REPORT TO THE COMMUNITY

Committed to Teaching & Learning
On behalf of the Chaffey College Governing Board I thank you for your continued support of this institution. The Governing Board wanted to share with you a year of growth and success. Unfortunately it was also a year of frustration and challenge. It has been an exciting year with the completion of several Measure L projects. It has been a fearful year watching costs go up and returns go down.

We can be heartened, however, as President Obama recently released $20 million to 11 California community colleges. This is a portion of a $2 billion four-year program to train the job market. According to California Community Colleges Chancellor, Jack Scott, the White House recognizes the enormous value and role of community colleges in getting the economy back on track and the unemployed back into the workforce quickly.

We want to assure our staff and students that although things are tight now there will be better days ahead. The Governing Board is dedicated to keeping the doors open and the lights on. This is not just a collection of buildings, it is a superior college built for the future and is the economic engine for the region.

On a lighter note we hope you will share our pride in our award-winning students, faculty and staff. Share our pride in our beautiful modern campus and share our respect for our dedicated Superintendent/President, faculty and staff. In this 2011 Report to the Community we will present their accomplishments and our vision for the future. The Chaffey College community is committed to providing quality education for anyone who desires to succeed.

Sincerely,

Katie Roberts
Governing Board President
The 2011 Report to the Community reflects on Chaffey College’s accomplishments and strategic plan for the future. Chaffey College is certainly not the same institution today as when I arrived 4 years ago. Enrollment patterns have changed significantly, due to the state budget crisis which has dramatically affected education.

Chaffey College is a community of dedicated faculty, staff and students. That community also extends to our partners in business, education and government that support our programs. The college has been successfully providing quality education, serving the diverse needs of our district, for more than 128 years. Our students are unique individuals who all have different academic ambitions. It is the unique quality of our educational programs that attracts such a variety of students.

This year has been challenging for Chaffey College due to the state budget cuts. These cuts affect not only the programs and services the college offers, but the ability for students to achieve their academic goals. It breaks my heart to see students frustrated and even in tears because they are unable to get the class or classes they need. I have asked our faculty and staff to be sensitive and do what they can for our students.

I’m pleased to report that in the fall 2011 semester over 19,600 students are enrolled in classes on the three Chaffey College campuses. This year construction of the new Academic Center on the Fontana Campus was completed. The Governing Board dedicated the facility in September officially opening the center. The college is now able to offer a comprehensive education to the residents in the eastern portion of the district.

It is my pleasure to present the 2011 Chaffey College Report to the Community. We sincerely believe that our accomplishments come through the commitment of our Governing Board, administration, faculty, staff, and most importantly our students.

Sincerely,

Henry D. Shannon, Ph.D.
Superintendent/President
Fall 2011

In the Fall 2011 semester, 19,601 students were actively enrolled as of the first census date (September 6, 2011) at Chaffey College. Student enrollment patterns reflect the diverse educational opportunities that Chaffey College offers. On the Rancho Campus, 15,441 students were actively enrolled at first census; 3,477 students were actively enrolled at the Chino Campus; 2,704 students were actively enrolled at the Fontana Center; 2,602 students were actively enrolled in Distance Learning courses; and 718 students were actively enrolled at other locations throughout the District.

In the 2010-11 academic year, students experienced a 70.1% success rate and an 87.3% retention rate, both all-time highs since the college converted to the semester system in 1994. In 2010-11, the college awarded over 2,276 degrees and certificates. The class of 2011 earned 1,312 degrees and 964 certificates.

Student Population by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>(40.9%)</th>
<th>Female</th>
<th>(58.3%)</th>
<th>Decline to State</th>
<th>(0.8%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8,012</td>
<td>(40.9%)</td>
<td>11,430</td>
<td>(58.3%)</td>
<td>159</td>
<td>(0.8%)</td>
</tr>
</tbody>
</table>

Total Number of Students

Enrolled at Chaffey College in Fall 2011:

- Students Served (unduplicated) 19,601
- Course Enrollments 56,539

(Student Population by Age)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or younger</td>
<td>5,660 (28.9%)</td>
</tr>
<tr>
<td>20-24</td>
<td>7,712 (39.3%)</td>
</tr>
<tr>
<td>25-29</td>
<td>2,328 (11.9%)</td>
</tr>
<tr>
<td>30-49</td>
<td>3,302 (16.8%)</td>
</tr>
<tr>
<td>50+</td>
<td>599 (3.1%)</td>
</tr>
</tbody>
</table>

Students Served by Chaffey College Campus

- Rancho Cucamonga Campus 15,441 (78.8%)
- Chino Campus (includes CITC) 3,477 (17.7%)
- Fontana Campus 2,704 (13.8%)
- Distance Education Courses 2,602 (13.3%)
- Other Locations 718 (3.7%)

Student Population by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>2,125 (10.8%)</td>
</tr>
<tr>
<td>Asian</td>
<td>1,000 (5.1%)</td>
</tr>
<tr>
<td>Caucasian</td>
<td>4,265 (21.8%)</td>
</tr>
<tr>
<td>Filipino</td>
<td>518 (2.7%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9,764 (49.8%)</td>
</tr>
<tr>
<td>Native American</td>
<td>122 (0.6%)</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>91 (0.5%)</td>
</tr>
<tr>
<td>Other</td>
<td>161 (0.8%)</td>
</tr>
<tr>
<td>Decline to State</td>
<td>1,555 (7.9%)</td>
</tr>
</tbody>
</table>

Degrees and Certificates Awarded in 2010-11:

- Degrees 1,312
- Certificates 964
- TOTAL 2,276
• Approximately 78.2% of students enrolled at Chaffey College in the Fall 2011 semester are traditionally underrepresented students.

• Female students represent 58.3% of the student body population. Historically, female students represent 58-62% of the total student population.

• With the opening of the new Academic Center on the Fontana Campus, enrollment in Fontana increased by 13.5%.

• Since the Basic Skills Transformation Project went into effect in 2000-01, success rates in foundation (basic skills) courses have increased from 55.5% to 67.8%; retention rates from 77.6% to 88.2%.

• 14,966 Chaffey College students (76.4% of the total student population) reside in one of the seven Chaffey College District service area cities (Chino, Chino Hills, Fontana, Montclair, Ontario, Rancho Cucamonga, or Upland), including 306 of the 386 (79.3%) international and out-of-state students who attend Chaffey College.

• The three top cities – Rancho Cucamonga, Fontana, and Ontario – contribute 78.4% of the within-district enrollment.

• Chino and Chino Hills account for 9.4% of the within-district enrollment, up from 8.5% reported five years ago.

• Semester, students from 173 different cities were actively enrolled in courses at Chaffey College.

• In the 2010-11 academic year, 23,870 former Chaffey College students were actively enrolled at a four-year college or university, including 17,147 (71.8%) who were enrolled full-time. Examining the type of institution attended, 13,844 students (58.0%) were attending public institutions, while 10,026 students (42.0%) were attending private institutions. Approximately 7,739 students (32.4%) were attending out-of-state four-year colleges or universities. Among the 16,131 former Chaffey College students who attended a four-year college or university in California in the 2010-11 academic year: 9,127 (56.6%) attended a CSU; 2,173 (13.5%) attended a UC; and 4,831 (29.9%) attended an independent four-year institution.

• 6,678 students were actively enrolled in 12 or more units (34.7%); the average student unit load (8.8 units) is the highest observed since Chaffey College converted to the semester system in 1994.
Financial Report
College Budget 2011-12

The annual budget is an important planning document approved by the Governing Board each year. The adopted budget supports the ends policies approved by the Governing Board, including the Board policy to maintain a 7% general fund reserve. This reserve helps to protect the college from unanticipated budget reductions and/or expenditures.

Despite the state budget challenges of the coming year, the college continues to be committed to instruction and instructional support. The adopted budget supports instruction and support for 13,344 FTES (full-time equivalent students).

Unrestricted General Fund Budget

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<th>REVENUE</th>
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<td>Prior Year Ending Balance</td>
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<td>Re-Allocation</td>
<td>10,376,927</td>
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<td>Lottery</td>
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<tr>
<td>Other Revenue</td>
<td>4,127,765</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$83,113,978</strong></td>
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</table>

<table>
<thead>
<tr>
<th>EXPENDITURES</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Academic Salaries</td>
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<td>Classified Salaries</td>
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<td>Employee Benefits</td>
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<td>Operating Expenses</td>
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<td>Capital Outlay</td>
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<td>Other Outgo</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$83,113,978</strong></td>
</tr>
</tbody>
</table>

Funding Sources
Chaffey College receives its funds from several different sources. State appropriations and property taxes account for almost 80% of the college’s general fund budget.

College Expenditures
Chaffey College distributed $67 million on salaries and benefits to its faculty and staff. The expenditures of Chaffey College generated a direct impact in the local economy.
Many students attend Chaffey College with the goal of completing the undergraduate requirements needed to successfully transfer to a college or university. The Chaffey College transfer center staff provides students with valuable resources to aid in their transfer decisions. Students are encouraged to research and visit the colleges or universities they are considering. The transfer center staff organizes discussions with university representatives as well as campus visits.

Zeshan Kazmi is an outstanding representative of Chaffey College transfer students. Kazmi attended Chaffey and transferred to Berkeley where he recently earned a Bachelor’s degree. “Coming to Chaffey College was the best decision I ever made,” exclaimed Kazmi.

“Everyone at Chaffey was so friendly and willing to help,” he added. “So many of my professors encouraged me to pursue higher education and to keep going, which is exactly what I’m doing,” Kazmi recently began studying in the Graduate Strategic Public Relations Program at the University of Southern California.

So many of my professors encouraged me to pursue higher education and to keep going.

Zeshan Kazmi

Today’s tough economy means that student completion and success rates are as important as ever. Chaffey College continues to provide students the tools needed to be successful, and remains at the top of the list of community colleges in the nation in awarding degrees and certificates.

Community College Week Magazine released a list of degrees and certificates awarded by two- and four-year colleges and universities during the 2009-10 academic year. Chaffey College ranked 93rd out of 5,000 two- and four-year colleges and universities nationwide. In 2009, Chaffey awarded 1,398 associate degrees, a 9.7% increase over the 2008-09 academic year, and 827 occupational certificates, the most in the college’s history.

In addition, Chaffey College ranked 45th in the nation, 31st among community colleges, and 9th in the state in associate degrees awarded to minority students. The number of degrees awarded to all Chaffey College minority students increased by 8.3% since 2008-09. Chaffey College ranked 24th in the nation among both two- and four-year colleges and universities and was 7th among California community colleges in awards to Hispanic students. The number of associate degrees awarded to Hispanic students in 2009-10 increased by 10.1% over the previous year.
Often when California schools have to cut programs and services to students due to budget shortfalls, the students affected most are those with marginal academic skills. Fortunately, Chaffey College was recently awarded a $3.2 million Title V Hispanic Serving Institutions Federal Grant. This grant provides opportunities for those students who need assistance the most.

With this grant, the college became the first in the nation to implement a learning and retention system designed to reach an entire population of college students. This program, Learning to Learn, is the only research-based training of its kind that has been approved by the U.S. Department of Education.

A high attrition rate at our nation’s colleges threatens our economic future. Nationally, only 20% of full-time community college students graduate within three years. However, 70% of these students graduate within three years if they receive Learning to Learn training, which teaches them to tap into their natural strengths and thinking skills and apply them in their studies.

The goal is to have every faculty member of Chaffey College - which has campuses in Chino, Fontana, and Rancho Cucamonga - trained within five years, so that every student at Chaffey, not just Latino students or first-generation college attendees, will benefit from the program.

In his 2011 State of the Union message, President Obama’s said community colleges can be the engine for ensuring a strong economy. The president then called for the doubling of student graduation rates by the year 2020. Chaffey College’s planned college-wide infusion of Learning to Learn, with its dramatic impacts on student retention and success, will provide a national model, demonstrating that President Obama’s goal is well within the college’s reach.
In 1997, through the passion, dedication, and hard work of members of the Montclair Collaborative, the Online to College Program began. Online to College is a partnership between the Ontario-Montclair School District, the City of Montclair, the Montclair Collaborative, and Chaffey College. Students are provided educational opportunities that give them and their families support, information, and experience. Through the program, students are exposed to higher education, therefore making college a viable option. Online to College program students receive financial support, information, and experience that support their everyday lives. Students also learn more about life skills, mathematics, language arts, goal setting, problem-solving, communication, and group dynamics. Most importantly, Online to College students learn the keys to success.

To date, the Online to College program has provided hope to thousands of families in Montclair and Ontario. A total of 309 students have been awarded the Online to College scholarship over the past six years. Chaffey College continues to partner with the Ontario-Montclair School district, Chaffey Joint Union High School District, and the City of Montclair to provide educational partnerships that benefit local students.

Recent survey data indicates that as a result of students participating in the Online to College program:
- Over 92% of all survey respondents (students, parents/guardians, and teachers) believe students are more likely to go to college.
- Approximately 85% of survey respondents felt students were more enthusiastic about school.
- Almost 84% of survey respondents (including 88% of students) believe students work harder to improve their grades.
- Over 70% of all respondents (including 80% of teachers) feel students set new or higher educational goals.

In 2000, McDougal became a Chaffey College Governing Board trustee and continued to support the Online to College program. McDougal states that the most rewarding time is seeing these students at commencement. As a Governing Board member, he has the honor of awarding the Online to College students with their college degrees. In 2011, three students earned associate degrees and transferred to local universities.
Chaffey College is among the few community colleges that publish a professional literary journal. The Chaffey Review is a product of the hard work of Chaffey students. Professor Michelle Dowd’s English 35 class edits, publishes and publicizes the journal while gaining valuable experience in writing, journalism, visual arts and graphic design.

Students are given the responsibility of deciding which submissions to accept, developing the journal’s website, and arranging promotional events. For nearly all of these students, this is the first time they have ever seen their name in print.

The Chaffey Review features art and literature submitted by Chaffey students alongside professionals, artists and writers from around the world.

Former Senior Editor, Jules Ebe, states, “We learn hands-on the selection, editing, marketing and distribution process which gives us valuable job skills, a sense of empowerment and responsibility. This enriches our education by giving us real world experience in a professionally run business. Our emphasis on creativity, timeliness and poignancy makes each new volume a definitive statement of Chaffey College’s commitment to the excellence of its students and our future.”

“Through our democratic selection process, we give voice to many that may have otherwise gone unheard,” says Senior Editor Michael Cooper, “We seek out art and literature that has a strong sense of individuality, urgency and purpose. It is through the diversity of this material that we explore the multifaceted nature of our campus and community.”

The Chaffey Review delivers thoughtful expression, diverse content and unique perspectives to an established readership that now extends throughout the world.
Jonathan Cutkelvin is a standout player on the Chaffey College men’s basketball team. He is a leader and serves as a role model for other students both on and off the court. Cutkelvin began the year with a challenging grade point average and was close to being ineligible to play on the Chaffey team in the winter 2011 season.

Cutkelvin possesses the ability to excel athletically and academically has not truly accepted that. He said that “before I met Coach Klein, I didn’t know what I was doing both on or off the court.” His coach pushed him to do what he knew he could do all along, be successful academically.

His high standard of excellence will help us win many games, but it’s also helped him achieve success in the classroom,” stated Coach Jeff Klein head men’s basketball coach. “Jonathan is a kind and considerate student athlete. Other players look up to him as an academic leader. I’m confident that he will go far as long as he continues to believe in himself.” Cutkelvin plans to pursue a career in criminal justice.
Last year, the Chaffey College Veterans’ Resource Center opened to serve the rising number of student veterans. The center is completely self-sufficient and run by student veterans. It provides a relaxing, safe place for students to meet, receive college information, and learn about veteran’s benefits. The center provides a sense of community for those who have served in any branch of the United States military.

Jerry Squyre, a former U.S. Marine, was instrumental in developing and opening the Veteran’s Resource Center. He came to Chaffey upon the advice of his mother-in-law who was studying business at the college.

He knew that being a student veteran is different than being an everyday student, but when he re-enrolled in classes he quickly realized that there weren’t any specific services or place for student veterans. Squyre researched the opportunity of opening a resource center for veterans and was pleased to have the support of the college superintendent/president and administration.

“I want to help other veterans,” he said. “As a veteran I know how challenging it is going back to school.”

Squyre is an outstanding representative of Chaffey College. This summer he earned the prestigious “Veteran of the Year” award which he received from Assemblywoman Norma Torres. Thanks to his vision, the center opened to provide resources such as counseling, admissions, technological assistance, and peer support.

Gomez, a former U.S. Army member, is a strong supporter of student veterans and programs. Gomez, has connected the students with various local support groups and services that benefit veterans and their families. “I want every student to have a positive and successful experience at Chaffey College,” said Gomez. “The Veterans’ Resource Center provides services and most importantly a place for students to go to be connected with their peers.”

Gomez became a trustee in 1990 and is the longest serving board member in the college’s history. In 2002 Mr. Gomez was elected to serve on the Association of Community College Trustees; he held this position for 6 years. In 2010, Gomez was appointed to serve as a Board member of the California Community College Trustees Board. Earlier this year he was appointed to the 27 member ACCT Trust Fund Board that oversees financing projects pertaining to the education and training of community college and technical institution governing board members.
Laura Rodes was voted Staff of the Year by the students of Chaffey College for 2010-11. Rodes is an educational services generalist in the admissions and records office. “To be awarded this honor is amazing to know that you’ve made a difference in these students’ lives,” says Rodes. “This will probably be the highlight of my career at Chaffey.”

Rodes began her employment at Chaffey College in 2001 as a student worker and today is the college’s veteran certifying official. Her role is to assist veterans with their educational benefits and share the programs available for students at Chaffey. “Veterans have sacrificed so much to maintain our freedom, and I’m proud to serve these students as their official,” said Rodes.

Rodes is a dedicated employee who provides the best service to each student she assists. She is a senator on Classified Senate and says she hopes to enjoy many more years at Chaffey College. She hopes that she can make a positive impact on the lives of all students because it’s the students that make her job possible.
Albertsen was nominated by her Chaffey College colleagues and endorsed by the Governing Board. She was selected by representatives of the Board of Governors for California Community Colleges and the Chancellor’s Office and the Foundation for California Community College. Her outstanding performance of professional duties and her record of active participation on campus and beyond made her an excellent candidate for the award.

Albertsen has been employed at Chaffey College for eleven years. She is a team player, always willing to help others, and an asset to the accounting and budgeting services offices. She is a tireless fundraiser, and through her leadership as Classified Senate president, the senate has awarded eight $300 scholarships this year. Albertsen also donates time to Juvenile Diabetes, Teddy Bears for Hugs (Loma Linda Children’s Hospital), Ontario Tent City, and several other community outreach programs on and off campus. In the words of her nominator, “Trisha has shared her knowledge and experience with co-workers who turn to her for her expertise. Her pleasant demeanor and willingness to help are always appreciated.”

“" This is huge honor, I earned this award because of the individuals in the Classified Senate and my co-workers. 

Trisha Albertsen"
Marc Meyers

Dr. Marc Meyer, associate professor of anthropology, was involved in research that addressed the role of unconscious bias in science. In short, Dr. Meyer and colleagues from Princeton University, Stanford University, University of Pennsylvania and Columbia University disproved a popular view in social studies of science arguing that unconscious manipulation of data may be a scientific norm. Rather than illustrating the ubiquity of bias, their results demonstrate the ability of science to escape the bounds and blinders of cultural contexts.

Their research was published in the PLoS Biology a journal published by the Public Library of Science. The article Dr. Meyer co-authored is entitled “The Mismeasure of Science: Stephen Jay Gould versus Samuel George Morton on Skulls and Bias.”

Stephen Jay Gould (1941–2002) and Samuel George Morton (1799–1851) worked in different centuries but shared a number of similarities. Each scientist was well-respected and held academic positions. Morton was the president of Philadelphia's Academy of Natural Sciences, while Gould was a Harvard professor. Gould's popular books on science were best-sellers, and Morton's 1839 Crania Americana volume brought him international recognition.

Morton became well-known from his collection of nearly 1,000 human skulls he obtained from around the world. He conducted research and took detailed measurements of these skulls with a particular focus on cranial capacity, more specifically the skeletal equivalent of brain size. He hoped to determine whether different human populations were separate species resulting from multiple divine creations (polygenesis) or a single species created but once (monogenesis), a major question in pre-Darwinian science.

Dr. Gould claimed that Morton mismeasured and falsified the results of the research for his own benefit. While Dr. Gould did not measure any of the skulls himself and merely did a paper reanalysis of Morton's results, he accused Morton of deception.

Dr. Meyer, while at the University of Pennsylvania, became quite interested in Morton's cranium capacity analysis and wanted to examine whether Morton's results were valid. Meyer and his colleagues identified and remeasured half of the skulls used in Morton's reports, finding that in only 2 percent of cases did Morton's measurements differ significantly from their own.

“These results falsify the claim that Morton physically mismeasured crania based on his a priori biases,” the Pennsylvania team writes. Dr. Gould himself omitted subgroups in his own reanalysis, and made various errors in his calculations. “Ironically, Gould's own analysis of Morton is likely the stronger example of bias influencing results,” Meyer and colleagues write.

Dr. Meyer earned national recognition for this research. He has been a member of the Chaffey College faculty for five years and is pleased to share his knowledge and experiences with Chaffey College students and faculty. The article had created quite a buzz; in the weeks after being published it has already ranked in the top 3% of all PLoS papers, and was the subject of articles in periodicals including Nature, Science, Discover, and the New York Times.
In the 2010–11 academic year Kelly Ford, Assistant Professor of Theatre, was named “Faculty of the Year” by Chaffey students. “I am grateful to the students for presenting me the best gift an instructor could receive,” said Ford.

Ford has been a Chaffey faculty member since 2007 and has educated hundreds of theatre students. She says there is nothing more gratifying for an instructor than to see your students succeed in life.

Ford is an inspirational Theatre professor and is committed to the success of her students. She is a role model for her students through her expert teaching, by advising and reenergizing the student Theatre Club, by creating a theatre company, by directing plays, and by choreographing musicals. “Kelly is to be commended for her professionalism, caring demeanor, excellent rapport with students and commitment to their success, and for her passion and love for teaching and for the theatre,” said Michael Dinnielli, Dean of Visual and Performing Arts.

Ford is proof that effective education doesn’t have to take place in a traditional setting like the classroom. She believes students should experience education through innovation. At times her instruction is conducted outside on the lawn where students are taught ways to respond to their senses.

“I am grateful to the students for presenting me the best gift an instructor could receive.”

Kelly Ford

KATHY BRUGGER

Governing Board trustee Kathy Brugger has served in educational leadership for more than twenty years and has been a Chaffey College Governing Board member since 1993. She is a successful board member and community leader. Her talents were recognized by former California Governor Arnold Schwarzenegger in 2008 when she was appointed to serve on the California State Teacher’s Retirement Board which provides a forum for active participation in the formation of Cal STRS policies and procedures.

“Kathy Brugger has been and outstanding, hard working advocate for a fair and reasonable STRS plan for teachers,” says Ardon Alger, Faculty Senate President. “She has a real understanding of what it means to be a teacher and extensive background in how California Government works.”
Sherm Taylor, Associate Professor of Automotive Technology, is not only an exemplary instructor, but also a tireless supporter of Chaffey College, and the Chaffey Automotive Technology program and its students. Taylor is dedicated to sharing his knowledge with students and the community. In 2008, along with automotive technology students, he launched the Chaffey College Car Club which has grown to be one of the most active student organizations on campus. Last year the club scored highest out of the 48 clubs on campus in the Inter-Club Council rating.

The Car Club promotes Chaffey College at events throughout the region including the National Hot Rod Association (NHRA) World Finals at the Pomona Drag Strip, the Grand National Roadster Show, the Guns & Hoses car show, the California Speedway Math and Science Fair, the Long Beach Grand Prix, and the NHRA educational event at Irwindale Speedway.

Under Taylor’s leadership, the Car Club hosts an annual car show on campus. The 2011 show brought in 88 car enthusiasts and 400 attendees. The club donated $1,000 to the Veteran’s Resource Center from proceeds collected at the event. In addition, the club gave a $1,000 Fund A Dream scholarship, $500 in book grants, and two $250 student scholarships. The car show continues to grow and improve each year and is getting increasing support from faculty, staff, and the community.

The Car Club held several other events at Chaffey College last year. Taylor and the auto tech students hosted a Halloween Trunk or Treat event for local children and families. The event was dedicated in memory of Chaffey staff member, Carol Kight-Fyfe, who passed away last year. The club established and donated to a scholarship in her name.

Taylor and his students also supported the annual convocation, football Tailgate party, the Classified Senate Goodwill drive for scholarships, Hands Across California, Family Day, and the Christian Club Food Drive.

Taylor dedicates his own time to securing sponsors for auto tech students to compete in the Skills USA program. He makes himself available to help students, staff and faculty with their automotive related problems and shares his knowledge for tours of local school children and groups. His contribution of time and energy to promote the college and its students is remarkable.
In January 2010, the Kaiser Permanente Fontana Medical Center partnered with Chaffey College and the San Bernardino County Workforce Investment Board to start the first “Pathways to LVN” program. The program is an 18-month curriculum that provides licensed vocational nursing education and training to current Kaiser Permanente medical assistants. The first class consisted of seven women who all graduated from the program in May 2011.

Since many of these students are mothers and wives, their wages were supplemented by the Ben Hudnall Memorial Education and Training Trust.

“I’ve been a medical assistant for 14 years and have always wanted to go back to school,” stated Jill Distelorath, LVN program graduate. “When I heard that Kaiser Permanente and Chaffey were partnering to bring us this program, I couldn’t wait to sign up.” It was amazing to be able to go back to school.” Distelorath is planning to continue her education to become a registered nurse.

“I learned so much in the LVN program,” stated Marcella Lopez, program graduate. “The professors taught us how to be critical thinkers.” The training program is superior and by the third semester she said she felt like an LVN. “I am so proud to be a part of Kaiser Permanente and this program,” exclaimed Lopez.

The “Pathways to LVN” program is headed by Susan Raney, Department Administrator of Clinic Staffing and Payroll, Margaret Willingham, Senior Human Resources Consultant, and Laura De La Torre, SCPMG Project Manager.

“For the employees this is a promotional opportunity; the benefits to Kaiser Permanente is that our patients get enhanced care because the employee is a licensed vocational nurse,” stated Margaret Willingham.

This program opened other opportunities for Kaiser Permanente, Fontana. “We’ve expanded our partnership with Chaffey College who helped us get funding from not only the San Bernardino County Workforce Investment Board, but also other sources,” Willingham added.

Kaiser Permanente believes in giving back to its employees as well as its patients and the community. Currently, there are two additional “Pathways to LVN” classes at Chaffey College.

The Chaffey College Vocational Nursing program has been recognized as a one of the top training programs in the state. The college is pleased to offer this superior training programs to organizations such as Kaiser Permanente.
HOPE Grant 2007-2012

In 2007, Chaffey College was one of only three colleges in California to be awarded the HOPE (Health Occupations Preparation and Education) grant, a 5-year, $1.5 million dollar grant designed to promote and facilitate student preparation and retention in health occupations programs.

The program is administered by Shelley Eckvahl, Vocational Nursing Program Director and Dr. Sabrina Friedman, Grant Coordinator, and provides significant program assistance to all of the health science programs at Chaffey College.

An important part of the HOPE grant program has been the implementation of instructional assistance and counseling that provides both group and one-on-one help to students. Hundreds of students from all programs are helped each year through program-specific workshops, remediation programs, mentoring, and other activities. The grant is due to expire in the Spring of 2012, and the School of Health Sciences is actively looking for grants and other funding options to replace the resources provided by the grant.

Workforce Development

Industrial Electrical Craft Training Program for Incumbent Workers

For more than a decade, Chaffey College Economic and Workforce Development has provided intensive training to enhance the craft skills for hundreds of workers. Employers throughout the Inland Empire Region including TAMCO Steel, Steelscape, Vista Metals, Brithinee Electric, Ventura Foods, Cott Beverages and Cal Portland Cement have participated in these programs. Without this program, some employers would be forced to recruit heavily from outside of California to fill the vacancies created from a retiring skilled workforce. As a result of the electrical training program (in conjunction with on-the-job training and specialized courses), the pay rates for those incumbent workers has increased from under $20.00 to over $30.00 per hours. The Industrial Electrical Craft training program has provided a steady stream of electrical trainees for employers to develop from within their organization.
California Community College students throughout the state joined hands with faculty, staff, administrators, board members, donors and community members to express their support of community college education. Thousands of people linked hands in the “Hands Across California” event in April.

Many students are financially challenged and struggle to pay the cost of higher education. The Foundation for California Community Colleges partnered with Ken Kragen, architect of “We Are the World,” “Hands Across America,” and “NetAid” to create awareness and support of California community college students. Thousands of supporters held hands across the state of California. Chaffey College students, faculty, staff, and administrators showed their commitment to education in this successful event.

KATIE ROBERTS

Chaffey College Governing Board members devote their time not only to leading the college, but also to serving the community. Each of the college’s trustees is an ambassador for Chaffey College in the community.

Katie Roberts, Governing Board President, has dedicated her time to educating the community about safety. Roberts created the Chaffey College Safe Schools Conference through a partnership with the San Bernardino County Schools and San Bernardino County Supervisors. The conference brings together college and school administrators, safety personnel, risk managers and information specialists to learn about the legal, social and technical aspects of campus safety. The second Safe Schools conference is being hosted on October 11, 2011.

This year, Roberts provided leadership and support in opening the Ontario Rotary Police Museum. “I wanted to provide a place where people can go to learn more about our local police,” said Roberts. The museum has an amazing collection of police memorabilia, from handcuffs that date back to 1865 to a selection of police officer hats from different countries.

Many students are struggling to pay for their college education. We want to let our legislators know that we don’t want the community college fees to increase. As an individual our voices aren’t heard. Being a part of the thousands of people, who together spoke up, really made me feel proud.

Chaffey College student
Since 1987, the Chaffey College Foundation has partnered with the community to provide the financial resources and tools our students require for their dreams to become reality. The Foundation is led by a volunteer Board of Directors, with many Chaffey College alumni giving back to the college through their service on the Board.

The Foundation feels that no student should be denied an education at Chaffey College due to the lack of financial resources. Essential to this mission is the wide array of scholarship opportunities available to Chaffey College students.

Foundation activities such as the Chaffey College President’s Dinner and the Foundation Golf Tournament help generate these much needed funds, along with the community’s generous support of the Fund-A-Dream Scholarship Program. In 2010-11, the Foundation coordinated and distributed $408,946.55 in scholarship funds to 548 qualified Chaffey College students.

**I believe in the value of education and I wanted to give back. I agreed to serve on the Foundation Board of Directors, because I’m a Chaffey College alumna.**

*SUSAN OVITT, PRESIDENT CHAFFEY COLLEGE FOUNDATION*

**“The Foundation scholarship has alleviated the pressures I have as a student and parent. The funds help pay for my textbooks and enabled me to raise my son without having to take on another job.”**

Eddie Sanchez
ASCC President 2010-11

**“We fund dreams, one student at a time.”**

**“The Fund-A-Dream scholarship I received changed my life and now I want to give back. Thank you for seeing the potential in me!”**

Nagham Dahi
Valedictorian Class of 2011
In 1997, the Governing Board, college administrators, and leaders from the City of Fontana established the Chaffey College Fontana Center. In 2007, the Ralph M. Lewis Center opened to serve additional students. Even with these two facilities, there was a need to increase classroom space and academic offerings.

On September 13, 2011, the Chaffey College Governing Board dedicated the Fontana Campus Academic Center. The opening of the academic Center represents the latest milestone in the district’s efforts to offer a comprehensive education to the residents in the eastern portion of the district.

Such dreams would not have come true if it weren’t for the ongoing partnerships between the college’s Governing Board, the City of Fontana, the County of San Bernardino, and the Fontana Unified School District. The college is honored to have such a strong relationship with these partners.

The Academic Center is a 30,000 square feet, two-story building that opened the first day of the fall 2011 semester. Construction of the new academic center was made possible through funding from the State of California and a partnership with the City of Fontana. “This center truly supports student success,” exclaimed Dr. Eric Bishop, Fontana Campus Dean. “The residents of Fontana have strongly supported Chaffey College and the expansion of the campus, and it is an honor to expand the campus for our students and the community,” he added.

On the first day of the fall 2011 semester, 2,510 students were enrolled in classes on the Fontana campus compared with 2,198 in fall 2010. Students now have the opportunity to enroll in science, art, dance, and physical education courses, and the total number of classes offered increased from 110 sections in fall 2010 to 134 sections in fall 2011.

Jerika Hargis has attended classes on the Chaffey College Fontana Campus for two years. She remembers coming to class and going home. “There were no interactions between students, now with the addition of this new building the campus seems more student oriented and active,” says Hargis.

The Fontana Campus Academic Center includes:

- 10 total classrooms
- Art studio
- 2 science laboratories
- Physical Education/Dance laboratory
- 6 faculty offices
- 3 conference/meeting rooms
- 2 teleconference locations
- Assessment Center/Computer Lab
- Library Resource Center
- Student Lounge
- Bookstore, and
- Student Success Center
The Michael Alexander Campus Center opened on the Rancho Campus this August. The construction project included demolition of the college’s campus center which had been comprised of the cafeteria, faculty lounge and student services offices. The new, two-story Campus Center, located just west of the former building, is 16,400 square feet. Students, faculty, and staff are now experiencing a new dining commons and bistro on the ground floor. Adjacent to the dining commons is the faculty and staff lounge.

The second floor houses Health Services, the Global Career Center, Extended Opportunity Programs and Services, and Student Government. The new Michael Alexander Campus Center offers students a sense of community and a place to collaborate and convene.

“I like the new campus center. It’s a great place to eat, study, and be with friends.”

CHAFFEY COLLEGE STUDENT
Chaffey College and Omnitrans officials dedicated the new Transit Bus Center on the Chaffey College Rancho Campus this year.

Omnitrans donated $3 million to construct a Transit Center for the loading and unloading of the Omnitrans buses. The Transit Center project included construction of bus shelters, bus stalls and adjacent parking lots.

Many students use public transportation to get to school. This year, Chaffey College partnered with Omnitrans to offer the “Go Smart 2011-12” program. Chaffey College students can ride free for the entire school year.

By showing their Chaffey College student ID card, students have the ability to ride any Omnitrans bus throughout the area. The “Go Smart” program is a partnership with Chaffey College and other colleges and universities in the Inland Empire.

College officials were determined to stretch the Measure L funding as far as they could to make sure that every building on the college’s three campuses was modernized. This year several buildings on the Rancho Campus were renovated. The physical science, business education and mathematics buildings received energy upgrades, along with interior and exterior renovations. Housed in the mathematics building, the math success center was remodeled to increase the space and usability of the center.
Research shows that students are more successful if they are educated in a positive academic environment. The Governing Board and college officials have devoted time and funding to construct state-of-the-art facilities. Chaffey College opened the first building in the City of Chino in 1999 to serve the residents of the west end of the district. In 2002, the Robert Pile Information Technology Center opened and today students in the electronics and technology fields are receiving superior training at this facility.

In 2008 the Main Instructional Building on the Chino Campus at College Park opened to serve students. Student enrollment on the Chino Campus has continued to increase as the academic opportunities increase. This year, due to budget constraints the number of courses decreased affecting the enrollment. Despite this, more than 3,400 students were enrolled in classes at a location within the Chino Campus.

<table>
<thead>
<tr>
<th>Chino Campus Student Enrollment</th>
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<tbody>
<tr>
<td>Semester</td>
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<tr>
<td>Fall 2011</td>
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<tr>
<td>Fall 2010</td>
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<tr>
<td>Fall 2009</td>
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<td>Fall 2008</td>
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<td>Fall 2007</td>
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<td>Fall 2006</td>
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On March 5, 2002, residents of the Chaffey Community College District passed a general obligation bond. The college promised that Measure L funds will be used to:

- Rehabilitate classrooms, science labs, and deteriorating infrastructure
- Upgrade electrical capacity and wiring for technology
- Construct classrooms to accommodate student enrollment
- Expand opportunities for nursing, radiology, teaching, and other job training programs
- Advance youth and senior programming
- Promote economic and job development

Measure L funds remain in our community and qualify Chaffey College for state matching funds. Bond expenditures will be subject to community oversight, with no money for administrative salaries, as required by law.

Our Promise to the Taxpayers
Measure L was approved by the voters in the amount of $230,000,000. The ballot measure promised that the tax rate increment would not exceed $25 per $100,000 assessed valuation and would not average more than $18.85.

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**Bond Issuance (Budget in Millions)**

- **Series C**: $202.4 m
- **Committed**: $194.7 m
- **Paid to Date**: $178.9 m

**Bond Rating Series C**

<table>
<thead>
<tr>
<th>Standard and Poor's Rating</th>
<th>Moody's Rating</th>
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<tbody>
<tr>
<td>AA</td>
<td>Aa2</td>
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**Tax Rate Increment**

- **Based on $100,000 assessed valuation**
- **2006-2007**: $22.70
- **2007-2008**: $23.50
- **2008-2009**: $23.50
- **2009-2010**: $14.36
- **2010-2011**: $13.39
- **2011-2012**: $15.93

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**Projects Completed**

- Renovate/Paint Automotive
- Technology Lab
- Infrastructure/Campus Theme
- Environmental Impact Report
- Renovation Athletics Office
- Scoreboards
- Snack Bar
- Track & Field Timer
- Stadium Flag Pole
- Radiologic Technology Retrofit
- San Antonio Community Hospital/CNA
- Chino Master Plan
- Vocational Education - Phase I
- Wargin Hall - Phase I
- Visitor’s Restroom/ADA Access
- Science Complex Site Work
- Theater Fire Alarm
- Bookstore Loading Dock
- North Parking Lot Irrigation
- North Parking Lot Landscaping
- AT&L Landscaping
- Nature Preserve Fence
- Central Plant - Phase I
- College Drive Softball Field
- Fire Lane/Science Site Lighting
- Electronic, Marquee
- Physical, Health, and Life Science
- Re-Roof
- New Elevator Tower
- Parking Lot 12
- Chino Campus - Main Instructional Building
- Chino Health Science Building
- Chino Community Center
- Data and Telecom Cabling
- Student Services/Administration, Science Complex
- and Fontana Security Upgrade
- Fontana Landscape and Irrigation
- Fontana Parking Lot Upgrades
- Chino Health Science Parking Lot
- Library Lawn Landscaping
- Physical Science Complex
- Roof Replacement
- Language Arts & Social Science Buildings –
  - Energy Upgrades
  - Visual and Performing Arts Complex
  - Sports Center
  - Visual and Performing Arts Complex
  - Fire Lane Extension
  - Information Services Security System Conversion
  - Theatre Re-Roof, East and West Wings
  - Physical Science Renovation & Math Success Center
  - Visual and Performing Arts Landscape Addition
  - Physical Education Facility Gym Renovation
  - Central Plant Build Out - Phase 1C
  - Hot Water Upgrades

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**Performance Audit, Fiscal Year Ending June 30, 2010**

“The results of our tests indicated that, in all significant respects, the Chaffey Community College District has properly accounted for the expenditures of the funds held in the Bond Building Fund and that such expenditures were made for authorized bond projects. Further, it was noted that the funds held in the Bond Building Fund, and expended by the District, were used for salaries of administrators only to the extent they perform administrative oversight work on construction projects as allowable per Opinion 04-110 issued on November 9, 2004 by the State of California Attorney General.”

Vicenti Lloyd & Stutzman, LLP
In the Spring 2011 semester, Chaffey College participated in the Community College Survey of Student Engagement (CCSSE). A research initiative developed by the Community College Leadership Program at the University of Texas at Austin. The CCSSE provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence.

In examining the 2011 CCSSE cohort, 443,818 students from 699 institutions participated in the 2011 study. Among the 699 institutions that participated, 76 including Chaffey College, were classified as extra-large institutions (having more than 15,000 credit students).

The student engagement survey was distributed to students enrolled in 48 randomly selected Chaffey College courses, with 921 students provided valid survey responses (a 48.1% student response rate).

For comparison purposes, CCSSE groups findings into five “benchmarks.” The CCSSE benchmarks are groups of conceptually related survey items that address key areas of student engagement.

**THE FIVE BENCHMARKS ARE:**

- **Active and Collaborative Learning.** Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

- **Student Effort.** Students’ own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

- **Academic Challenge.** Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

- **Student–Faculty Interaction.** In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals.

- **Support for Learners.** Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships

The CCSSE found that Chaffey College students scored higher than California Community College students on all five general engagement “domains” that the survey measured. Additionally, Chaffey College students scored higher than comparably-sized institutions and the entire 2011 cohort on four of the five engagement domains. In short, Chaffey College students are more engaged in their education, therefore leading to a more successful academic experience.