing partnerships with departments like Disabilities Programs and Services, our Social Wellness and Behavioral Support program, and our basic needs resources center, Panther Care. We will be working with these programs to increase the understanding of our students needs by these

programs. We will also work on raising the general campus awareness of the needs of our Veteran student population.

## **7. Justice-Involved and Justice-Impacted Students**

The College's support program for justice impacted students on campus and inside of the correctional facilities is now formally known as Rising Scholars. The following support systems are either in place or will be in place during the cycle of this plan. We will also ensure to place a focus on the identified disproportionately impacted student populations.

- Holistic Student Support - Provide at least 90% of incarcerated and justice impacted students with comprehensive support services, including access to priority registration, basic needs, and academic counseling consistently by the end of each academic year.
- Academic Achievement and Workforce Preparation - Ensure at least 85% of students achieve a measurable milestone in their academic or workforce preparation pathway, such as completing a course or earning a certificate, by offering targeted academic and career services.
- Equitable Support Development - Train 100% of faculty and staff who engage with justice-impacted students through bi-annual professional development sessions to enhance their capacity for equitable support.
- Community Partnerships - Establish partnerships with a minimum of one community organization per academic year and bridge equity gaps by providing tailored resources, ensuring all students receive necessary support services.

## **8. Low-Income Adults**

College participates in federal and state programs including the Pell Grant, Direct Loans, Student Success Completion grant (SSCG), Chafee grant (Foster Youth) and Federal Work-Study (FWS) to support low-income students, with a particular focus on adult learners. These programs play a critical role in reducing financial barriers to postsecondary education.

As part of our efforts to support student parents, we highlight Cal Grant as additional resources for students with dependents. Eligible students may receive increased Cal Grant funding to help offset the additional financial responsibilities of supporting a family while pursuing higher education.

We actively collaborate with the Career Center to promote awareness of the Federal Work-Study program as a means for low-income adult learners to earn income while pursuing their educational goals. This partnership helps ensure that students not only access financial resources but also gain work experience that supports their career development and long-term economic mobility.

Promoting Financial Aid Access Through Social Media Outreach to promote awareness and improve access to financial aid. Through our website and social media we share timely information about financial aid programs, deadlines, application support, and eligibility criteria.

Our goal is to increase engagement, demystify the financial aid process, and promote access to the resources students need to succeed.

Proactively assisting students with FAFSA/CADAA completion through weekly workshops, one-on-one advising, and virtual support.

Expand outreach and education efforts focused on financial planning, increasing awareness of financial aid opportunities, and promoting essential money management and savings strategies. These efforts will ensure that low-income adult learners are better equipped to navigate the financial aspects of their educational journey.

One-Stop Onboarding Events: Events like Welcome Day, Open House and develop Registration events to bring services together in one place including counseling, financial aid, admissions, transfer center and technology support streamlining enrollment.

Data-Driven Interventions: FAFSA completion data disaggregated by race, gender, and income will be reviewed by the Financial Aid office to identify gaps and launch timely initiatives.

## **9. Credit for Prior Learning**

Structural Changes The college will establish a CPL structure that includes an administrative lead, faculty lead, transcript evaluator, and classified staff member. This structure will embed CPL into student services and academic workflows, ensuring sustainability and equity across programs. To strengthen capacity, faculty and staff will receive ongoing training on CPL evaluation methods and culturally responsive assessment practices. In addition, the college will track program progress and outcomes to ensure accountability for closing equity gaps in enrollment, persistence, and completion.

Accessible CPL Resources and Pathways To increase transparency and accessibility, the college will further develop a student-centered CPL website and integrate the Mapping Articulation Platform (MAP). These resources provide clear guidance on CPL methods, eligible courses, application processes, and FAQs. To further reach DI populations, the college will launch targeted marketing campaigns that highlight how work, cultural, military, and community-based learning can be converted into college credit. By shifting the responsibility from students to the institution to promote and operationalize CPL, the college reduces barriers and creates equitable pathways to credit.

Targeted Equity Initiatives CPL is a core equity strategy because it accelerates degree completion, supports persistence, and increases enrollment for underrepresented populations, including the adults who work in our communities but have no college degree or certificate.

Statewide Alignment and Local Policy Implementation The college is aligning local efforts with



Vision 2030, Title 5 §55050, AB 1786, SB 1071, and AP 4235 to institutionalize CPL as an equity-driven practice. Action steps include standardizing student services workflows, faculty workload expectations, and student supports across all divisions, as well as building partnerships with four-year universities to expand CPL transferability beyond Credit by Examination.

## **10. Dual Enrollment**

Chaffey College is committed to advancing Vision 2030 by ensuring high school students graduate with at least 12 units of dual enrollment credit. Building on a strong network of CCAP agreements, the College will deepen partnerships to expand equitable access for disproportionately impacted (DI) students and to ensure pathways to college completion and regional workforce development.

To improve access and enrollment, Chaffey will expand dual enrollment course offerings for DI students across high schools, continuation schools, and charter schools, by collaborating with districts to create pathways of interest that meet the needs of DI students. Our dual enrollment outreach will be equity driven and student centered, incorporating an approach that includes family and parent information nights, social media campaigns, and dual enrollment student-focused orientations.

Dedicated Chaffey College Champions at partner high schools will guide students with matriculation steps. In addition, Chaffey College counselors will provide course suggestions and education plans to DI students to ensure completion of at least 12 units of college credit.

To support persistence and completion, Chaffey will use the College Success Center's and promote student support services. A continuation of our early alert system will allow faculty to identify students, enabling dual enrollment staff to connect students to support services. Special emphasis will be placed on encouraging and supporting Black/African American and Pacific Islander/Hawaiian Native students in transfer-level math and English courses. Furthermore, intentional cohort models for pathways at high schools will foster belonging and help students persist from their primary term to subsequent terms.

Chaffey will expand intentional CTE pathways that connect dual enrollment to the Inland Empire's workforce sectors, including health care, education, IT, and public safety. An expansion of our dual enrollment Work-Based Learning courses will provide DI students with early career exposure and paid experiential learning opportunities.

Through these integrated strategies, Chaffey College will leverage its current foundation to expand and strengthen equitable opportunities, improve persistence, and prepare DI students for successful enrollment, completion of transfer-level Math and English, and completion of at least 12 units of college credit prior to high school graduation, advancing the promise of Vision 2030.

## **11. Strong Workforce Program/Perkins**

Chaffey College's Strong Workforce Program (SWP), Perkins V, and Student Equity and Achievement (SEA) Program are coordinated to achieve the equity-centered workforce goals outlined in Vision 2030, particularly increasing the number of students who earn a living wage. The integration of the

following efforts ensures that disproportionately impacted (DI) students receive both high-quality instruction and comprehensive support services.

Our College has developed a unified commitment to employment outcomes. According to the 2024-25 Comprehensive Local Needs Assessment (CLNA), Chaffey consistently performs well in employment and postsecondary retention and placement but acknowledges variability in credential attainment and nontraditional enrollment.

The Career Education Advisory Committee (CEAC) serves as the formal body aligning planning and funding decisions across SWP and Perkins. Efforts are coordinated with SEA. CEAC drives program design and investment decisions that promote equity in student employment outcomes, aligning with Vision 2030's strategic direction of Equitable Workforce and Economic Development.

Work-Based Learning and Career Readiness available opportunities include but are not limited to the following:

- Chaffey College strategically uses SWP and Perkins to support hands-on training.
- The development of internships and apprenticeships for DI students led by CEAC and supported by SWP regional funds.
- The integration of modern equipment in EMT, Culinary Arts, and Commercial Music programs, enhancing students' real-world readiness.

The CEAC will continue to promote innovations like credit for prior learning, accelerated certificates, and contextualized learning—all of which benefit SEA-identified students when paired with high-touch supports. SEA will continue to ensure students can fully access these programs by addressing transportation, food insecurity, and other basic needs. Chaffey College also aligns its programs with Inland Empire/Desert Regional Consortium (IEDRC) priorities in sectors like Health, Advanced Manufacturing, and ICT. Local labor market data guides investments in programs such as community health work, computer infrastructure and support, and GIS—areas with projected job growth and strong wage outcomes.

## Presidents Report September 16, 2025

- Governance Handbook Workgroup
  - Things are moving forward with the Governance Handbook - we have all agreed on the contents for the first four pages! This is a small but fantastic movement. Our next meeting is scheduled for Tuesday, September 30. The largest back and forth has been regarding definitions and the overarching governance body structure, which we worked through during the last meeting by finalizing some major communication ideas, so the next meeting should also be a positive movement in approving content in more pages. Currently the Executive Team is taking the last draft provided by the Academic, Classified, and Student governance groups and providing their collaborative edits.
- College Planning Council
  - Last Friday was my first time attending the College Planning Council, we addressed different ways that CPC can work towards reframing its goals and objectives to be a more strategic player in the College Governance process. Senator Nicole Ferrand is one of the Tri Chairs of that Council, along Dean Andrew Long and Executive Assistant Hope Ell, under the guidance of CIO Michael McClellan.
- President's Cabinet
  - I attended the President's Cabinet this morning, some notable updates include:
    - Measure P Update - Troy Ament
      - During Troy's update, he discussed the new library building construction on the Rancho campus as well as the Chino Building Ribbon Cutting Ceremony next week. I raised my hand and asked a question regarding the conversion of the old library building that came up from the Undocumented Advocates and LGBTQIA+ Advocates Committees that I attend monthly: In a zoom meeting held late April 2025 with last year's Senate Officer team, Michael McClellan, and Troy Ament, he shared architectural plans for the old library space where affinity groups would be located until the new Student Center building was completed. During this zoom meeting, I brought forward that the "Resolution on Equity Center & Conversion of Old Library" discussed separating what is currently known as PRISM into two separate affinity spaces for Undocumented Advocates and LGBTQIA+ Advocates respectively. During the meeting, Troy agreed that this could be possible given the current availability on the architectural plans. I followed up this question with Michael and Alisha after a recent Academic Senate meeting given the recent inquiry from Undocumented Advocates and LGBTQIA+ Advocates Fall 2025 meetings where it had not been brought forward to any of the CCSJ Leadership team. In the President's Cabinet meeting, Troy did not answer the question regarding the separated spaces in the Old Library building but stated that all equity groups would be

communicated with regarding their spaces during the construction progress in the Old Library building. He also stated the architectural designs will be made public prior to the Old Library building being occupied, once all plans have been approved. As a reminder, Title 5 grants Academic Senate participation in shared governance through specific activities and responsibilities known as the "10+2" where item 4 is "Educational Program Development" and item 5 is "Standards or Policies regarding Student Preparation and Success." If affinity groups would like Academic Senate representation in any meetings involving educational programming, development, student preparation and/or success, any Academic Senate representative can be called upon to attend those meetings to maintain that participation in shared governance.

- Chief Griffin stated he would be attending a zoom meeting with Police Chiefs from California Colleges and Universities held by the California Chief Association to review current immigration concerns.
- CDC and Childcare update - main updates are provided in an email from the President's email 9/4. CCSJ is working on a scholarship opportunity to help support students with children until the Childcare Center is up and running - keep a look out for more details on this in the near future.
- Possible future Town Halls on the MacKenzie Scott Gift Fund Application will be hosted by the workgroup.

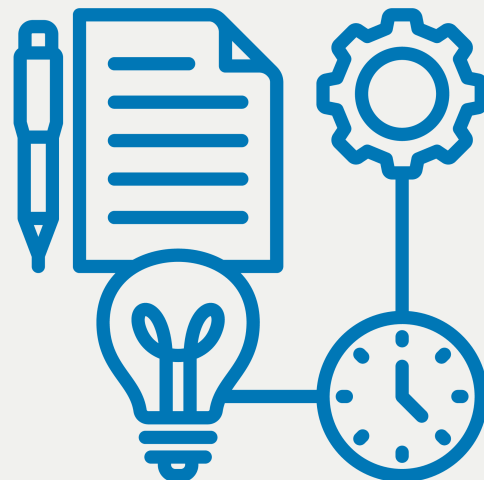


# Progress Follow Up

FROM ACADEMIC SENATE

September 2025

## Institutional Planning



## Digital Equity Resources/Accessibility Infrastructure and support for students

### Faculty Concerns

- Need to offer Wi-Fi hotspots - student surveys indicated students request/require/need hot spots even after they were removed.

### Remedy

- Students can visit any library location during [in-person operational hours](#) to [check out library materials](#) such as iPads, Chromebooks, WiFi hotspots, headphones, calculators, chargers, and textbooks for select classes. Please bring your student ID card to check out library materials. Don't have a student ID? Review the [Photo ID Card information](#) on how to get one!

## Logistical problems with ACC implementation have not been resolved.

### Faculty Concerns

- Athletics separated from KNA - Athletics includes instruction with no full-time faculty or Dean to oversee.
  - Courses have curriculum and assessments that require input from faculty and Dean.
- Related coordination challenges - CIS including Coordination of the Accounting department (with CIS), separate from the Business is not efficient, given that Accounting course and Business course scheduling must avoid overlapping courses because they serve the same population of students; it does not make sense based on curriculum.

### Response

- On-going: the District's external searches for the additional Dean of Health & Wellness/Athletic Director remain unsuccessful.
- The Coordinator structure has been updated to place Accounting in the same coordinated area as Business.

## Lack of meaningful leadership is a pressing issue.

### Faculty Concerns

- Get the searches started for interim positions.
- Moving Instructional Areas into Student Services creates instructional issues.
- Schedule planning - different modalities/semester lengths create challenges academically for students.

### Remedy

- The Rising Scholars program will remain with Student Services and will continue to work closely in partnership with Instruction.
- The Dual Enrollment program will move back to Instruction when the recruitment process for the Dean of Institutional Effectiveness is complete.
- On-going: Governance structures must become more collaborative and institutionally aligned for these issues to find remediation. Vertical and horizontal organizational communication needs to be better streamlined with counseling services, faculty, student support services, etc. which will hopefully be better supported in the Council projected in the Governance Handbook.

## Physical Infrastructure



## Facilities and outdoor spaces in poor condition

### Faculty Concerns

- Weeds, lack of proper landscaping, poor impressions upon walking around campus, impacted by weather events / negative emotional impact on working and learning environment.

### Remedy

- On-going: As the varying phases of construction conclude, the District has been addressing projects that are outside of the construction area, such as the recent installation of sod outside of the BE and AD buildings.
  - Landscaping will be coming to the Language Arts building this academic year, with drought-tolerant, water-wise landscaping scheduled to happen in the spring of 2026. The front, back, and sides of the building, along with the north hillside with the stairs leading up to the parking lot are included in the plan

## Access to student needs within facilities

### Faculty Concerns

- Menstrual products are only located in some restrooms - need to be provided in all restrooms - Male/Female/Gender Neutral stalls and maps need to be updated to indicate where menstrual products can be found around all campuses.
- Water bottle fill stations / working water fountains.
  - VSS and LA were brought up as no working drinking fountains.
  - Lack of vending machines to purchase snacks/additional drinks.

### Remedy

- Dispenser boxes have been installed in restrooms across campus to dispense feminine hygiene products at no cost. Dispensers are currently accessible on all three campuses. [See flier for more details.](#)
- There are currently water bottle filling stations at all three campuses and more are scheduled for installation. Several of the filling stations are already noted on the campus map, and when all stations are installed, the map will be updated to reflect them all.
- All gender restrooms are now identified on the interactive campus maps.



# Program/Area Support



## Consistency in services

### Faculty Concerns

- Consistent Mental Health Infrastructure - reliable information to provide to students.
- Expanding evening services on campus past 7pm.
  - Mental Health Services need to be on site at every moment students are on site - basic needs, mental health, physical needs on all campuses - not a hotline.

### Remedy

- Mental Health Services relocated to the CDC building to provide easy access and more privacy, as requested by students. The District does provide telehealth services for students. Usage activity indicates that telehealth services are being utilized being utilized by the students more frequently health services.
- Behavioral Interventional Team renamed to Chaffey Connects. Partnering with Mental Health Services and HEAT to include social wellness, campus safety, basic needs, and well-being resources. Chaffey Connects presented to Academic Senate in February 2025 to showcase these changes and the well-rounded services, the presentation is viewable on the [Academic Senate Canvas shell under "Faculty Resources"](#)
- Dean of Instructional Support, Ellie Tayang is the night Dean Monday - Thursday until 8 pm

## Child Care & DPS

### Faculty Concerns

- The Child Care Center closed with no reopening plan.
- DPS support - more money needs to be allocated in order to support this program.
  - Recovering DPS students that were lost during the pandemic.

### Remedy

- The District is currently collaborating with Child Development and Education Faculty on “Request for Proposals” step to gather vendor information from qualified child development service providers to plan, operate, and manage a Child Development Center on the Chaffey College campus. The District is maintaining communication with the primary constituent group leaders (CCFA, CSEA, Classified Senate President, and Academic Senate President) upon each upcoming step on the process.
- DPS has a significant amount of funds to serve students, and are currently serving roughly 1100 students (near pre-pandemic numbers).

## Technology



# Logins, Verifications, and Wi-Fi

## Faculty Concerns

- 2 step verifications lock out students/faculty/employees.
  - Use of personal devices to log on to work equipment.
- Wi-Fi - bad Wi-Fi on campus / students access inequities to the internet.

## Remedy

- On-going: Based on the 2024-2025 Technology Summit, ITS began a number of initiatives including wifi assessment, beginning installation of more routers across all three campuses to increase WiFi stability. ITS also partnered with EduRoam for log in access to decrease 2 step verification concerns while maintaining security measures.
  - View more information on the [ITS Board Monitoring Report from July 2025](#) [Governing Board Meeting](#) and the [Wireless page on the Chaffey ITS website](#).
  -



Review Purpose	<input type="checkbox"/> Adoption	<input checked="" type="checkbox"/> Revision	<input type="checkbox"/> Cyclical Review
Description	CCLC Legal Update  The Service added supporting language pursuant to the 2024 changes in the ACCJC Accreditation Standards.and updated the reference.		

Standard mark-up for any recommendations made during review process:

Red = CCLC legal update | Blue = Administrators, faculty, staff | Insertions | ~~Deletions~~

DRAFT TEXT

## BP 7150 Evaluation and Professional Growth

The District supports its employees with professional learning opportunities aligned with the District's mission and institutional goals. It is the intent of the District to maximize professional development opportunities for its employees.

The Superintendent/President shall:

- Assure periodic and systematic evaluations of faculty, administrators, and classified staff.
- Provide professional development opportunities, consistent with the institutional mission and based on identified teaching and learning needs for administrators, faculty, and classified staff.
- Regularly evaluate professional learning opportunities for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

References: ~~WASC~~/ACCJC Accreditation Standard ~~III.A.5 and III.A.14~~ 3.2

Policy

Category: Executive Expectations

Adopted: 7/26/12  
(Replaces former Board Policy 7.1.7)

Revised: 7/27/23



END OF DRAFT TEXT

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*Review information, process notes and legal citations section begins on the next page.*





#### Review information

**General information:** The Office of Institutional Research, Policy & Grants (“OIRPG”) is the Superintendent/President’s designee with oversight of the review process. Review information is provided for draft review purposes only and will be removed when the BP is approved.

Each chapter is under the purview of a primary administrative office. The senior administrator’s review of the BP is required. (Note: Ch. 3 BPs are assigned individually by subject area.) Other administrators and managers whose work should inform BP recommendations provide advisory input. If the BP is designated 10+2, then Academic Senate review is required. If substantive modifications are made to language that is legally required or advised, then CCLC recommends review by District legal counsel. Per AP 2410, non-substantive edits may be made without further institutional review.

#### Specific information:

Chapter	<input type="checkbox"/> 1-The District <input type="checkbox"/> 2-Governing Board <input type="checkbox"/> 3-General Institution <input type="checkbox"/> 4-Instruction <input type="checkbox"/> 5-Student Services <input type="checkbox"/> 6-Business and Fiscal Affairs <input checked="" type="checkbox"/> 7-Human Resources
BP designation(s)	<input type="checkbox"/> Legally required <input type="checkbox"/> Legally advised <input checked="" type="checkbox"/> Accreditation Standard/ER <input type="checkbox"/> Suggested as good practice (optional) <input type="checkbox"/> Chaffey specific <input checked="" type="checkbox"/> 10+2
Primary administrative office	<input type="checkbox"/> Superintendent/President (Ch 1, 2, 3) <input type="checkbox"/> AS Administrative Services and Emergency Operations (Ch 3) <input checked="" type="checkbox"/> AS Business Services and Economic Development (Ch 3, 6, 7) <input type="checkbox"/> AS Instruction and Institutional Effectiveness (Ch 3, 4) <input type="checkbox"/> AS Student Services and Strategic Communications (Ch 3, 5)
Advisory office(s)	Human Resources
CCLC update	Checked for any legally required or advised language issued by the CCLC Policy Subscriber Service through: April 2025 legal update
References	Legal text attached: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No File: 7150_BP Legal Citations OIRPG 1039.pdf

#### Process notes

**Standard BP review sequence per AP 2410:** Initial review (by OIRPG) | Administrator | Faculty 10+2 if required | President’s Cabinet (1<sup>st</sup> reading and information; sunshine with participatory governance groups for input; 2<sup>nd</sup> reading and approval) | Governing Board (Policy Liaison; 1<sup>st</sup> reading and information; 2<sup>nd</sup> reading and adoption).

Date	Review Step
2/28/25	Initial review   OIRPG
	Reviewed and revised by Melissa Christian (Exec Dir), Trinity Kealoha (Rsch & Policy Spec). Revisions: CCLC
4/11/25	Admin review   Human Resources

## Process notes

	Reviewed by Lisa Bailey (Sr Admin), Susan Hardie (Exec Dir, HR), Ryan Church (Chief Legal Officer)
TBD	Faculty 10+2 – review required
TBD	Cabinet
TBD	Board

## Legal citations

[ACCJC 3.2](#)**Accrediting Commission for Community and Junior Colleges  
(2024 Accreditation Standards)****ACCJC Standard 3.2**

[Standard 3: Infrastructure and Resources]

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.



Review Purpose	<input type="checkbox"/> Adoption	<input checked="" type="checkbox"/> Revision	<input type="checkbox"/> Cyclical Review
Description	CCLC Legal Update  The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards. The Service also updated this procedure to align content to the ACCJC Accreditation Standard.		

Standard mark-up for any recommendations made during review process:

Red = CCLC legal update | Blue = Administrators, faculty, staff | Insertions | ~~Deletions~~

DRAFT TEXT

## AP 7150 Evaluation

~~The District assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The District establishes written criteria for evaluating all personnel. The evaluation process assesses the effectiveness of personnel, identifies areas of improvement, and provides methods of remediation. Actions taken following evaluations are formal, timely, and documented.~~

The District evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the District's mission and goals. Evaluation processes are outlined in the appropriate collective bargaining agreement or personnel plan, which are available on the Human Resources web-page.

Evaluation of the Superintendent/President shall be conducted in accordance with BP/AP 2435 Evaluation of the Superintendent/President.

References: ~~WASC~~/ACCJC Accreditation Standard 3.3-III.A.5 ~~(formerly III.A.1.b)~~

Approved: 5/15/12

Revised: 5/16/23

END OF DRAFT TEXT

*Review information, process notes and legal citations section begins on the next page.*



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#### Specific information:

Chapter	<input type="checkbox"/> 1-The District <input type="checkbox"/> 2-Governing Board <input type="checkbox"/> 3-General Institution <input type="checkbox"/> 4-Instruction <input type="checkbox"/> 5-Student Services <input type="checkbox"/> 6-Business and Fiscal Affairs <input checked="" type="checkbox"/> 7-Human Resources
AP designation(s)	<input type="checkbox"/> Legally required <input type="checkbox"/> Legally advised <input checked="" type="checkbox"/> Accreditation Standard/ER <input type="checkbox"/> Suggested as good practice (optional) <input type="checkbox"/> Chaffey specific <input checked="" type="checkbox"/> 10+2
Primary administrative office	<input type="checkbox"/> Superintendent/President (Ch 1, 2, 3) <input type="checkbox"/> AS Administrative Services and Emergency Operations (Ch 3) <input checked="" type="checkbox"/> AS Business Services and Economic Development (Ch 3, 6, 7) <input type="checkbox"/> AS Instruction and Institutional Effectiveness (Ch 3, 4) <input type="checkbox"/> AS Student Services and Strategic Communications (Ch 3, 5)
Advisory office(s)	Human Resources
CCLC update	Checked for any legally required or advised language issued by the CCLC Policy Subscriber Service through: April 2025 legal update
References	Legal text attached: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No File: 7150-AP Legal Citations OIRPG 1058.pdf

#### Process notes

**Standard AP review sequence per AP 2410:** *Initial review (by OIRPG) | Administrator | Faculty 10+2 if required | President’s Cabinet (1<sup>st</sup> reading and information; sunshine with participatory governance groups for input; 2<sup>nd</sup> reading and approval).*

Date	Review Step
7/10/25	Initial review   OIRPG  Reviewed by Melissa Christian (Exec Dir), Trinity Kealoha (Rsch & Policy Spec). Revisions: CCLC.
8/20/25	Admin review   Human Resources  Reviewed by Lisa Bailey (Sr Admin), Ryan Church (Chief Legal Officer)
TBD	Faculty 10+2 – review required



Process notes

TBD

Cabinet

Legal citations

[Accreditation](#) 3.3

## Accrediting Commission for Community and Junior Colleges

### ACCJC Standard 3.3

[Standard 3: Infrastructure and Resources]

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.





Review Purpose	<input type="checkbox"/> Adoption	<input checked="" type="checkbox"/> Revision	<input type="checkbox"/> Cyclical Review
Description	CCLC Legal Update  The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards. The Service also updated this procedure to align content to the ACCJC Accreditation Standard.		

Standard mark-up for any recommendations made during review process:

Red = CCLC legal update | Blue = Administrators, faculty, staff | Insertions | ~~Deletions~~

DRAFT TEXT

## AP 7160 Professional Development

~~The District plans for and provides personnel with appropriate opportunities for continued professional development, consistent with the institutional mission. The District will evaluate professional development programs and use the results of the evaluation as the basis for improvement.~~

The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

The District encourages faculty members to continue their professional preparation, consistent with the institutional mission and based on identified teaching and learning needs, through academic, scholarly, and professional endeavors.

The District also encourages confidential, classified, and management employees to continue to develop their professional preparation, consistent with the institutional mission and based on programmatic/departmental needs, through academic and professional endeavors.

References: Education Code Sections 87150 et seq.;  
~~WASC~~/ACCJC Accreditation Standard 3.2.H.A.14

Approved: 3/6/12

Revised: 5/17/22



END OF DRAFT TEXT

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*Review information, process notes and legal citations section begins on the next page.*



#### Review information

**General information:** The Office of Institutional Research, Policy & Grants (“OIRPG”) is the Superintendent/President’s designee with oversight of the review process. Review information is provided for draft review purposes only and will be removed when the AP is approved.

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#### Specific information:

Chapter	<input type="checkbox"/> 1-The District <input type="checkbox"/> 2-Governing Board <input type="checkbox"/> 3-General Institution <input type="checkbox"/> 4-Instruction <input type="checkbox"/> 5-Student Services <input type="checkbox"/> 6-Business and Fiscal Affairs <input checked="" type="checkbox"/> 7-Human Resources
AP designation(s)	<input type="checkbox"/> Legally required <input type="checkbox"/> Legally advised <input checked="" type="checkbox"/> Accreditation Standard/ER <input type="checkbox"/> Suggested as good practice (optional) <input type="checkbox"/> Chaffey specific <input checked="" type="checkbox"/> 10+2
Primary administrative office	<input type="checkbox"/> Superintendent/President (Ch 1, 2, 3) <input type="checkbox"/> AS Administrative Services and Emergency Operations (Ch 3) <input checked="" type="checkbox"/> AS Business Services and Economic Development (Ch 3, 6, 7) <input type="checkbox"/> AS Instruction and Institutional Effectiveness (Ch 3, 4) <input type="checkbox"/> AS Student Services and Strategic Communications (Ch 3, 5)
Advisory office(s)	Human Resources
CCLC update	Checked for any legally required or advised language issued by the CCLC Policy Subscriber Service through: April 2025 legal update
References	Legal text attached: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No File: 7160-AP Legal Citations OIRPG 1059.pdf

#### Process notes

**Standard AP review sequence per AP 2410:** Initial review (by OIRPG) | Administrator | Faculty 10+2 if required | President’s Cabinet (1<sup>st</sup> reading and information; sunshine with participatory governance groups for input; 2<sup>nd</sup> reading and approval).

Date	Review Step
7/10/25	Initial review   OIRPG  Reviewed by Melissa Christian (Exec Dir), Trinity Kealoha (Rsch & Policy Spec). Revisions: CCLC.
8/20/25	Admin review   Human Resources  Reviewed by Lisa Bailey (Sr Admin), Ryan Church (Chief Legal Officer)
TBD	Faculty 10+2 – review required



Process notes

TBD	Cabinet
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Legal citations

EDC [87150 et seq.](#) | [Accreditation](#) 3.2

## California Education Code

### EDC Sections 87150 et seq.

TITLE 3. POSTSECONDARY EDUCATION

DIVISION 7. COMMUNITY COLLEGES

PART 51. EMPLOYEES

CHAPTER 1. Provisions Applying to All Employees

ARTICLE 5. Community College Faculty and Staff Development Fund

[Sections 87150, 87151, 87152, 87153, 87154]

### EDC Section 87150

87150. There is hereby established the Community College Professional Development Program, to be administered by the board of governors, the purpose of which is to provide state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs.

(Amended by Stats. 2014, Ch. 473, Sec. 1. (AB 2558) Effective January 1, 2015.)

### EDC Section 87151

87151. The board of governors shall annually allocate funds, when appropriated for purposes of this article, only to a community college district whose chief executive officer has submitted to the chancellor an affidavit that includes all of the following:

(a) A statement that each campus within the community college district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.

(b) A campus human development resources plan has been completed for the current and subsequent fiscal years.

(c) A report of the actual expenditures for faculty and staff development for the preceding year.

(Amended by Stats. 2014, Ch. 473, Sec. 2. (AB 2558) Effective January 1, 2015.)

### EDC Section 87152

87152. (a) Any funding appropriated for purposes of this article shall be allocated to the community college districts that provide professional development opportunities to both faculty and staff. Funding shall be disbursed in accordance with rules and regulations adopted by the board of governors.

(b) Community college districts that receive funding pursuant to this section shall include the employee's time used participating in the Community College Professional Development Program in the employee's contractually obligated hours.

(Repealed and added by Stats. 2014, Ch. 473, Sec. 4. (AB 2558) Effective January 1, 2015.)

### EDC Section 87153

87153. The authorized uses of funds allocated under this article shall include all of the following:

- (a) Improvement of teaching.
- (b) Maintenance of current academic and technical knowledge and skills.
- (c) In-service training for vocational education and employment preparation programs.
- (d) Retraining to meet changing institutional needs.
- (e) Intersegmental exchange programs.
- (f) Development of innovations in instructional and administrative techniques and program effectiveness.
- (g) Computer and technological proficiency programs.
- (h) Courses and training implementing affirmative action and upward mobility programs.
- (i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.

(Added by Stats. 1988, Ch. 973, Sec. 26.)

### EDC Section 87154

87154. This article shall be operative during any fiscal year only if funds are provided therefor in the annual Budget Act for that fiscal year or other legislation.

(Added by Stats. 1988, Ch. 973, Sec. 26.)

## Accrediting Commission for Community and Junior Colleges

### ACCJC Standard 3.2

[Standard 3: Infrastructure and Resources]

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.



*Please join us!*

## VIRTUAL TOWNHALL MEETINGS

Chaffey College remains committed to changing lives through education by providing high-quality instruction, meaningful experiences, and comprehensive support services for all students. The Student Equity Plan (SEP) reflects our ongoing commitment to closing equity gaps and ensuring success for student populations that have been historically underserved and underrepresented in higher education. This work is central to our district's mission to create inclusive pathways where every student can thrive.

**Questions?** Contact

Janejila.Snider@Chaffey.edu

Introduction to the Drafted

**2025-2028**

# Student Equity Plan

**Monday, September 22, 2025**

5 pm – 6 pm

**Wednesday, September 24, 2025**

9 am – 10 am

**Thursday, September 25, 2025**

2 pm – 3 pm



**Join Zoom Meeting »**

Meeting ID: 858 1941 6209

Passcode: 010726



We appreciate your feedback on this presentation.

**Feedback Form »**

		Present	Adoption of the 9.16.25 Agenda	Motion to approve the 9.16.25 Consent Agenda	to move further discussion on the presentation as item 8.2 and moving the other items down	Motion to approve the representatives named to serve on the AI and Academic Integrity Workgroup.	Approval of Sabbatical Report: Bradley Hughes
<i>Alternate Senators Italicized</i>							
Representation	Name						
President	Elizabeth "Liz" Encarnacion	Y					
Vice President	Terezita Reyes Overduin	Y	Y	Y	Y	Y	
Secretary/Treasurer	Laura Santamaria Brady	Y	Y	Y	Y	Y	
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y	Y	Y	
ACD-A	Laura Santamaria Brady						
ACD-A	Henry Leonor	Y	Y	Y	Y	Y	
<i>ACD-A Alternate</i>	<i>Steve Shelton</i>	Y					
ACD-B	Vacant						
ACD-B	Nicole Farrand	Y	-	-	Y	Y	
<i>ACD-B Alternate</i>	<i>Vacant</i>						
ACC	Myra Andrade						
ACC	Wendy Whitney	Y	Y	Y	Y	Y	
<i>ACC Alternate</i>	<i>Melissa Johannsen</i>						
<i>ACC Alternate</i>	<i>Fabiola Espitia</i>						
BTH/MIDT	Joseph Lee	Y	Y	Y	Y	Y	
BTH/MIDT	Jonathan Polidano	Y	Y	Y	Y	Y	
<i>BTH/MIDT Alternate</i>	<i>Jay Scott</i>						
Chino Campus	Hannah Carter	Y	Y	Y	Y	Y	
Chino Campus	Manar Hijaz	Y	Y	Y	Y	Y	
<i>Chino Campus Alternate</i>	<i>Vacant</i>						
Fontana Campus	Sean Connelly	Y	-	-	Y	Y	
Fontana Campus	Anthony "Tony" Guaracha	Y	Y	Y	Y	Y	
<i>Fontana Campus Alternate</i>	<i>Vacant</i>						
HFID&C	Vacant						
HFID&C	Vacant						
<i>HFID&amp;C Alternate</i>	<i>Vacant</i>						
HW - HS	Jayne Clark-Frize	Y	Y	Y	Y	Y	
HW - HS	Vacant						
<i>HW - HS Alternate</i>	<i>Lisa Doget</i>						
HW - KNA	Rob Hadaway	Y	Y	Y	Y	Y	
HW - KNA	<b>Candice Hines-Tinsley</b>						
<i>HW - KNA Alternate</i>	<i>Annette Henry</i>						
Instructional Support	Terezita Reyes Overduin						
Instructional Support	Christina Holdiness	Y	Y	Y	Y	Y	
<i>Instructional Support Alternate</i>	<i>Rose Ann Osmanian</i>	Y					
PCS	Melanie Bratcher	Y	Y	Y	Y	Y	
PCS	Patricia Gomez	Y	Y	Y	Y	Y	
PCS Alternate	Vacant						
STEM	Justin Keller	Y	Y	Y	Y	Y	
STEM	Louisa Villeneuve	Y	Y	Y	Y	Y	
<i>STEM Alternate</i>	<i>Vacant</i>						
Senator-At-Large	Tamari Jenkins						
Senator-At-Large	<b>Sarah Chamberlain</b>						
Senator-At-Large	Jin Liu	Y	Y	Y	Y	Y	
Adjunct Senator-at-Large	Carolyn Ward	Y	Y	Y	Y	Y	
Adjunct Senator-at-Large	Ekta Kandhway	Y	Y	Y	Y	Y	
<i>*Adjunct Alternate Senator</i>	<i>Vacant</i>						
Classified Senate Liaison	Sarah Schmidt	Y					
CC Student Government	Nolan Krueger	Y					
CC Student Government	Alilah Mora De Jesus						
<b>RED indicates reported absence</b>	<b>PURPLE indicates reported tardy/leave early</b>	<b>27</b>	<b>20</b>	<b>20</b>	<b>22</b>	<b>22</b>	<b>0</b>
<b>Total Yes Votes</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total No Votes</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Abstentions</b>							
- = Not available during meeting to vote							
<b>37 members total - up to 27 voting at any given time. The President is a non-voting member, but counts as quorum. Curriculum Chair now votes per 8.25.20 meeting.</b>							
President ONLY votes to break a tie.							
A quorum shall consist of two-thirds of the voting members of the Academic Senate (include the President-but only votes to break a tie)							
18 members are needed for QUORUM							
<b>38 Present at this meeting = 27 members, 11 visitors</b>							
<b>9.16.25 Academic Senate Meeting</b>							

[illegible]