14th Annual

2013 REPORT to the Community
On behalf of the Chaffey College Governing Board, thank you for your continued support of Chaffey College. I have been privileged to serve on the Governing Board for almost 20 years. During this time I have seen Chaffey College grow and prosper and I attribute this to the amazing faculty, staff, and students that make Chaffey College a superior institution.

It is with great pleasure that I introduce the 2013 Chaffey College Report to the Community. This report encompasses the college's accomplishments during the 2012-13 academic year as well as our vision for the future.

This year, the faculty and staff launched the "Hope and Mindset" Campaign which is transforming the college culture into one that prioritizes student involvement in the academic journey. I truly believe that if a person desires or dreams of being successful, he or she will be successful. We all can remember the people who told us "we could do it." It is through their support and inspiration that we are successful.

As often as I can, I remind people that success begins with education. If you are curious about "Hope" or want to see firsthand how students are reaching their dreams, I encourage you to visit Chaffey College.

Thank you for your support of Chaffey College: it is an honor to serve as the Board President and to share with you the 2013 Report to the Community.

Kathy Brugger
Governing Board President
For 130 years, Chaffey College has been helping students achieve their academic goals and dreams. As we reflect upon the past year, I am very proud of the achievements made by our faculty, staff, and students. Thanks to the dedication, hard work, and leadership of our Governing Board, Chaffey College is well-positioned for a strong and vibrant future.

Last year, we experienced financial challenges, but thanks to the support of California voters, Proposition 30 passed, providing funding to community colleges. Chaffey College students benefited the most from this funding. We were able to offer a robust summer school, provide additional classes in the 2013-14 academic year semester, and introduce a new Weekend College.

Chaffey College continues to deliver on its mission of improving lives within the diverse communities it serves. The 2013 Report to the Community shares highlights of the past year. I’m pleased to report that our student enrollment continues to increase and in the fall 2013 semester we are serving more than 19,000 students on the college's three campuses.

We continue to enhance and build partnerships within the district, introduce new programs, and earn local and national recognition for our accomplishments. As I mentioned, this year we are celebrating the college’s 130th anniversary. The college has a rich history and I am proud to lead the faculty, staff, and students who together have created this world-class institution.

Henry D. Shannon  
Superintendent/President
Economic Impact

Students benefit from improved lifestyles and increased earnings. Taxpayers benefit from a larger economy and lower social costs. Finally, the community as a whole benefits from increased job and investment opportunities, higher business revenues, greater availability of public funds, and an eased tax burden.

College Focuses on On-the-Job Training Programs

The college’s employment development department continues to partner with the County of San Bernardino and local businesses to provide student on-the-job training opportunities. The county reported that Chaffey College is the highest placement provider in the county. This year, the college was awarded $2 million in training funds to continue offering the Office Occupations program and other career training to low-income CalWORKS recipients.

This on-the-job training program is mutually beneficial to the local businesses, Chaffey College, San Bernardino County, and most importantly our students. Chaffey students are placed in positions with local companies. The partnering businesses are reimbursed by the county to pay the students’ wages. A total of 73 students have completed Office Occupations training.

Center of Excellence California Energy Commission Project

The Center of Excellence staff and Chaffey College continue to work on a grant-funded project commissioned by the California Energy Commission. This endeavor is a comprehensive study of the alternative fuels and advanced vehicles technologies industry in California that includes labor market data as well as an inventory of available programs that provide education and training in this field.
In 2011 an Economic Impact Study was conducted by an independent agency who reported that Chaffey College has a positive impact on the local community. The study found that Chaffey College contributes each year to the community through a combination of college operations, student spending, and productivity of graduates in the workforce.

**College Operations Effect**
- The Chaffey College District economy annually receives roughly $80.4 million in income due to Chaffey operations. This is a conservative figure adjusted to account for monies that leave the economy or are withdrawn from the economy in support of the college.

**Student Perspective**
- Education increases lifetime income. The average income at the career midpoint of someone with an associate’s degree in the Chaffey College District is $44,100, 35% more than a student with a high school diploma. 
- Students enjoy an attractive 13.7% average rate of return on their Chaffey educational investment, recovering all costs (including tuition, fees, and forgone wages) in 10.8 years.

**Social Perspective**
- Higher earnings of Chaffey students and associated increases in state income expand the tax base in California by about $114.7 million each year.

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**2012 Career Technical Education (CTE) Completer and Leaver Study**

In Spring 2012, the college contacted former Chaffey students who had been enrolled in a Career Technical Education program. Respondents were placed into two categories: completers or leavers. Completers met one of the two conditions: 1) earned 12 or more units in an occupational program and received a degree or certificate in an occupational field; or 2) earned a degree or certificate in an occupational field during the year. Conversely, students were identified as leavers if they earned 12 or more units in an occupational area, yet did not earn a degree or certificate in an occupational field.

**Satisfaction with Chaffey Education and Training**
- 93.6% of completers reported that they were either “satisfied” or “very satisfied” with the education and training that they received at Chaffey College.
- 84.7% of leavers reported that they were either “satisfied” or “very satisfied” with the education and training that they received at Chaffey College.

**Hourly Wages**
- Completers who were employed both before and after their studies at Chaffey reported significantly higher average hourly wages post-Chaffey ($18.20) than pre-Chaffey ($13.90).

**Benefits Received**
- Completers who were employed both before and after their studies at Chaffey reported receiving more work benefits post-Chaffey.

**Job Satisfaction**
- Completers who were employed both before and after their studies at Chaffey College reported statistically significantly higher levels of job satisfaction post-Chaffey.
Chaffey College 2013-14 Budget

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

The passage of Proposition 30 last November prevented further state funding reductions and, along with the improving state economy, has allowed the district to begin the process of improving student access for the 2013-2014 fiscal year. The District will continue its commitment to teaching and learning with a major emphasis on student success and completion. The adopted budget supports instruction and support services for 13,846 FTES (full-time equivalent students).

Unrestricted General Fund Adopted Budget

Revenue

Total State Apportionment $70,291,867
Prior Year Ending Balance Re-Allocation
Lottery $7,802,230
Other Revenue $1,665,027
Total Unrestricted General Fund Budgeted Revenue $85,157,510

Expenditures

Academic Salaries $35,677,543
Classified Salaries $18,875,705
Employee Benefits $16,006,657
Books/Supplies $1,459,444
Operating Expenses $9,572,545
Capital Outlay $1,716,765
Other Outgo $1,857,851
Total Unrestricted General Fund Budgeted Expenses $85,157,510
In the Spring 2013 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.

For comparison purposes, CCSSE groups findings into five “benchmarks”: active and collaborative learning, student effort, academic challenge, student/faculty interaction, and support for learners.

As findings from the 2013 CCSSE Survey suggest, compared to students at other California Community Colleges, comparably sized community colleges, and all other community colleges nationwide, Chaffey College students report that they are more likely to:

- Be actively involved in their education and have opportunities to apply what they are learning
- Develop valuable skills that prepare them to deal with real-life situations and problems
- Invest effort in learning
- Be challenged intellectually and creatively
- Be satisfied with the support services that they receive
- Cultivate positive relationships
- Believe that the college is committed to their success
**Enrollment**

In the Fall 2013 semester, 19,284 students were actively enrolled as of first census date (September 9, 2013) at Chaffey College. Student enrollment patterns reflect the diverse educational opportunities that Chaffey College offers. On the Rancho Campus, 15,021 students were actively enrolled at first census; 3,251 students were actively enrolled at the Chino Campus; 2,985 students were actively enrolled at the Fontana Campus; 2,280 students were actively enrolled in Distance Learning courses; and 755 students were actively enrolled at other locations throughout the District.

In the 2012-13 academic year, students experienced a 71.3% success rate and an 89.7% retention rate, both all-time highs since the college converted to the semester system in 1994. In 2012-13, the college awarded over 3,123 degrees and certificates, 196 more awards than the previous annual high. The class of 2013 earned 1,696 degrees and 1,427 certificates.

**Total Number of Students Enrolled at Chaffey College in Fall 2013:**
- Students Served (unduplicated) 19,284
- Course Enrollments 51,738

(Colleague enrollment data files, September 9, 2013)

**Students Served by Location**
(of the 19,284 students actively enrolled as of first census in the Fall 2013 semester):
- Rancho Cucamonga Campus 15,021 (77.9%)
- Chino Campus (includes CITC) 3,251 (16.6%)
- Fontana Campus 2,985 (15.5%)
- Distance Learning Courses 2,280 (11.8%)
- Other Locations 755 (3.9%)

**Student Population by Gender**
- Male 7,913 (41.0%)
- Female 10,752 (55.8%)
- Decline to State 619 (3.2%)

**Student Population by Age**
- 19 or Younger 5,860 (30.4%)
- 20 - 24 7,633 (39.6%)
- 25 - 29 2,356 (12.2%)
- 30 - 49 2,884 (14.9%)
- 50+ 551 (2.9%)

**Student Population by Ethnicity**
- African American 2,001 (10.4%)
- Asian 1,021 (5.3%)
- Caucasian 3,657 (19.0%)
- Filipino 496 (2.6%)
- Hispanic 11,308 (58.6%)
- Native American 155 (0.8%)
- Pacific Islander 76 (0.4%)
- Other 90 (0.4%)
- Decline to State 480 (2.5%)

**Degrees and Certificates Awarded in 2011-12:**
- Degrees 1,696
- Certificates 1,427
- TOTAL 3,123

8 Report to the Community
Enrollment

Fall 2013 Within District Enrollment by Service Area City
(includes International Students and Out-of-State Residents)

<table>
<thead>
<tr>
<th>City</th>
<th>Enrollment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chino</td>
<td>953</td>
<td>6.7%</td>
</tr>
<tr>
<td>Chino Hills</td>
<td>457</td>
<td>3.2%</td>
</tr>
<tr>
<td>Fontana</td>
<td>4,455</td>
<td>31.4%</td>
</tr>
<tr>
<td>Guasti</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Montclair</td>
<td>431</td>
<td>3.0%</td>
</tr>
<tr>
<td>Mt. Baldy</td>
<td>4</td>
<td>0.0%</td>
</tr>
<tr>
<td>Ontario</td>
<td>2,578</td>
<td>18.1%</td>
</tr>
<tr>
<td>Rancho Cucamonga</td>
<td>4,157</td>
<td>29.3%</td>
</tr>
<tr>
<td>Upland</td>
<td>1,172</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

- Approximately 81.0% of students enrolled at Chaffey College in the Fall 2013 semester are traditionally underrepresented students.
- 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 71.4%; retention rates from 77.6% to 90.8%.
- In the Fall 2013 semester, 14,207 Chaffey College students (74.8% 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 321 of the 394 (81.5%) international and out-of-state students who attend Chaffey College.
- In the Fall 2013 semester, three cities – Rancho Cucamonga, Fontana, and Ontario – contribute 78.8% of the within-district enrollment.
- Chino and Chino Hills account for 9.9% of the within-district enrollment, up from 9.4% reported five year ago.
- As of the first census date of the Fall 2013 semester, 5,490 students were actively enrolled in 12 or more units (28.5%); the average student unit load was 8.4 units; the median unit load was 8.0 units.

Completion Data

- 3,123 total degrees and certificates were conferred in 2012-13, the most awards in the college’s history. This represents 254 more awards than last year (an 8.9% increase over the 2,869 awards conferred in 2011-12).
- 1,696 associate degrees were conferred (1,264 AA degrees, 432 AS degrees), the most degrees awarded in the college’s history and an increase of 2.3% over last year (1,658 degrees conferred in 2011-12).
- 1,427 certificates were conferred in 2012-13, the most in Chaffey’s history and 158 more than the 1,269 certificates awarded last year (a 12.5% increase).
- The 3,123 total awards were earned by 1,851 unduplicated students. Last year, 1,747 students generated the 2,869 awards conferred. Thus, in terms of unduplicated students receiving awards, Chaffey has observed a 6.0% increase in students receiving awards.

- In 2012-2013, 14,942 former Chaffey College students were enrolled at a four-year university, including 9,154 (61.3%) who were enrolled full-time. 7,052 students (47.2%) were attending public institutions, while 7,890 students (52.8%) were attending private institutions. 6,074 students (40.7%) were attending out-of-state four-year universities. Among the 8,868 former Chaffey College students who attended a four-year university in California in 2012-13; 4,536 (51.2%) attended a CSU; 6,49 (7.3%) attended a UC; and 3,683 (41.5%) attended an independent four-year institution.
Events

CHAFFEY COLLEGE CELEBRATES 130TH ANNIVERSARY

Chaffey College is celebrating a milestone this year – 130 years of educational excellence. Throughout the year college officials are hosting events commemorating the college’s anniversary.

In 1883, Chaffey College opened through a vision of George and William Chaffey as the Chaffey College School of Agriculture of the University of Southern California. The Chaffey brothers’ vision is similar to the vision of community colleges today: to provide an educated workforce.

When Chaffey College opened in 1883, there were 15 students and 2 faculty members. Today, the college serves more than 19,000 students with over 200 full-time faculty members on three campuses.

Over the past 130 years, Chaffey College has become one of the most respected community colleges in the state. We are proud of our accomplishments and contributions to the community. For 130 years, Chaffey College has been providing quality education at an exceptional value for the residents of the Inland Valley.

We invite you to “Celebrate 130” at Chaffey College this year.

College officials “Celebrated 130” with the City of Fontana Mayor and city council at the anniversary event on the Fontana Campus.

Art students created drawings of guests at the 130th anniversary celebration on the Chino Campus.

The Child Development Center hosted a craft table for guests at the event on the Rancho Cucamonga Campus.
Musical Department Hosts Benefit Concert Featuring Grammy-Award Winning Musician Arturo Sandoval

Grammy award-winning jazz trumpet player Arturo Sandoval performed in a benefit concert on September 12 at Chaffey College. Sandoval performed both solo and with the Chaffey College Jazz Ensemble directed by Music Professor Patrick Aranda. The Amanda Castro Band, a local jazz group co-led by Chaffey College alumna Castro and Professor Aranda, opened the evening’s event.

Arturo Sandoval is one of the most dynamic and vivacious live performers of our time, and has been seen by millions at the Oscars performing with Celine Dion, at the Grammy Awards with Justin Timberlake, and at the Billboard Awards with Alicia Keys. Sandoval has earned 9 Grammy Awards, 6 Billboard Awards, and an Emmy Award.

He began studying classical trumpet at the young age of twelve, and it didn't take him long to catch the excitement of the jazz world. He has since evolved into one of the world’s most acknowledged guardians of jazz trumpet and flugel horn, as well as a renowned classical artist, pianist and composer.

President Barack Obama awarded the Presidential Medal of Freedom, to Arturo Sandoval the Nation’s highest civilian honor, presented to individuals who have made especially meritorious contributions to the security or national interests of the United States, to world peace, or to cultural or other significant public or private endeavors.

Proceeds from the benefit concert reached students in the Chaffey College Music Department with earnings going toward scholarships, new instruments, and updating of music software and computers, as well as providing education, training, and career opportunities in the field of music.
In September 2012 Governor Brown signed the Student Success Act of 2012 into law; the new legislation assists students in completing their educational goals while bolstering the economy. This legislative cornerstone of California Community Colleges reform initiative is aimed at improving educational outcomes for students and better preparing the workforce needed for California’s changing economy.

The California Community Colleges Board of Governors took steps this year toward establishing a state-wide enrollment priorities system that rewards students who make progress toward their educational goals.

Even though the proposed changes we are not required to be in effect until fall 2014, Chaffey College immediately began creating services to prepare students for future changes. The Student Success Initiative requires students to complete a new student orientation, an assessment, meet with a counselor to develop an educational plan, and remain in good academic standing to retain their enrollment status.

Students who complete these requirements are more prepared and have a higher probability of being successful in college.

**READING/Writing Integration**

Significant advances were made to the English and Reading curricula and departments this year. Faculty members are to be commended for their commitment to student success as shown by the new integration and revisions to the curriculum. Three new integrated courses replace eight previous reading and English courses, allowing students to reach their goals more quickly and efficiently.

Integrating the Reading and English curricula and departments was an intense but rewarding process. The outcome was the introduction of new English courses designed to help students develop reading, writing, and critical thinking skills necessary for success in all their transfer courses.
Student Success Initiative

Chaffey College recently launched new services within the Student Success Initiative to assist students with completing their educational goals. The program consists of support services including the degree audit, an online new student orientation, and success guides.

Unofficial Degree Audit

Students are able to access and track their educational progress through the new “unofficial degree audit.” The computerized educational planning tool allows students to obtain a computerized report to evaluate their progress towards completing a specific program or degree. It also provides students the option of evaluating a different degree or program. Through the online degree audit, students are able to monitor their progress toward an identified goal and explore options through “what if” scenarios when considering various degrees and/or certificates. Lastly, the auditing program provides students independent access to their educational progress.

Online New Student Orientation

Another successful service launched this May is the “online new student orientation” introduced by the counseling department. Students now have the choice of accessing the online new student counseling orientation or attending a face-to-face orientation on one of the college campuses. More than 50% of new students enrolled in classes in the fall 2013 semester took advantage of the new online orientation.

Success Guides

The third new service designed to improve student success is the addition of “success guides.” The guides are graduate students, trained by the counseling faculty, whose primary role is to assist students in monitoring their academic progress. They guide students through the AAVAS and/or CTE certificate requirements and assist students with accessing critical information to evaluate their progress toward transferring to a four-year college or university. In addition, success guides are trained to provide information on college services such as financial aid, career exploration, transfer, and college success. The success guides are available on the college’s three campuses.
Accomplishments

In the 2012-2013 academic year, the Chaffey College faculty, staff, and students were recognized locally and nationally for their contributions to education. It would be difficult to recognize all programs, students, and staff members for their accomplishments. A few of the college’s major accomplishments are featured in this report.

**College Receives Positive Remarks in Accreditation Midterm Report**

College administrators, faculty, and staff submitted the Midterm Report as a component of the accreditation to the Western Association of Schools and Colleges (WASC). College officials received confirmation on July 3, 2013 from WASC that the Midterm Report had been successfully reviewed and that the recommendations made by the accreditation evaluation team had been addressed by the institution. The college responded to the five recommendations from the 2010 comprehensive evaluation visit and demonstrated progress on the self-identified plans for improvements in the Midterm Report.

“The positive response to the Midterm Report reflects the superior quality of our academic planning and the importance that we place on achieving positive student learning outcomes,” says Dr. Henry Shannon, superintendent/president.

Accreditation is the process for evaluating and assuring the quality of education that is used by the American higher education community. Institutions are expected to meet eligibility requirements, accreditation standards, and commission policies at all times during the six-year review cycle.

**College Awarded Research Initiative Grants**

Chaffey College was awarded two regional Center of Excellence (COE) research initiative grants by the State Chancellor’s office to serve the San Diego/Imperial and Desert (Inland Empire) regions for the 2013-14 academic year. The Center of Excellence provides labor market data, research, and technical assistance to the California Community Colleges. Each regional COE provides services for the colleges in its respective geographic region. Each COE grant amounts to $148,500, with the total award totalling $297,000.
Accomplishments

CHAFFEY AWARDED STATE AND LOCAL SECTOR NAVIGATOR GRANTS TO CONNECT STUDENTS WITH MANUFACTURING JOBS

The California Community Colleges Chancellor’s Office Division of Workforce and Economic Development recently awarded Chaffey College two of just nine prestigious Sector Navigator grants. The grants were established to align advanced manufacturing education, provide employee training, and stimulate students' interests in manufacturing careers.

The California Sector Navigator grant addresses industry needs and educational competence in the Energy (Efficiency) and Utilities sector. This grant program encompasses three regions: the San Francisco Bay/Silicon Valley, LA/Orange/Inland Empire and the Central Valley. A major function of the project is to align successful strategies developed in other regions to regions in southern California including Los Angeles, Orange, and San Diego counties as well as the greater Inland Empire region.

The second award presented to Chaffey College is the Deputy Sector Navigator grant which addresses industry needs and educational competence in the advanced manufacturing sector within Riverside and San Bernardino counties. The Inland Empire is home to 5,160 manufacturing firms which employ 97,000 people in the region. According to the Manufacturer’s Council of the Inland Empire, many manufacturing firms in the region expect double digit growth over the next five years which will place increased demand for developing a highly skilled and talented workforce.

Chaffey College is honored to be awarded both Sector Navigator Grants and is committed to workforce education and training.
Faculty & Staff Showcase

Chaffey alumni share stories about their Chaffey professors like the one who introduced them to the amazing world of science, or the instructor who made them rewrite their English paper because the original wasn’t up to their standards. They also remember the assistant in the transfer office who took the time to share information about the numerous colleges/universities.

Faculty and Staff of the Year

Each year the students vote for the “Faculty of the Year” and “Staff of the Year.” The individuals selected are recognized at the commencement ceremony. The 2013 Faculty of the Year honoree was Leona Fisher, associate professor of English and coordinator of the Honors program. The Staff of the Year honors went to Ruth Collins, Program Assistant in the Extended Opportunities Programs and Services office. Both individuals said they are grateful to be selected by the students.

Leona Fisher

Leona Fisher is a respected member of the English Faculty. For the past four years she has served as the director of the Honors program. “Every day I learn something from my students,” stated Leona “Thank you to the outstanding students of Chaffey College for this overwhelming honor and for making my life such a blessed and happy one.”

Ruth Collins

Ruth Collins, Program Assistant for the EOPS/CARE program believes that Chaffey is an amazing place where she has personally grown as a person and student. Her commitment to students is evident in her work and she enjoys giving back to the college though the EOPS program. “I feel truly honored for allowing me to reach you and make a difference in your lives as other people made a difference in mine,” said Ruth.
Chaffey College recognizes two outstanding individuals for their contributions to student success. The “Puck Award” was instituted in 2008-2009 in honor of Dr. Shannon’s urging for the college personnel to “skate to where the puck is going to be.” This phrase, coined by hockey player Wayne Gretzky, embodies President Shannon’s hope that the faculty and staff will work with both the present and future needs of our students and our college in mind.

To make this goal visible to the campus community, the college professional development committee created “The Puck Award.” Each year, committee members solicit nominations from the faculty and staff to identify a faculty member and a classified professional who have initiated an innovative idea for improvement. These nominations are judged for their creativity and their contribution to the betterment of the college. Each Puck award winner is honored with a grant to attend a professional conference. Through the award, the college is investing in its innovators while also demonstrating the cultural value and expectation that all faculty and staff should be creatively addressing the needs of students.

The 2013 “Puck Award” honorees are Neil Watkins, professor of English and Karen Matejcek, administrative assistant II, in the School of Social and Behavioral Sciences.

“Winning the Puck Award was a great feeling because it validated the hard work and dedication of so many people in the integration of the reading and writing courses,” stated Neil, “I feel lucky and honored to have such great colleagues. I am also glad to work at a college where innovation is not only encouraged but is an innate part of the campus culture. I cannot wait to see what the future holds for us.”

Karen stated, “I was completely surprised and am very honored to have received such recognition from my colleagues. I truly enjoy the challenge of creating tools that assist in facilitating efficiency, consistency, and accuracy across campus.”
Khallifah Rosser earns Gold Medal in Pan American Games in 400 Meter Hurdles

Seventeen year old Khallifah Rosser wasn’t a stand-out track star in high school, but Chaffey College Track & Field Head Coach Blackman Ihem saw potential in the Summit High School graduate. Rosser now has a state championship title and an international gold medal to prove that he truly is talented.

Focusing on the 400 meter hurdles in the spring, Rosser dominated regional competitions and set college records. He then took first place at the CCCAA state championships in May finishing with a time of 51.66 seconds. But it was his 51.48 second time at Mt SAC earlier in the season that secured his spot at the USA Junior Championships. Rosser represented Chaffey College at the Junior Championships in Des Moines, Iowa this June earning 2nd place behind Scottie Hearn from Mississippi State. Their finishes qualified the duo for the Pan American Games in Medellin, Colombia.

Rosser traveled to Colombia with his mother and strongest supporter, to compete in the Pan American Games again representing Chaffey College. On a track wet by a recent storm, Rosser edged out Hearn, his US teammate, to win the gold in the 400 meter hurdles with a personal best time of 50.75 seconds. Rosser is the first track athlete in Chaffey College’s 130 year history to advance to this level.

“Coming into my freshman year at Chaffey I didn’t expect to do this well but if you put in the work and have the right mindset, anything is possible,” said Rosser.

After his win in Colombia, Rosser was back in class Monday morning. A dedicated student, an Olympic hopeful, and a future respiratory therapist – Khallifah Rosser proves that hard work pays off both in the classroom and on the track.

“Khallifah is an amazing young man and athlete. He came to Chaffey not knowing his potential. During the year his coaches and I worked with him and realized that he had the ability to be a strong competitor. He has grown as an athlete and student and I’m confident that he will be successful in both.”

Blackman Ihem
Head Track and Field Coach
STUDENT VETERAN DREAMS OF BECOMING PHARMACIST

Coming from a military family and having four siblings, Crystal Tettenhorst saw joining the U.S. Navy as an opportunity to serve her country and get the funding necessary to attend college. After serving six years in the Navy, most of which was spent aboard the aircraft carrier Enterprise as a Nuclear Machinist Mate, Crystal moved to San Diego and attended college where she maintains a 4.0 GPA

She met her husband who also served in the Navy. Today, the couple lives in Fontana and moved on. Crystal immediately began investigating local colleges where she could continue her education and found that Chaffey College was a perfect fit. She credits Laura Rodes, educational services generalist in the college’s Veteran’s Resource Center (VRC) for her assistance in contacting the Department of Veterans Affairs about benefits and opportunities. Crystal is utilizing her GI Bill, which provides financial support for her education.

Having dreamed of working in the medical field since she was a child, Crystal is studying to become a Pharmacist. She is majoring in biochemistry and plans to transfer to California State University, San Bernardino in the fall of 2015.

Her experience at Chaffey has been positive; she appreciates the energy and passion that her professors possess. Crystal spends time in the VRC with other student veterans. “We feel like family—it’s nice knowing we’ve all been through similar experiences,” says Crystal. She enjoys the easy-going atmosphere, the friendly students and staff, and the welcoming environment of the center.

VETERAN’S RESOURCE CENTER

The Veteran’s Resource Center (VRC) opened on the Rancho Cucamonga Campus on Veteran’s Day in 2010. The VRC was created to provide a friendly and safe learning environment for student veterans. It was established through contributions by members and veterans of the U.S. armed forces. Student veterans are able to gain information regarding veteran benefits and services as well as opportunities for campus involvement and academic guidance at the VRC.
STUDENT BEGINS JOURNEY TO BECOME SOCIAL WORKER

Janette Carbajal is an amazing individual, mother, and student, in some ways a model of many Chaffey College students. She is a first-generation college student who faced numerous obstacles before arriving at Chaffey to pursue her goal of becoming a social worker. At Chaffey, Janette learned about Extended Opportunities Programs and Services (EOPS). The counselors and staff have shared with her the benefits of the program and have assisted her with her journey. Through EOPS, she is realizing her potential. “I am so grateful to the people in the program for giving me the emotional and financial support to succeed at Chaffey,” exclaims Janette.

Janette didn’t have the opportunity to enroll in college after graduating from high school. She got married at a young age and became a mother soon thereafter. With two children and a family to support, she saw employment as her only choice, and she worked in an array of entry-level jobs in the business field.

Over the next 13 years, she regretted not attending college. She realized that time was passing her by, so when the chance arose, she chose higher education over work and enrolled in classes at the Chaffey College Fontana Campus. “It is challenging balancing school and family, but I really enjoy college so it’s worth it,” says Janette. Since her two children are in high school and elementary school attending college can be challenging. “There are days when we all are at the table doing school work,” she shares. “Now that I’m in college my children have a different view of education.” The Carbajal family now talks about their goals for the future and college is the choice for both Janette and her children. Janette says she works hard not only to be a role model for her children, but also to let others know that going to college is possible.

To round out her educational experience, Janette is a student worker in the Admissions and Records office on the Fontana Campus, a position she says she is honored to have. She truly enjoys helping new and current students.

“Janette is at the start of her educational journey. I am so proud to see her achieve so much,” states Dr. Eric Bishop, Dean of the Fontana Campus. “She has endured a lot in life and being a student at Chaffey is a great accomplishment. I am confident she will be successful.”
MEN’S BASKETBALL TEAM COMPETES IN STATE FINALS

Head Coach Jeff Klein saw skill in his young team at the beginning of the season. Early on he said, “We have a great group of young men in our program. What we lack in overall experience, we make up for in hustle, desire, and depth. This team plays hard, and championship is within reach.” He wasn’t kidding.

The student athletes started the season strong, with huge wins over other California teams, but it was the highly-competitive Foothill Conference race that stood between the Panthers and the post season. One by one, each team fell to Klein’s Chaffey Hustling Panthers (CHP) squad. The team finished the season 12-2, falling to only Antelope Valley. Klein earned his 5th conference championship for the college. Next the Panthers rolled past Irvine Valley, Palomar and Saddleback, taking the #2 position in Southern California. This earned them a place in the state championships for only the third time in the college’s history.

In Sacramento, the men faced off in a semi-final game against #1 team in the state, undefeated City College of San Francisco. With seconds remaining, sophomore Sango Niang scored, giving the Panthers an 87-85 victory and a spot in the championship. Competing against our western neighbor, Mt. San Antonio College, the Panthers headed into the game supported by faculty, staff, administrators, students, and community members who had made the 412 mile trek to Cosumnes River College to cheer the men on. Unfortunately, the Mounties were relentless, and the Panthers finished runners up, falling 102-88.

Sophomores Ryan Nitz and Justin Long were honored as All-Tournament team members, and Coach Klein, who was earlier named Foothill Conference Coach of the Year, was honored by his fellow coaches as the top coach in the Southern Region.

All six of the 2013 team’s sophomores transferred to four-year universities to continue their education and athletic careers, including transfers to Hawaii Pacific, Simon Fraser, CSU Monterey Bay, Adams State, and Lindsey Williams College. Congratulations to the 2013 Men’s Basketball team for going all the way to the championships!
New Programs

Chaffey College launched a Weekend College program in the fall of 2013. The new classes are based on a traditional curriculum with schedules designed to fit the educational needs of today’s working individuals. Weekend College emphasizes thinking critically, reading analytically, doing research in a variety of fields, and writing with clarity and precision – all transferable skills that benefit students.

**Weekend College**

Weekend College classes are traditional 18-week courses with start dates beginning in August (fall semester) and January (spring semester). The program enables students to take one class, two, or three courses on Friday evenings and Saturdays. Curriculum was designed to create opportunities for Weekend College students to earn a degree or certificate without having to adjust their busy schedules.

Weekend College students are able to take advantage of Chaffey’s superior services including the library, student services, bookstore, and success centers all of which are open on weekends during the semester.

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**Fall 2013 Semester Weekend College - Data Headcount and Enrollments:**

As of the end of the last day to add full-term classes (August 20th, 2013):

- 2,123 unduplicated students were enrolled in Weekend College courses. This represents 10.8% of the unduplicated Fall 2013 semester student population (19,717 unduplicated students were actively enrolled as of the last day to add full-term classes).

- Among the 2,123 unduplicated students enrolled in Weekend College courses:
  - 1,806 students (85.1%) were enrolled in one Weekend College course
  - 292 students (13.8%) were enrolled in two Weekend College courses
  - 25 students (1.2%) were enrolled in three Weekend College courses

- 1,742 Weekend College students (82.1%) were also enrolled in non-Weekend College courses.

- Among the 6,304 enrollments that the 2,123 unduplicated Weekend College students generated:
  - 2,465 (39.1%) were in Weekend College courses
  - 3,839 (60.9%) were in non-Weekend College courses
NEW ENGINEERING TECHNOLOGY DEGREE OFFERED

In the 2012-13 academic year, the School of Mathematics and Science received approval from the California Community College Chancellor’s Office to offer the Engineering Technology Associate Degree. The new degree program prepares students for employment in technical fields or for transfer to university engineering technology programs. By completing the degree or certificate requirements, students acquire a foundation in the principles of engineering, engineering design, computer aided design, electronics, manufacturing processes, manufacturing automation, and the application of math and science in technical fields.

“This is exactly the educational training that is necessary to maintain and expand manufacturing in Southern California,” said Tom Jenkins, Product Manager at Parker Hannifin Corporation. “Education itself will not fix the current state of manufacturing, but it is one of the critical support pillars needed for success.”

Graduates with a degree in Engineering Technology can transfer to universities or gain entry-level employment as CAD and design technicians, engineering aides, plant maintenance personnel, designers/draftspersons, or project managers, just to name a few.

“We are so pleased to have awarded the first degrees in Engineering Technology this year; it was really exciting to be at the graduation ceremony and to hearing ‘Engineering Technology’ called out” exclaimed Theodore Younglove, Dean of the School of Mathematics and Science. “This program is valuable to the students, college, and local businesses because of the high demand for these graduates.”

CTE COMMUNITY COLLABORATIVE GRANTS

Throughout the year, Chaffey College representatives coordinate events, activities and workshops to promote Science Technology Engineering and Mathematics (STEM) to younger students as well as current Chaffey College students.

Two interactive workshops hosted by the college were the “A Future 4 Me - Pathways to College and Careers” event for teens and the “Technology Trek” event for middle school and high school students. These events provided information and interactive exhibits showcasing STEM fields.

Eligible high school students also had the opportunity to participate in “Trig-Star” an annual mathematics competition based on the practical application of trigonometry. The competition is designed to encourage students to explore careers in science, mathematics, and engineering.

Lastly, close to 900 students participated in various local and regional college/university and industry tours related to STEM and Career Technical Education.
HOPE AND MINDSET
Chaffey College is currently partnering with the Gallup Organization to examine hope, engagement, well-being and other cognitive and affective measures.

Hope can be defined as "the process of thinking about one’s goals, along with the motivation to move toward those goals (agency), and the ways to achieve those goals or pathways (Snyder, 1995). Hope enables students to approach problems with a focus on success, thereby increasing the probability that they will attain their goals (Conti, 2000). In addition to students’ hope levels, how students think about their basic qualities (intelligence, talent, character, etc.) can also have a significant impact on their success in college (Dweck, 2006). Since mindsets are based on our basic beliefs about ourselves and learning, we have the ability to change our beliefs, and as a result, our actions can change as well.

At the start of the fall semester, students, faculty, and staff at Chaffey College were exposed to exciting components of the new Hope and Mindset program funded through the Title V Grant. The campaign’s theme “Hope-Engage-Succeed,” is a college-wide campaign designed to improve student success. Studies show students are more successful when they have high hope and a growth mindset in their academic pursuits. Chaffey is promoting hope concepts throughout the year through college events, workshops, and curriculum.

People believe they are being hopeful because of many reasons; most of them are related to our unconscious efforts to view a brighter future.

The college staff is raising awareness of the “Hope-Engage-Succeed” campaign throughout the year through social media, the electronic newsletter, brochures, campus banners, and more. The campaign has created a place for students, faculty, and staff to share their thoughts through messages or artwork on the Hope Wall located on the Rancho Campus.

More information on the Chaffey College Hope and Mindset program can be found on the college website at www.chaffey.edu/hope
HOPE AND MINDSET

The college’s Office of Institutional Research studied eight adult trait Hope scale items through the assessment process. 3,257 students were identified as 1) first-time, no prior college experience students that were enrolled in the Fall 2012 semester and 2) generated a Hope Scale score.

Many people assume that college success relates directly to students’ intelligence and effort. However, research reveals that how students think and feel about themselves, their intelligence, goals and their obstacles has a significant impact on their success. When students are able to see themselves achieving specific, challenging, and attainable goals and sustain the energy and motivation to achieve those goals despite obstacles, students are said to have high “hope.”

In addition to students’ hope levels, how students think about their basic qualities (intelligence, talent, character, athleticism, etc.) can also have a significant impact on their success. This is considered their “mindset.”

Studies show that students with high hope are more successful in academics than students with low hope.

Findings: Table 1 identifies observed first semester success rates, first semester retention rates, fall-to-spring persistence rates, percent who completed 12 units, percent who completed 24 units, and fall-to-fall persistence rates of high, average, and low hope students. Table 2 reports areas where meaningful effect size differences were observed between high, average, and low hope groups.

Table 1: Performance Outcome Differences Observed Between High, Average, and Low Hope Students

<table>
<thead>
<tr>
<th>Performance Outcome Measures</th>
<th>High Hope Students (N = 726)</th>
<th>Average Hope Students (N = 2,015)</th>
<th>Low Hope Students (N = 515)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester Success Rate</td>
<td>70.9%</td>
<td>67.4%</td>
<td>62.4%</td>
</tr>
<tr>
<td>First Semester Retention Rate</td>
<td>92.2%</td>
<td>92.3%</td>
<td>91.2%</td>
</tr>
<tr>
<td>Fall-to-Spring Semester Persistence Rate</td>
<td>78.1%</td>
<td>78.6%</td>
<td>78.1%</td>
</tr>
<tr>
<td>12+ Units Completed</td>
<td>54.3%</td>
<td>47.0%</td>
<td>37.4%</td>
</tr>
<tr>
<td>24+ Units Completed</td>
<td>26.0%</td>
<td>18.6%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Fall-to-Fall Semester Persistence Rate</td>
<td>73.8%</td>
<td>64.4%</td>
<td>61.4%</td>
</tr>
</tbody>
</table>
THE NEW HOSPITALITY MANAGEMENT PROGRAM

The fall of 2013 saw the birth of the Chaffey College Hospitality Management program, formerly the Hotel, Food Service Management and Culinary Arts programs. The Hospitality Management program conversion was necessary to assist students with transferring to four-year colleges. Major modifications included writing curriculum for new sections and revising existing courses. Now, 80% of the new Hospitality Management courses are transferable to four-year colleges and universities. This semester, the Hospitality Management program experienced a 56% increase in enrollment, welcoming 73 new students, bringing the total number of students to 130.

The Hospitality Management program boasts an astounding success rate for the spring 2013 work experience class. 100% of the students were placed in positions at Inland Empire hotels and restaurants and eventually gained employment upon completing the internship.

A component of the Hospitality Management program is providing hands-on experience in managing a dining operation. Students manage and operate the Chaffey College "Bistro," open to the public weekly, providing fresh food to the community at a reasonable cost.

Students in the program formed a "Hospitality Club" and enjoy giving back to the community. This year, club members participated in the “Taste of Chino” event and were featured in Inland Empire Magazine. They also served as judges, for the second year, with the California Association FHA-HERO award competition. Lastly, 21 of the students participated in Los Angeles Tourism’s International “Pow Wow” event, contributing 279 hours of volunteer service and, providing assistance to guests from more than 70 countries.

Chaffey College strives to meet the needs and demands of the growing hospitality industry in the Inland Empire. Students are receiving an excellent education and the training necessary to enter the hospitality workforce.
Program Features

Paralegal Studies Earns Strong Reputation in the Legal Community

The Paralegal Studies Certificate Program was introduced in 2008 and is intended to:

- Prepare students to function as ethical, effective, and efficient professional paralegals performing a wide variety of legal work under the supervision of attorneys; and
- Provide an educational foundation for students to develop technical, analytical, and practical skills to become valuable members of legal services delivery teams.

To prepare for employment, students enrolled in the Chaffey College paralegal program are eligible to participate in a judicial externship with the San Bernardino County Superior Court system. Students have also elected to seek internships with law firms and government agencies while working toward completion of their certificate.

The paralegal faculty maintain links with local law firms and corporations to ensure that the curriculum is current and relevant. They also disseminate information to students about job opportunities.

In the four years since the program began, 70 students have completed the program, earning certificates, receiving superior training, and meeting the California statutory requirements to enter the paralegal profession. Most of the graduates have earned positions as paralegals.

“As a returning student, I knew how important a good education is to my future. I wasn’t sure what field to focus on so I researched the California job market and found that the paralegal field was projected to grow more than most others. So I made the decision to enroll in the Chaffey paralegal program. I am learning so much from my professors and know I made the right decision.”

- Michael Macias

“My colleagues and I created the paralegal program in 2008 because we saw a need in the legal community to offer an affordable, quality paralegal training program. The college has agreements with California superior courts so our students can gain experience in the field, which is invaluable. I’m pleased to share that each semester I have between 5 and 10 law firms contact me asking for resumes of our students, which says a lot about our students and the paralegal program.”

- Abel Chen
Professor, Paralegal Studies
PHARMACY TECHNICIAN - NATURE OF THE PROFESSION

In the 2013 semester the Chaffey College pharmacy technician program was redesigned as a cohort program, meaning students progress through the program together as a group. This restructured curriculum allows the students to complete the program in three semesters (including the externship) to master their pharmacy skills.

Completing the Chaffey College pharmacy technician program also affords students the opportunity to register with the California Board of Pharmacy to become a licensed technician. The program also presents the opportunity for students to take the Pharmacy Technician Certification Exam, a national exam, to become a Certified Pharmacy Technician.

The Chaffey pharmacy technician program prepares students for employment in pharmacies, working under the direct supervision of a registered pharmacist. Pharmacy technicians help prepare prescriptions and provide other healthcare products.

In addition to learning some of the typical tasks through the Chaffey PT program, pharmacy technician students complete a course of study over 600 hours of both didactic and experiential training.

Distinguishable characteristics of the Chaffey College program are that the instructors teach additional techniques to be successful technicians including: strong communication and interpersonal skills, good work ethic and critical-thinking skills and strong pharmacy calculation skills.

Students train in a pharmacy environment in the state-of-the-art Pharmacy Technician laboratory.
Program Features

Journalism Students Transform the Breeze Newspaper

The Chaffey Breeze independent newspaper is published weekly by Chaffey College students from journalism classes. By working on the newspaper, students gain experience in writing, design, layout, photography, and production.

Led by current editor, Valeen Gonzales, and former editor, Carly Owens, The Breeze has transformed student media and news reporting. These outstanding leaders have made significant changes that positively affect students and the community.

Valeen, first time editor and new to journalism, elected to publish a first day of school issue of The Breeze. Such an issue has not been produced for more than two decades. At the start of the fall 2013 semester, students were welcomed with a newspaper that included “tips for new and returning students,” among other feature articles. The edition was so well received that staff had to replenish the racks with additional papers.

This year Valeen and Carly capitalized on the fact that news is not solely print media. The editors assessed and improved The Breeze publication and services. The Breeze online presence underwent changes in technology, reporting, and design, understanding that many students choose to read college news online as opposed to the print publication.

Journalist and editor, Julie Cosgrove, recently introduced The Base Line magazine. She dreamed of creating a publication for students interested in feature writing, creative arts, design, and photography. The Base Line magazine features stories about individuals and the local community as well as photos and artwork from photographers and artists.

Lastly, Carly led the charge of improving the Breeze’s social media presence. Having a strong interest in social media, she made it a priority to post information and messages daily on The Breeze’s Facebook and Twitter sites. With a background in photography, Carly also established an Instagram presence for the newspaper.

With both new and experienced journalism students, The Breeze is more than a student newspaper; it is an award-winning news entity that has earned a strong reputation among California community colleges.
Partnerships

Partnerships with K-12 Districts

Summer School Partnership
Chaffey College has long recognized the benefits of partnering with district high schools as a way of ensuring that incoming students are ready for college. As budget constraints limit the ability for schools to offer summer academic programs, Chaffey continues to partner with the Chino Valley and Upland School Districts to offer their students summer school instruction.

Chaffey College introduces Automotive Technology Program at Fontana High School
A new college/high school partnership that began this year was with Fontana Unified School District. Chaffey College and Fontana School District officials developed curriculum for an automotive technology program which is offered at Fontana High School. Students attending Fontana High were able to enroll in Chaffey’s Automotive Technology 1 course introducing them to the field and fundamentals of automotive technology.

Men’s Basketball Team supports Literacy Program at Hermosa Elementary
Chaffey College students are encouraged to give back to their communities through volunteering. This year the Chaffey College’s Men’s Basketball players partnered with the Alta Loma School district through the literacy program.

The Chaffey athletes visited Hermosa Elementary school, and helped 5th graders improve their literacy skills and inspired them to attend college. “It’s a great way to build community, and the older kids really enjoy working with the athletes,” said Nikki Steely, Hermosa PTA volunteer coordinator.

The partnership also enhances our student athletes’ leadership and communication skills, promotes the college’s athletic programs, and shows the young men that they can be role models in the community. Head Coach Jeff Klein is a strong supporter of the program. “The Reading Rebounder Program between Hermosa Elementary School and the Chaffey Men’s Basketball team is a big success,” said Klein “Our players enjoyed giving back to the community.”
Partnerships

CHAFFEY COLLEGE PARTNERS WITH TRANSPORTATION SAFETY ADMINISTRATION

Chaffey College was selected by the Transportation Safety Administration to develop a Homeland National Security certificate to train future TSA employees. College administrators and faculty worked with the federal agencies to develop the curriculum for the program. The TSA and Ontario Airport funded the cost of the program development and worked with the college’s contract-education department to offer courses.

The TSA program launched in the spring 2012 semester and the first class graduated in June. The reputation of the successful program has spread through the Inland Empire. Palm Springs Airport officials expressed interest in participating in the program, and this fall the program expanded to offer courses at the Palm Springs Airport.

Chaffey College administration of justice professor, Baron Brown, assisted with the TSA partnership. He wrote curriculum along with other Chaffey faculty and has served as the program coordinator. He has recruited superior faculty that bring extensive knowledge and experience in transportation safety.

CHAFFEY COLLEGE EMERGENCY OPERATIONS CENTER AND PARTNERS WITH CITY OF RANCHO CUCAMONGA

Chaffey College has built strong relationships with the seven cities that comprise the college district. This year the college began establishing an Emergency Operations Center (EOC) to improve response to internal and local disasters and incidents. The college and City of Rancho Cucamonga together are developing an emergency management partnership to benefit residents of the community.

The Chaffey College EOC is a site for coordinating the college’s emergency planning, training, and response and recovery effort; most importantly it also provides redundant EOC capability for the City of Rancho Cucamonga. The new EOC is aligned with state, county, and local protocols and according to National Incident Management System (NIMS) and Incident Command System (ICS). Located on the Rancho Cucamonga campus, the EOC includes a main coordination center, a training facility, and a communications/media center.

With the EOC and staging capabilities, Chaffey College is a great resource to local agencies in the event of an emergency.
Partnerships

**CHAFFEY FOUNDATION AWARDS $400,000 IN SCHOLARSHIPS**

It’s not every day that you get the opportunity to change a life for the better. The vision of the Chaffey College Foundation is that no individual who desires an education at Chaffey College be denied due to a lack of financial resources. The Foundation’s mission is to fund dreams, one student at a time. This mission is accomplished by raising funds to provide scholarships and program support.

The Fund A Dream scholarship program was founded by former Foundation board president Ruben Estrada. Fund A Dream is an opportunity to make a direct impact on the lives of Chaffey College students like Linda Olmos, a first generation college student. Linda earned her Associate in Arts degree at Chaffey College, transferred to University of La Verne and will be receiving a Bachelor’s degree in January in speech communications.

“Receiving the Fund A Dream scholarship gave me hope and motivation to earn my degree at Chaffey and to transfer to a university. My goal is to help others like the Foundation helped me.”

*Linda Olmos*

Fund A Dream scholarships provide an opportunity for businesses, organizations, or individuals to fund a student’s educational and help provide a qualified workforce in our community. The Foundation distributed over $400,000 in scholarships this past year!

**GIVE THE GIFT OF EDUCATION**

One way that the Foundation funds and supports programs is through the generosity of donors making planned gifts. The Foundation hosts Planned Giving workshops throughout the year, informing individuals on the benefits of philanthropy by naming the organization as a beneficiary of a will, trust, or estate. Retired and current employees, alumni, and friends of the college are helping to ensure that future Chaffey college students will have all of the resources they need to be successful!
Measure L Update

Chaffey College Capital Improvement - Measure L

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.

Measure L Citizens’ Oversight Committee

<table>
<thead>
<tr>
<th>MEMBER</th>
<th>RESIDENCE</th>
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<tbody>
<tr>
<td>Kevin Caduto</td>
<td>Claremont</td>
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<tr>
<td>Ginger Eaton</td>
<td>Montclair</td>
<td>Member</td>
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<tr>
<td>Luella Hairston</td>
<td>Rancho Cucamonga</td>
<td>Senior Advisory</td>
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<td>William Huff</td>
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<tr>
<td>Joanne Scaggs</td>
<td>China Hills</td>
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<tr>
<td>James Touchstone</td>
<td>Ontario</td>
<td>Advisory/Foundation</td>
</tr>
<tr>
<td>William Wong</td>
<td>Fontana</td>
<td>Business Owner</td>
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</tbody>
</table>

Performance Audit, Fiscal Year Ending June 30, 2012

“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
130th Anniversary Celebration

Chaffey College Timeline

March 17, 1883 (Founders’ Day)
Cornerstone laid for Chaffey College School of Agriculture of the University of Southern California.

September 12, 1996
President Bill Clinton visited the Chaffey College campus.

May 1890
College officials confirmed degrees of first 2 graduates of Chaffey College.

1911
Chaffey Joint Union High School District formed.

The Chaffey College Foundation was established.

1930
First separate junior college building constructed.
(corner of 5th and Euclid)

1947
Chaffey (#8) won the Junior Rose Bowl beating Cameron from Lawton, Oklahoma, (#1).

February 1957
Bonds approved for new college campus - $8,500,000 - Board approved purchases of 130 acres on the east side of Haven - $95,000.

1958
Chaffey College officially separated from the high school district.

1970
The Wignall Museum/Gallery opened.

1977
The Chaffey College Children’s Center opened.

March 17, 1958
Chaffey College hosted a groundbreaking ceremony at the Alta Loma campus.

Honoring the Promise

Measure L

March 5, 2002
A General Obligation Bond (Measure L) was passed by the residents of the District providing the college $230 million.

May 7, 2004
Grand re-opening of the Chaffey College Theatre.

March 25, 2005
College and City of Chino officials received the deed of 106 acres of land from the State of California for the Chaffey College Chino Campus.

January 11, 2006
The Chaffey College Ralph M. Lewis was dedicated on the Fontana Campus.

March 1, 2006
The Chaffey College Softball Facility was dedicated.

June 10, 2007
The science complex, Central Plant, Educational Excellence Center, and the Dr. Marie Kane Student Services/Administration buildings were dedicated.

May 12, 2008
The Don Berz Excellence Center was renamed to honor former associate superintendent of instruction, Donald Berz.
130th Anniversary Celebration

August 1998
The “Online to College” program was established as a partnership between the Montclair Collaborative, Ontario/Montclair School District, City of Montclair, and Chaffey College.

Fall 2000
The Chaffey College Basic Skills Transformation Project was established opening the Success Centers (multidisciplinary, writing, reading/ESL, and mathematics).

2008
Chaffey College celebrates 125 Anniversary with yearlong activities.

September 2008
The first dual admissions agreement was signed between Chaffey College and California State University, San Bernardino.

September 2009
Chaffey College reached the highest enrollment in college’s history with 22,050 students enrolled on the college’s three campuses.

August 1999
The Distance Education program (online courses) was created.

March 5, 2002
District residents passed a $230 million general obligation bond - Measure L.

May 2002
Chaffey College Chino Information Technology Center opened and in 2004 was renamed to honor former Associate Vice President, Robert Pile.

September 2008
An economic study stated that “nearly $1 billion is infused into the regional economy annually due to past and present efforts of Chaffey College.

November 2008
Dr. Shannon signed the American College and University Presidents Climate Commitment to develop and execute a comprehensive plan to become climate neutral.

May 2009
The Chaffey College Foundation hosted the inaugural President’s Dinner which raised more than $150,000 for student scholarships.

September 2011
The student veterans hosted a 10th anniversary of 9-11 ceremony with the Rancho Cucamonga Fire Department.

January 1, 2013
College officials launch a yearlong celebration commemorating the college’s 125th anniversary.

Honoring the Promise

May 30, 2008
The Main Instructional Building was dedicated, officially opening the Chaffey College Chino Campus.

October 22, 2009
The Chaffey College Health Sciences Center and Chino Community Center were dedicated on the Chino Campus.

February 19, 2010
College officials opened a 22,000 square foot Sports Center on the Rancho Campus.

August 24, 2010
The Center for the Arts was dedicated along with the new Music building.

December 7, 2010
College and Omnitrans officials dedicated the Chaffey College Omnitrans Transit Center.

September 13, 2011
The Fontana Campus Academic Center opened.

February 22, 2012
The Michael Alexander Campus Center, named in honor of College administrator, Michael Alexander, was dedicated on the Rancho Cucamonga Campus.
130 YEARS of Excellence