Chaffey College

15th Annual

Report to the Community
On behalf of the Chaffey College Governing Board, faculty, and staff, welcome to the 15th Annual Report to the Community. Chaffey College has changed dramatically in fifteen years since we hosted the first Report to the Community. During this time our student enrollment has significantly increased, we’ve improved our methods in serving students, and equally importantly our faculty and staff have been recognized for their contributions earning prestigious statewide, regional and local awards and recognition. Many thanks to the residents of our college district for approving Measure L in 2002 which provided much needed funding for capital projects throughout the district.

I am honored to have served on the Chaffey College Governing Board these past 14 years and have personally witnessed these enormous changes. What I enjoy most is experiencing how learning and academics are changing the lives of our students. Just a few months ago the college earned statewide recognition by receiving the Dr. John W. Rice Award for Diversity and Equity for the outstanding Online to College Program. Joining me in Sacramento to receive this award were, college staff, representatives from our community partners, the Ontario-Montclair and Chaffey Joint Unified School Districts as well as the City of Montclair and two of our very own Online to College students. Receiving this most prestigious award was one of my proudest moments as a Governing Board member.

It is a pleasure to share with you the 2014 Chaffey College Report to the Community. This report highlights the our accomplishments, contributions, and outlook for the future. On behalf of the Governing Board, thank you for your continued support of Chaffey College.

Lee McDougal
Governing Board President
Message from the Superintendent/President

Chaffey College has a rising national reputation as an institution of higher education. There was much to be proud of over the past year. The class of 2014 earned the highest number of degrees and certificates in the college’s history; 2,030 associate degrees and 1,272 certificates were awarded.

Many of our students earned national, state, and local awards for their achievements. Automotive technology student Mike Valdivia took home a national gold medal, 100% of the radiologic technology graduates in the class of 2014 passed the state board examination, and our student-athletes were successful both on the field and in the classroom.

Chaffey College faculty and staff remain dedicated to providing the highest quality of instruction and support services. It is our mission to make sure students have the resources they need to reach their educational goals. Chaffey College’s student success centers have been nationally recognized for innovative programs and services to students. This year, the college opened the Guiding Panthers to Success (GPS) Center to support our new students through the student success process.

According to a 2014 independent economic impact report, Chaffey College continues to serve as a catalyst for economic development and high quality of life in this region by providing residents with education and training. Since the college was established, thousands of graduates have entered the workforce with new skills, thereby improving the local community.

The 2014 Report to the Community provides a sample of the remarkable people and programs at Chaffey College. I am proud to lead this institution; I invite you to visit our campuses, meet our amazing students, and learn from our superior faculty.

Henry D. Shannon
Superintendent/President
Accomplishments

AUTOMOTIVE TECHNOLOGY STUDENT AND FACULTY EARN TOP AWARDS AT SKILLS USA COMPETITION

The Automotive Technology program has participated in the Skills USA competition for the past three years. This year the first Chaffey College Automotive Technology student earned a national medal.

The competition at the national level is extremely tough; although they once again performed exceptionally well, Valle and Torrealba just missed making the podium.

Mike Valdivia, however, earned a silver medal in the Customer Service competition making him the first Chaffey College Automotive Technology student to earn a national medal. Sherm Taylor, professor of Automotive Technology, says, “We like to think that the only reason Mike didn’t take the gold is so that he has room for improvement next year.”

In addition to the outstanding Chaffey students, the faculty represented Chaffey well also. Professor Taylor earned the prestigious “California State Skills USA Advisor of the Year,” award and was recognized for his contributions, accomplishments, and talents, in front of a crowd of 1,800 students and advisors.
ONLINE TO COLLEGE PROGRAM RECEIVES THE 2014 DR. JOHN W. RICE DIVERSITY AND EQUITY AWARD

The award, named after former member of the California Community Colleges Board of Governors, Dr. John W. Rice, was established to recognize programs and individuals that contribute to fostering student equity, diversity, and access in California Community Colleges.

Receiving the 2014 Dr. John W. Rice Diversity and Equity Award is an honor for Chaffey College. Lee McDougal, Governing Board president, and Online to College students Osmara Tejeda Cortez and Edmund Garcia represented the college and program in receiving the award presented by Dr. Brice Harris, California Community Colleges Chancellor. McDougal, the former city manager of the City of Montclair, was instrumental in creating the Online to College Program. “Earning this award reaffirms what we are doing at Chaffey College,” says McDougal.

The Online to College Program was created in 1998 through a partnership between Chaffey College, the City of Montclair, the Ontario-Montclair School District, Chaffey Joint Union High School District, and the Montclair Community Collaborative.

Students are introduced to the program in the 5th grade and continue to receive college outreach through high school. Upon successfully graduating from Montclair High School, Online to College students are awarded a two-year scholarship and textbooks at Chaffey College.

Dr. Rice’s daughter, Condoleezza Rice, former United States Secretary of State, presented the keynote address. “To my father, there was nothing more valuable than a high-quality education,” Rice said. “He recognized that education is not a right, it’s a privilege and that someone stood up for him and that he must stand up for others.” Dr. John W. Rice served on the California Community Colleges Board of Governors from 1992 until his death in 2000.

“This year’s winners highlight the California Community Colleges’ steadfast commitment to diversity, equity, and access for all students,” said California Community Colleges Chancellor Brice W. Harris. “Thanks to their work, students have had the support and encouragement they need to thrive in college, and young men and women who may not have attended college are doing so. That is a record to be proud of.”
Trisha Albertsen, Accountant and Classified Senate President, was named the 2014 4CS “Outstanding Service Honoree” at the Classified Leadership Institute in June. This is the first year the California Community Colleges Classified Senate has presented this award. “I am honored to receive this award by the 4CS, but more pleased to have been nominated by my peers at Chaffey College,” says Albertsen.

Albertsen was recognized for her outstanding performance and leadership at Chaffey and in the community. In the nomination, Chaffey College classified professionals stated that “Trisha has served as the college’s Classified Senate President for almost 10 years and through her leadership the Senate has created scholarships for students, and raised funds for non-profit organizations including the Junior Diabetes Foundation, Teddy Bears for Hugs at Loma Linda Children’s Hospital, and several others.”

This isn’t the first professional award for Albertsen; she was one of six “California Classified Employee of the Year” award recipients in 2011.

Joann Eisberg 2014 Faculty Lecturer of the Year
The Faculty Senate selected Joann Eisberg, professor of astronomy, as the 2014 Faculty Lecture of the Year. Through her lecture “Are we alone in the Universe? The search for another Earth,” Eisberg shared her experience and passion for astronomy with the college faculty and staff.

Professor Eisberg’s lecture revolved around the question, Are we alone, or do we live in a universe rich with extraterrestrial life? For as long as humans have understood our Earth to be a planet orbiting our sun, many have wondered whether other planets are also inhabited. In the last century, astronomers have observed our solar system’s planets well enough to conclude that in our system there is no other life like us: big, technological, obvious. The recent discovery of thousands of exoplanets—planets that orbit stars that are not our sun—rekindles the hope of finding another habitable “Earth.”

Eisberg says “Preparing the lecture gave me the luxury of immersing myself in some of the ideas I most enjoy. Since delivering it, I’ve found myself in dozens and dozens of wonderful, thoughtful conversations with members of our Chaffey family. In our busy lives I think we sometimes shy away from the profound, but events like the Faculty Lecture (and the One Book One College program, and many other talks and workshops on campus) remind us of the joy and transformative power of human thought.”
The Chaffey College Governing Board plays a critical role in setting the course for the growth and development of the college. The five elected Governing Board Trustees take responsibility to set the overall operating policies of the college district. In addition to their role as policy makers, the Chaffey College Board represents the college both on campus and in the community.

In the 2012-13 academic year, the Governing Board members participated in 399 events: 200 Chaffey College events and 199 community events. Chaffey College events included: college-sponsored events, club and group activities, athletic competitions, foundation events, student support, and other general college activities.

Governing Board members also represent the college in the community. In 2012-13 Board members attended and participated in various community events including: governmental events, service clubs, and education events.

Approximately 56.3% of community events occurred within Chaffey Community College District boundaries. However, Governing Board members also represented Chaffey College at regional, statewide, and national functions. In addition, every member of the Governing Board serves on a local, state, or national club/organization board.
Chaffey College became the first community college in the country to open a dental clinic to serve adults, specifically Chaffey College students.

Dental clinics on community colleges campuses are not unique, however most focus on dental hygiene and serve children. The Chaffey College dental clinic functions as a dental office and provides examinations, x-rays, fillings, extractions, root canals, and other dental-related services. Most importantly, the clinic only serves students enrolled at Chaffey College.

“So many of our students don’t have the resources to see a dentist, and we felt that it was necessary to provide services to our students,” said Beverly Cox, professor of dental assisting and clinic coordinator. Dental-related pain and issues can impact students’ success in the classroom and in their everyday lives.

The clinic opened in the fall 2014 semester and in the first 6 weeks of opening, it has served 80 students and provided approximately $40,000 in dental services, free of charge. Located in the newly renovated Health Sciences facility on the Rancho Cucamonga Campus, the clinic is managed by the dental assisting program. Students book appointments, check-in the patients, provide sterilization and setup and also assist senior dentistry students chair side.

The dental clinic was established through a partnership between Chaffey College and the Western University of Health Sciences, College of Dental Medicine. Senior dental students from Western University work together with the Chaffey College dental assisting students to provide dental services to students. “Dental Assisting faculty researched the opportunity to work with a local dental university, and we were elated that Western University agreed to partner with us this year,” said Teresa Hull, Dean of Health Sciences.

“This partnership is off to a good start; we would like to see it grow in the future,” said Dr. Martinez, associate dean for community partnerships and access to care at the Western University of Health Sciences, College of Dental Medicine. “In looking at dental education, it is important to give dental students experiences outside the four walls of the dental school. This opportunity gives them better preparation and real-life experiences; through externships, students are more productive,” added Dr. Martinez.

“This clinic wouldn’t be open if it weren’t for the support we receive from Dr. Martinez and the superior dental students at Western University,” exclaims Professor Cox. “The clinic is a win-win for both partners. Western University dental students are required to complete clinical hours, while Chaffey College dental assistants are taught in a real-life dental office environment.”
The Upward Bound (UB) Program’s goal is to motivate students to pursue post-secondary education. Students in the program develop a familiarity with the campuses and create a relationship with staff and faculty, promoting matriculation to Chaffey College upon high school graduation. The Upward Bound Program is located on the Fontana Campus and is committed to serving the surrounding Fontana community by providing resources students need to become future college students.

Chaffey College was awarded a $1.25 million, five-year Upward Bound grant from the Department of Education in September 2012. Twenty students have completed the program since it began, 18 of these students are enrolled in a college or university today. Last year, 78 students participated in UB, and in the 2014-15 academic year, the program will serve 75 students.

The UB program supports students at A.B. Miller and Fontana high schools. Through this program, the academic culture has changed at both participating schools. “We are on the campuses every week and can see that students are becoming more engaged and excited about going to college,” says Janice Arredondo, Upward Bound advisor. “We encourage our students to share what they learn, like filling out an application for financial aid or new skills, with their friends who may not be in Upward Bound,” she adds.

Both Chaffey College and the Fontana Unified School District recognize the benefits and successes of the Upward Bound Program; the goal is to expand the program to Summit and Kaiser high schools.

Family Involvement
For students to be successful, they need to have support both at home and in the classroom. The Chaffey College Upward Bound program involves the parents and siblings of UB students. “We talk to the parents about the colleges their children are considering attending,” says Amber Allen, director of the Upward Bound Program. “We meet with them to share information about the schools their children have selected and talk about their children moving away, the cost of college, applying for financial aid, and everything to expect as their child heads to college.”

Academic Assistance
The UB program is centered on academic success and building better futures for students. Both partner high schools have designated an office on their campus for UB tutoring, workshops, and meetings. Ruben Villanueva, an Upward Bound and A.B. Miller graduate, is giving back to the program by serving as a math tutor for UB students. “I’m attending Chaffey College where I’m studying math; my goal is to become a high school math teacher. I really enjoy giving back to the program,” says Villanueva.

Partnerships

Upward Bound Impacts the Lives of Fontana Students
CHAFFEY SELECTED TO PARTICIPATE IN PATHWAYS TO LAW SCHOOL INITIATIVE

The new Pathway to Law School initiative was developed by the State Bar of California. The goal of the program is to attract students from the most diverse higher education system in California – our community colleges. Since membership in the Bar does not reflect the diversity of the state’s population, and the community college student body is extremely diverse, the partnership was a natural fit. The goal is to attract diverse community college students who eventually transfer, earn bachelor’s degrees, attend law school, and practice law in the State of California.

Chaffey College is one of 24 California community colleges selected to participate in the Pathway to Law School Initiative, a partnership with six law schools and their respective undergraduate institutions.

Students in the Pathway to Law School program receive mentoring, counseling, preparation for the Law School Admission Test, and other educational support. Upon completion of the program requirements, students have a strong chance of being admitted to one of the participating law schools: USC Gould School of Law, University of San Francisco School of Law, UC Davis School of Law, UC Irvine School of Law, Santa Clara University School of Law, and Loyola Law School.

The Chaffey College business law faculty took advantage of applying to become a participating college and this spring, college representatives were notified that they were selected. “Students often inquire about how to become a lawyer, so we wanted to give students an opportunity to enter the legal profession,” says David Karp, professor of business law and program coordinator. “For many of our students, goals like graduate or professional school seem quite remote, and there are often many obstacles that make it difficult for them to achieve academic success,” he adds. The Pathway to Law School initiative makes the long-term goal of a legal career much more concrete. It also provides benefits not typically available to community college students.

Chaffey College is honored to be selected as a participating college. “We are always looking to provide students a broad variety of opportunities to help them succeed in higher education and opportunities to earn a law degree,” says Karp. This program provides students with ways to improve their lives, become members of the legal community, and become future judges and leaders of the Bar.

The Chaffey College Pathways to Law Program will launch this year, and with the high level of student interest received, Karp expects the program will be extremely popular.
A new adult education consortium was formed in response to the passage of AB 86, a law requiring community colleges to partner with local adult education programs.

The task of the consortium is to address five areas of adult education and provide transition pathways to college for students. The areas to be addressed are English as a Second Language, citizenship, foundation skills, secondary skills and Career Technical Education. Additionally, the consortium is offering courses for adults with disabilities, incarcerated adults, and apprenticeships.

The adult education measure apportioned $25 million which has been distributed to 70 consortia statewide to establish local plans to improve adult education in K-12 districts and community colleges.

Initially after its enactment, college staff along with representatives of local school districts responded to the activities related to AB 86, hosting regional meetings to ascertain how the measure would be implemented and who would be represented.

This group, known as the West End Corridor Chaffey Regional Adult Education Consortium, includes Chaffey College, Chaffey Joint Union High School District, Chino Valley Unified School District, Fontana Unified School District, and Upland Unified School District. The state allocation is $392,837, funding of which will be used to enhance adult education programs.

The five districts within this consortium are delivering adult education programs that address the varying income, education, and citizenship status of residents in the region. These districts are also offering courses in the five program areas of AB 86.

To date the consortium process has allowed for the initiation of valuable discussions centered on the assets of each district with the potential to build the bridges that will benefit students.

With Chaffey College as a hub, the area is maximizing adult education and community college non-credit resources to deliver its programs effectively to its students – through traditional and virtual systems. Chaffey College has developed an effective Distance Learning program that is regularly tracked, measured and adjusted in the interest of optimal outcomes. Several of the adult schools utilize on-line platforms for delivery of diploma and GED preparation curriculum, and blended models of instruction are also being developed.

It is significant to note that the consortium has model programs for adults with disabilities, incarcerated adults – particularly incarcerated women, at-risk youth (Boys’ Republic), destination Career Technical Education programs and apprenticeships in masonry and electrical. Further Chaffey Adult School offers classes in computer software (Microsoft), carpentry, auto, graphics, medical billing and medical healthcare interpreting.
Economic Impact

Chaffey College has a significant positive impact on the local business community and generates a return on investment to students, society, and taxpayers.

In 2014 an Economic Impact Study was conducted by an independent agency. The report confirmed that Chaffey College has a positive impact on the local economy and 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.

Impact on Local Business Community

During the analysis year, Chaffey and its students added $590.3 million in income to the Chaffey Community College District economy, approximately equal to 0.7% of the region’s Gross Regional Product. The net impact of college payroll and expenses in the Chaffey Community College District during the analysis year was approximately $90.4 million in added regional income.

Impact of Student Spending

Less than 1% of students at Chaffey College relocated to the college district from outside of the region and spent money at local businesses to purchase groceries, rent accommodation, and transportation. The expenditures of students who relocated to the region during the analysis year added approximately $127,389 in income to the economy.

Impact of Student Productivity

Over the years, students have studied at Chaffey College and entered or re-entered the workforce with newly-acquired skills. Today, thousands of these former students are employed in the college district.

Return on Investment to Students, Society, and Taxpayers

Student Perspective

Chaffey College’s 2012-13 students paid a total of $26.9 million to cover the cost of tuition, fees, books, and supplies. They also forwent $91.5 million in money that they would have earned had they been working instead of learning.

In return for the monies invested in the college, students will receive a present value of $595.2 million in increased earnings over their working lives. This translates to a return of $5.00 in higher future income for every $1.00 that students invest in their education. The average annual return for students is 18.0%.

Social Perspective

Society as a whole in California will receive a present value of $2.1 billion in added state income over the course of the students’ working lives. Society will also benefit from $60.6 million in present value social savings related to reduced crime, lower unemployment, and increased health and well-being across the state.

For every dollar that society spent on Chaffey College educations during the analysis year, society will receive a cumulative value of $8.50 in benefits, for as long as Chaffey College’s 2012-13 students remain active in the state workforce.

Taxpayer Perspective

In fiscal year 2012-13, state and local taxpayers in California paid $85.6 million to support the operations of Chaffey College.
Chaffey College was awarded nearly $15 million for advanced manufacturer training from the Trade Adjustment Assistance Community College and Career Training (TAACCCT) competitive grant program, which is co-administered by the Department of Labor and the Department of Education. Vice President Biden, Secretary Thomas E. Perez, and Secretary Arne Duncan announced the 2014 recipients of $450 million in job-driven training grants which will serve nearly 270 community colleges across the country.

Chaffey College and the Inland Empire Regional Training Consortium (IERTC) will receive $14,980,284 to improve manufacturing training in the Inland Empire. Of 71 grantees named across the nation, Chaffey College and the IERTC are the sole California recipients. The IERTC is a partnership of 10 community colleges including Chaffey College, Barstow College, College of the Desert, Crafton Hills College, Mt. San Jacinto College, MiraCosta College, Norco College, Riverside City College, San Bernardino Valley College, Victor Valley College, as well as CSU, San Bernardino, and UC Riverside. Each college/university in the IERTC will receive a share of the funds awarded through the TAACCCT grant.

The grant will enable Chaffey College and the IERTC to create the STEM Education Business Incubator (SEBI) Center to focus on advanced manufacturing applications. The SEBI will be located at California Steel Industries in Fontana, a long-time partner of Chaffey College. The grant will serve the cities of Rancho Cucamonga, Norco, Barstow, Palm Desert, San Jacinto, Victorville, San Bernardino, Yucaipa, and Riverside in San Bernardino and Riverside counties.

The IERTC is a regionally-coordinated, large-scale effort to develop the highly-trained/highly-technical workforce necessary to advance industry and the economy of our region. Educational programs and certificates will be aligned with the National Association of Manufacturers’ (NAM), Institute for Manufacturing including ACT, NIMS, MSSC, NCCER, AWS and OSHA. The IERTC plans to implement an advanced integrated career pathway approach that includes multiple entry and exit points with various certificates and degrees.

According to a September 29, 2014, White House news release, “Many of today’s grantees are building on the efforts of past TAACCCT winners, leveraging curriculum that has been developed through strong partnerships between community colleges, the workforce system, employers, and industry groups to transform the way they design and deliver courses through accelerated learning strategies.”
Business Services

Chaffey College 2014-2015 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% unrestricted general fund reserve. This reserve helps to protect the district from unanticipated budget reductions and/or expenditures. The improved economic climate and continued support from Proposition 30 has yielded a better revenue outlook for California Community Colleges. The state budget includes funds for increased student access and restoration of prior year Full-Time Equivalent Student reductions (FTES). The District will continue its commitment to teaching and learning with a major emphasis on student access and completion. The adopted budget supports instruction and support services for 14,393 FTES.

Unrestricted General Fund Adopted Budget

Revenue
- Total State Apportionment $73,666,894
- Prior Year Ending Balance Re-Allocation $4,873,744
- Lottery $1,791,750
- Other Revenue $5,648,828
- Total Unrestricted General Fund Budgeted Revenue $85,981,216

Expenditures
- Academic Salaries $36,718,466
- Classified Salaries $19,019,147
- Employee Benefits $16,697,327
- Books/Supplies $1,548,666
- Operating Expenses $8,977,888
- Capital Outlay $975,180
- Other Outgo $2,044,542
- Total Unrestricted General Fund Budgeted Expenses $85,981,216
The college was awarded a $1 million grant from the Employment Training Panel (ETP) to improve training of new and existing employees. The grant funding is generated through an employer payroll tax and is used to assist employers in assessing critical skills gaps in their organizations and to create training programs fully customized to the business’s needs. This training is intended to provide incumbent workers with job security, livable wages, and opportunities for advancement, and to help employers successfully compete in a global economy. Through these training partnerships, the community benefits from a healthier local economy with access to products, services, and employment in the west end of the Inland Empire.

Chaffey College remains dedicated to the strength of the local economy and strives to partner with businesses and industry to identify and meet workforce needs. Since 2007, the College has secured a total of $2.6 million in Employment Training Panel funding and continues to add to its list of nearly 100 employers who access training for their existing workforce.

Training in the areas of advanced computer skills, continuous improvement, leadership, and manufacturing skills remains in high demand. Upgrading incumbent employee technical and business skills is a key component of a business’s ability to remain competitive in the global marketplace. With an exceptional track record in managing these funds, a diverse team of subject matter experts and trainers, and a commitment to quality, Chaffey College is uniquely positioned to partner with employers in this capacity.
Campus Safety

READY, SET, PREPARE – IMPROVED EMERGENCY SYSTEMS

Emergency preparedness and response is a shared responsibility. College administrators, faculty, and staff together are committed to planning, training, and responding to emergencies.

NIMS/SEMS TRAINING
College administrators and select staff participated in National Incident Management Systems and State Emergency Management Systems training conducted by the City of Rancho Cucamonga. Completing this training places the college in a position to improve effective response, recovery, and reimbursement in the event of an emergency.

EOC
The Emergency Operation Center on the Rancho Cucamonga Campus is close to being fully functional. Once open, the EOC will provide redundant operation with the City of Rancho in managing internal disasters effectively and supporting regional emergencies.

DIGITAL RADIOS
In order to communicate effectively in the event of an emergency and during normal day-to-day operations, the college is investing in digital mobile radio operations. The addition of digital radios enables campus safety, maintenance and operations, and other departments to communicate utilizing repeaters and IP Site Connect technology. The college district spans from Chino Hills to Fontana, this technology will enable staff to communicate regardless of what campus they are on.

ACTIVE SHOOTER TRAINING
Administrators and staff are continually improving emergency systems, technology, and training. This spring, campus police officers participated in a multi-agency active shooter training conducted by the San Bernardino County Sheriff’s Department. The training took place on the Chaffey College Rancho Cucamonga Campus. By participating in this training, college officers learned valuable safety procedures and techniques while enhancing relationships with local police and fire agencies.
The mission of the California Community College Student Success and Support Program (SSSP) is to increase community college student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and early intervention. The Student Success and Support Program supports student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals.

This year marks the first full year of implementation of the Student Success and Support Program. First-time students are required to complete the aforementioned core services to place themselves on the path toward meeting their educational goals and aspirations. Overall, the goal of the program is to assist students in not only meeting their goals, but also doing so in a timely manner.

Chaffey College embraced the student success concept and began providing SSSP services in 2013-14. This fall, new and returning students were required to complete an assessment test, receive orientation, and create an educational plan upon entry to the college. Faculty and staff from the college’s counseling department support students through this process. In 2013-14, 1,487 students completed the student success steps through the Chaffey College senior early assessment at district high schools.

Information on the college’s Student Success and Support Program Plan can be found at www.chaffey.edu/student-success

**NEW GPS CENTER OPENS TO GUIDER STUDENTS**

In response to the need for additional support services for new and returning students, the college opened Guiding Panthers to Success (GPS) Centers on all campuses. The GPS Centers was designed to assist new and current students by serving as an extension of the counseling department.

The GPS Centers employ student success guides and counselors who assist new and returning students with registration, unit load planning, logging in and using MyChaffeyVIEW, and developing an abbreviated educational plan. The GPS Centers also provide information to support students in transitioning or returning to college.
Student Services

CHAFFEY STRIVES TO PROMOTE ACCESS AND SUCCESS

Student equity is among the highest priorities at Chaffey College, where 75% of the student population is from historically underrepresented groups. The college’s Student Equity Plan (SEP) has the goals of maintaining and enhancing equity in access and success; conducting research to evaluate student access and success; and promoting faculty and staff commitment to serving a multicultural community through superior programs.

Included in the state’s Student Success and Support Program is the requirement that colleges submit new Student Equity Plans that address equity issues on their campuses. The Student Equity Plan calls for colleges to record disproportionate impacts across five indicators. The program is required to address a students’ access to the college; their success in course completion; completion of English as a Second Language and foundation skills; degree and certificate completion; as well as their transfer rates.

Those indicators are measured across gender breakdowns of the following groups,
1) Current or former foster youth;
2) Students with disabilities;
3) Low-income students;
4) Veterans; and
5) Students in the following ethnic and racial categories: American Indian or Alaska Native, Asian, Black or African-American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, other race, and more than one race.

Ultimately, the Student Equity Plan requires colleges to identify the goals set to assist the disproportionately impacted groups and identify activities and resources that will help attain those goals. For information on the Chaffey College Student Equity Plan visit www.chaffey.edu/equity
The 2014 Classified Staff Puck Award was awarded to David Schlanger, student career specialist for his role in creating two particular innovations: the “Dress for Success” Professional Clothing Giveaway and the “Chaffey Connect” Career Services Portal.

Schlanger realized that many students were seeking employment, but weren’t able to afford professional attire to wear at interviews. So in 2011, he created a “Dress for Success” professional clothing giveaway event where gently-used professional clothing donated by staff, faculty, and the community is given to students. The “Dress for Success” event has been hosted for four years and has served more than 400 students. Through the thousands of dollars in clothing donations from generous donors, students have been able to find a “good fit,” and have walked away with bags of professional clothing needed to dress for success.

David Schlanger is also responsible for the development and coordination of “Chaffey Connect,” the college’s online career services and job posting portal. Since its launch in February 2012, “Chaffey Connect” has grown to host accounts for more than 6,300 students/alumni and over 950 local employers. This technology increases the number of local job postings for students from 20 at a time to over 100 and provides students with online access to schedule career workshop appointments, store employment documents, explore employer profiles, and search an online library of more than 200 career resources. For employers, “Chaffey Connect” provides access to a free job posting service, over 100 employer-interest articles, and the ability to request on-campus recruitment activities.

“I will use the suit, jacket and further my future career as an engineer. I can’t afford nice clothes and cannot express how much this helps me. Thank you!”

– Alonso M. (student)

“Winning the Puck Award is an honor and I’m grateful for the recognition. Chaffey College’s mission is all about ‘improving lives’ and innovations such as Dress for Success and ‘Chaffey Connect’ are attempts to meet the challenge and accomplish our mission. To offer a truly comprehensive service, we have to make sure that we are equipping students with all of the resources needed to successfully enter the workforce – and that’s what the Career Center is all about.”

– David Schlanger
VO LLE YBA LL
The 2013 volleyball team had a phenomenal season in the Foothill Conference winning the Irvine Valley Tournament. Consistently ranked as one of the top teams in Southern California, Chaffey volleyball had seven members named to the All-Foothill Conference team including conference MVP, Ashanti Banks, who is continuing her education at Northwestern Oklahoma State University, where she is playing for the Rangers this season.

BA S E BA LL
The 2014 season marked Head Coach Jeff Harlow’s fifth Foothill Conference Championship since taking the helm of Panther baseball in 2004. Under his guidance, eight sophomore student-athletes were offered scholarships, including Tanner Kiest who was drafted this year by the Philadelphia Phillies. Kiest is the 25th Panther alum signed to a Major League Baseball contract under Coach Harlow.

W O M E N ’S  S O C C E R
For the first time in program history, Panther women’s soccer brought home the Foothill Conference championship. The ladies went 20-2-1 last season, advanced to the second round of state playoffs. The team finished the season ranked #9 in the National Soccer Coaches Association of America (NSCAA) poll.

M E N ’S  B A S K E T BA LL
The Chaffey men’s basketball team, led by Head Coach Jeff Klein, made a return trip to the state Final-Four last season, the only returning team in the championship series. The Panthers, guided by a formidable squad of sophomore athletes, dominated basketball courts throughout the state. Five members of the squad were named All-Foothill Conference, and six are continuing their academic and athletic careers at four-year schools in the United States and Canada.

F O O T BAL L
Under the direction of rookie Head Coach Rob Hadaway, Panther football captured the American Mountain Conference title – the first conference championship for Chaffey football since 2002. Eighteen student-athletes were offered scholarships Panther alumni now attend school and play at colleges and universities nationwide.

T R A C K  &  F IE LD
Track and Field standouts Rachel McCoy and Khaliffah Rosser represented the college at the state, national, and international level this year. McCoy dominated high jump competitions throughout the season earning herself a spot on Team USA. Rosser captured the state championship title for the second consecutive year. Both athletes traveled to Oregon to represent the nation at the IAAF World Junior Championships, where McCoy finished in 4th place.

PANTHER ATHLETES SUCCESSFUL BOTH ON AND OFF THE FIELD/COURT

VOLLEYBALL
The 2013 volleyball team had a phenomenal season in the Foothill Conference winning the Irvine Valley Tournament. Consistently ranked as one of the top teams in Southern California, Chaffey volleyball had seven members named to the All-Foothill Conference team including conference MVP, Ashanti Banks, who is continuing her education at Northwestern Oklahoma State University, where she is playing for the Rangers this season.

BASEBALL
The 2014 season marked Head Coach Jeff Harlow’s fifth Foothill Conference Championship since taking the helm of Panther baseball in 2004. Under his guidance, eight sophomore student-athletes were offered scholarships, including Tanner Kiest who was drafted this year by the Philadelphia Phillies. Kiest is the 25th Panther alum signed to a Major League Baseball contract under Coach Harlow.

WOMEN’S SOCCER
For the first time in program history, Panther women’s soccer brought home the Foothill Conference championship. The ladies went 20-2-1 last season, advanced to the second round of state playoffs. The team finished the season ranked #9 in the National Soccer Coaches Association of America (NSCAA) poll.

MEN’S BASKETBALL
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FOOTBALL
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TRACK & FIELD
Track and Field standouts Rachel McCoy and Khaliffah Rosser represented the college at the state, national, and international level this year. McCoy dominated high jump competitions throughout the season earning herself a spot on Team USA. Rosser captured the state championship title for the second consecutive year. Both athletes traveled to Oregon to represent the nation at the IAAF World Junior Championships, where McCoy finished in 4th place.
The Chinese Studies program is one of the fastest growing language programs in the School of Language Arts. China is a major political and economic power in the global forum. Mandarin Chinese is an important global language and is useful across a variety of careers in business, education, and politics. Chinese language skills are highly prized in today’s job market.

In response to growing global demand Chaffey College now offers an Associate in Arts degree in Chinese Studies for students interested in pursuing a degree and/or transferring to a four-year college or university. In this program, students complete Chinese language courses ranging from beginning to intermediate-level Chinese. In addition to developing functional skills in Chinese, students also gain valuable knowledge about Chinese culture and history through the college’s culture and civilization class.

“I took Chinese to fulfill my language requirement, but found that I really enjoy learning Chinese and the Culture. Professor Liu is such a great influence that I’m considering changing my major to linguistics.”

- Ryan Montgomery (student)
Students and faculty in the Paralegal Studies Program hosted the inaugural Legal Night event on April 10, 2014 on the Rancho Cucamonga Campus. “This event was a tremendous success for the paralegal studies students and the college,” exclaimed Abel Chen, professor of business law and event coordinator.

“We were amazed at the response we received immediately after promoting the event,” stated Professor Chen. In total, 112 people took advantage of the services available through Legal Night and 26 local attorneys donated their time to deliver legal services.

The Legal Night event was a wonderful experience from the moment I walked in until I left. After speaking with an attorney, I felt more confident about the legal decisions I had to make. The attorney provided me with superb service. I hope that legal night will be offered in the years to come.”

- Lupeolo Siulua (participant)

The college partnered with local attorneys to offer free legal services. Attorney donated their time to provide legal services in family, criminal, immigration, and business law. The paralegal students were paired with an attorney to assist with processing and interviewing clients.

Legal Night was created through a vision of both the college faculty and students in the program. Legal Night provides legal guidance to those who might not otherwise be able to afford the service, as well as provides a venue to showcase the Chaffey College paralegal studies program.

“As an attorney in the community, I found Chaffey Legal Night very rewarding,” stated Jennifer C. Jones, managing partner of Jones Legal. “It was a pleasure working alongside the paralegal students who showed enthusiasm and interest in the legal topics.”

Participants received direct legal consultation, brief services, and information about their rights and the legal system. Individuals left with a sense of empowerment, feeling that they can be better self-advocates in the legal system.

Professor Abel Chen was recognized for his efforts in creating and coordinating Legal Night. His innovative approach to educating paralegal studies student and offering superior services to the students and the community earned Chen the 2014 Chaffey College faculty “Puck Award,” an award presented by the college’s professional development committee.
Biology Faculty Inspires Students in and Out of the Laboratory

The diversity in biology courses currently offered in Fontana has allowed the campus to become a significant resource for not only the students in the immediate community but also for students who may not live in Fontana. As a consequence, the campus attracts students of all walks of life and career paths. The biology courses serve future nursing students, radiologic technology students, returning students, biology majors, life-long learners and everyone in between.

Sonia Diaz, a full-time biology professor on the Fontana Campus, set a goal to make the Fontana biology lab as fully functional as it can be for the courses currently taught there. This includes adding to the current resources, such as insect specimens used in general biology and moving bone boxes to the Fontana Success Center so students have access to these resources outside of the lab.

Professor Diaz enjoys engaging with students on the Fontana Campus, even those not enrolled in her courses. She has made the hallways of the Fontana Academic Center more friendly and engaging. She invited her students to volunteer a drawing, photograph or written piece that follows a biology theme. In addition, student work is shown in display cases on the campus; the current topic is “Water: The Solvent of Life.” “The students’ creativity really amazes me!” exclaims Diaz.

Spreading appreciation for biology is something at which Diaz excels. As much as possible, she volunteers her time to share her experience, as a female in the sciences who overcame many obstacles. She had the opportunity to share her dissertation research with junior high girls in the Tech Trek program. Diaz is an advocate for female students who show interest in the STEM fields and encourages them to participate in summer science and math camps.

This year, Professor Diaz participated in a “career day” at a middle school in the Ontario and facilitated a workshop in Pomona Unified School District for students and their parents where she guided them through the process of choosing a science fair project.

“As long as I am able to help students of all career paths reach their goals in sciences or otherwise, I will. I value each and every student that walks in my classroom. They have as much to share and teach me as I do them. Although my time with students equates to a small snapshot in the timeline of their life and academic journey, I hope that my stories, hopes and teaching, at the very least, gets them one step closer to realizing their dreams,” says Diaz.
Instruction

Preparing Students for Careers in Digital Media
Digital Media provides students the opportunity to integrate, imagine, and design.

The School of Visual and Performing Arts Digital Media Program provides a comprehensive, student-centered program that serves a diverse population. The program prepares students for transfer to four-year public and private institutions, an AA degree or certificate in Career and Technical Education, as well as employment in a variety of fields related to the visual arts and design.

Courses and degrees offered through the Digital Media program assist students with gaining professional experience and/or retraining in Graphic Design, Multimedia, or Web Design. Many Digital Media students have been accepted to some of the top California art schools and UCs including CalArts, Art Center College of Design, Otis College of Art and Design, UCLA, UCI, and UC Berkeley. The faculty and staff support students’ educational goals as they develop a competitive portfolio in preparation for transfer or the workforce.

The industry has unique standard requirements in terms of tools, training, software, and aesthetic considerations, and the Digital Media curriculum continues to reflect the rapid increase in the complexity of this highly-specialized technical practice. The Digital Media faculty and Digital Media specialist meet the needs of students who wish to pursue employment in this field by maintaining competency and expanding networking opportunities for students.

The Digital Media faculty and staff created an advisory committee that includes businesses and professionals in digital media. The advisory committee plays a vital role in keeping the program connected with the most current industry standards. It provides the Digital Media program with important and highly specific information in regards to content development, equipment and software innovations, and suggestions about how to improve the quality of the educational experience for students. The advisory committee also provides guiding principles in preparing students for employers who are seeking individuals that demonstrate proficiency in the most recent software and hardware.

The Digital Media program maintains a current and functioning teaching laboratory that accurately reflects industry standards preparing designers for a competitive workforce. The curriculum offers students the latest Adobe Creative Cloud programs, as well as video, audio, and lighting equipment.

The Design and Multimedia labs simulate the workplace providing the foundation for developing interpersonal skills, self and group management, reading and writing ability, technical competency, problem solving, as well as project development and execution. Students develop a solid technological foundation within Design and Multimedia and graduate with the confidence to pursue areas such as advertising, marketing, fine art, drafting, industrial design, graphic design, web development, and computer programming.
The Chaffey College fashion design program provides rapid training and employment opportunities in the field of fashion design by completing only one or two classes. Featured in the Report to the Community is the alteration class. In this course, students learn how to hem, alter fit, and repair garments. Through the education and training in the course, students are able to start a business or work in an alteration/tailoring facility. The addition of sewing classes and industrial equipment training prepares students to sew for clients or make samples for manufacturers.

“I’m getting the training necessary to be successful in the fashion industry,” says Oziris Molina. “I feel confident working alongside a fashion designer. Our professor taught us to treat this class like a job. We must be prepared, knowledgeable, and on time.”

The Fashion Design program is offered on the Chaffey College Chino Campus, conveniently close to Orange and Los Angeles Counties, where some of the top fashion markets are located. “The employment opportunities in this area are high; our students are able to earn internships in both LA and Orange County,” says Karen Encinas, fashion design professor. A component of the program is local visits to the fashion industry which give students a real-life feel for the industry,” she adds.

Completing the design or patternmaking certificates enables graduates to produce their own line of apparel, sell to retailers, or market directly to consumers on the Internet. Students often choose to enter the apparel industry as a skilled worker or transfer to pursue a four-year degree.

Fashion Design graduate Jacob Johnson is applying his education, along with technical and mathematics skills to a career in fitting, and pattern-making. He is a textile expert who has designed a line of women’s swim wear with custom fabric designs he creates using graphic design programs. Johnson is an apprentice in the program assisting and guiding current Chaffey students and faculty.

Students in the Fashion Design program gain real-life experience as they progress through the program. Students showcase their designs and talents in the annual fashion show.
As most people know, the cars of the future are not your traditional gas-powered vehicles. The demand for automotive technicians with electric car technology training is increasing. Therefore, auto technicians today must have the knowledge of various vehicle types and ability to perform a diverse range of duties.

“The Chaffey College Automotive Technology program is recognized for its superior education and training, yet we started to fall behind on electric and hybrid training,” said Sherm Taylor, professor of automotive technology.

The program training was stifled because it didn’t have a hybrid training vehicle and knew it was imperative to acquire one. Although the work is similar to that of a gas or diesel powered vehicle, electric car technology involves high voltage battery packs as the primary source to generate power to the motor. It is vital that students understand the new technology and hybrid training to be successful.

Faculty in the program began researching ways to acquire a hybrid vehicle. Professor Taylor reached out to local dealerships and John Elway’s Crown Toyota in Ontario agreed to partner with the college. Through this discussion Taylor learned that Toyota Financial Services was launching a program called “Crowdtilt,” designed as a partnership with organizations seeking to raise funds to purchase vehicles. Together representatives from the three organizations created a program to raise $10,000 to purchase a pre-owned hybrid vehicle.

Students in the Chaffey College car club promoted the fundraiser through social media and at the annual car show, while Taylor promoted it to the college faculty and staff. The goal for the college was to raise $8,000, and Toyota Financial promised to donate the remaining $2,000. In a very short time, the goal was reached. “We were pleased to see so many people support the program and invest in updating automotive training,” said Taylor.

Early this year, the college’s Automotive Technology program purchased two generation two hybrid Toyota Prius vehicles from John Elway’s Crown Toyota which are now being used for educational purposes. In the spring 2014 semester, students began training on electric and hybrid technology.
The Chaffey College Child Development Center celebrated “The Week of the Young Child” in April to recognize the amazing young children of our nation. The Week of the Young Child is sponsored by the National Association for the Education of Young Children (NAEYC), the world’s largest early childhood education association working on behalf of young children.

The event is celebrated annually to remind people of the importance of high-quality early learning opportunities for young children. The Week of the Young Child focuses public attention on the needs of young children and their families and recognizes the early childhood programs and services that meet those needs.

The first celebration of The Week of the Young Child was held in 1971 by NAEYC to recognize that the early childhood years (birth through age 8) lay the foundation for children’s success in school and later life.

The Chaffey College Child Development Center opened in 1970 to serve children of Chaffey College students. Today, the center serves about 150 children between the ages of 18 months through kindergarten. The Center strives to use developmentally-appropriate goals for young children as a framework for planning our educational program, assessing children’s progress in all aspects of the social, cognitive, and physical foundations necessary for success in elementary school.

The Chaffey College Child Development Center also serves as the District’s training site for students involved in curriculum related to children and their development. Child Development students observe children and apply principles and theories.

New to the Child Development Center is the apprentice program which provides employment opportunities for students studying Child Development. It provides a “hands-on” child development experience in a state-of-the-art facility. The Child Development Center apprenticeship program assists students in gaining practical work experience and obtaining child development permits that are required for employment in state and federally-funded programs.
2014-15 CHAFFEY COLLEGE STUDENT ENROLLMENT

In the Fall 2014 semester, 19,709 students were actively enrolled as of first census date (September 8, 2014) at Chaffey College. Student enrollment patterns reflect the diverse educational opportunities that Chaffey College offers. On the Rancho Campus, 14,752 students were actively enrolled at first census; 3,433 students are enrolled on the Chino Campus; 3,407 students were actively enrolled at the Fontana Campus; while 2,403 students were actively enrolled in Distance Learning courses; and 804 students were actively enrolled at other locations throughout the District.

In the 2013-14 academic year, students experienced a 70.9% success rate and a 90.6% retention rate, the latter an all-time high since the college converted to the semester system in 1994. In 2013-14, the college awarded over 3,302 degrees and certificates, 179 more awards than the previous annual high. The class of 2014 earned 2,030 degrees and 1,272 certificates.

Total Number of Students Enrolled at Chaffey College in Fall 2014:

Students Served (unduplicated) 19,709
Course Enrollments 50,932
(Colleage enrollment data files, September 8, 2014)
2014-15 Chaffey College Student Enrollment

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

<table>
<thead>
<tr>
<th>City</th>
<th>Enrolled</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chino</td>
<td>1,031</td>
<td>(7.1%)</td>
</tr>
<tr>
<td>Chino Hills</td>
<td>475</td>
<td>(3.3%)</td>
</tr>
<tr>
<td>Fontana</td>
<td>4,630</td>
<td>(31.9%)</td>
</tr>
<tr>
<td>Guasti</td>
<td>1</td>
<td>(0.0%)</td>
</tr>
<tr>
<td>Montclair</td>
<td>472</td>
<td>(3.2%)</td>
</tr>
<tr>
<td>Mt. Baldy</td>
<td>4</td>
<td>(0.0%)</td>
</tr>
<tr>
<td>Ontario</td>
<td>2,586</td>
<td>(17.8%)</td>
</tr>
<tr>
<td>Rancho Cucamonga</td>
<td>4,118</td>
<td>(28.4%)</td>
</tr>
<tr>
<td>Upland</td>
<td>1,199</td>
<td>(8.3%)</td>
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Residency Status

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<tr>
<td>Chaffey District</td>
<td>4,208</td>
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<tr>
<td>Outside District</td>
<td>5,090</td>
<td>(25.8%)</td>
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<tr>
<td>Out of State</td>
<td>319</td>
<td>(1.6%)</td>
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<tr>
<td>International</td>
<td>92</td>
<td>(0.5%)</td>
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Degrees and Certificates Awarded in 2013-14

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<thead>
<tr>
<th>Type</th>
<th>Count</th>
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<tbody>
<tr>
<td>Degrees</td>
<td>2,030</td>
</tr>
<tr>
<td>Certificates</td>
<td>1,272</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,302</td>
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</table>

- Approximately 81.0% of students enrolled at Chaffey College in the Fall 2014 semester are traditionally underrepresented students.
- In the Fall 2014 semester, female students represent 57.7% of the student body population. Historically, female students represent 58-62% of the total student population.
- 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 68.1%; and retention rates from 77.6% to 91.3%.
- In the Fall 2014 semester, three cities – Rancho Cucamonga, Fontana, and Ontario – contribute 78.1% of the within-district enrollment.
- In the Fall 2014 semester, Chino and Chino Hills account for 10.4% of the within-district enrollment, up from 8.0% reported five year ago.
- As of the first census date in the Fall 2014 semester, students from 170 different cities were actively enrolled in courses at Chaffey College.
- As of the first census date of the Fall 2014 semester, 5,125 students were actively enrolled in 12 or more units (26.4%); the average student unit load was 8.2 units; the median unit load was 8.0 units.
- In the 2013-14 academic year, 14,985 former Chaffey College students were actively enrolled at a four-year college or university, including 8,413 (56.1%) who were enrolled full-time. Examining the type of institution attended, 7,165 students (47.8%) were attending public institutions, while 7,820 students (52.2%) were attending private institutions. Approximately 5,724 students (38.2%) were attending out-of-state four-year colleges or universities. Among the 9,261 former Chaffey College students who attended a four-year college or university in California in the 2013-14 academic year: 4,440 (48%) attended a CSU; 938 (10.1%) attended a UC; and 3,883 (41.9%) attended an independent four-year institution.
Technology plays an integral role in student enrollment, in the classroom, and overall student success. The Chaffey College Information Technology and Administrative Systems departments meet the needs of students, faculty, and staff through innovative technology, services, and systems.

**STUDENT EMAILS**
In 2014, the students of Chaffey College voted to institute a technology fee to improve technology for students. The fee, which was implemented in the fall 2014 semester, provides funding for student emails and other advancements. Starting in the spring semester, students will receive an @panther.chaffey.edu email; it can be used to communicate with their professors and classmates, but most importantly it will be utilized by the college for official communication regarding deadlines, events, and other valuable student information.

**TECHNOLOGY IMPROVEMENTS**
Students also requested improved wireless technology on all campuses. To meet this goal, the college invested in an upgrade of the current Wi-Fi systems. This improvement ensures network speed and reliability enabling students and faculty to access technology tools.

**MYCHAFFEY PORTAL**
The college launched the MyChaffey portal in order to provide a single point of access to student resources such as library, wireless services, registration, student educational planning, and payment processing. Because the portal is integrated with the college's student information system, students can access nearly all services with a single login and password using quick-launch links on the MyChaffey student main page.

**CHAFFEY COLLEGE MOBILE APP**
The new Chaffey College mobile application was launched this fall and is available for download to anyone for use with iPhone and Android smartphones as well as Kindle Fire devices. Chaffey Mobile is a smart device application that provides easy access to both public information (i.e. campus maps, calendars, and important phone numbers) as well as authenticated content (i.e. class schedules, grades, and financial aid). More features are being added to the application on a continuous basis, allowing for anytime access to student resources and actions.

**STUDENT PLANNING**
This spring, the college will launch a web-based counseling student planning module that enables students to track their academic progress, view courses they need to take to complete their degree or certificate, and see how close they are to completing their academic goal.
The Maintenance and Operations staff accomplished significant projects this year including upgrading the building automation system, standardizing the college’s hazardous waste system, analyzing energy and water conservation, and improving landscaping efficiencies.

**BUILDING AUTOMATION**
Many of the college’s original buildings were on independent heating and cooling systems requiring constant maintenance and attention. Utilizing proposition 39 funds, the college invested in a web-based interface building automation system for Wargin Hall, old administration, and vocational student services (VSS), thereby reducing energy costs. Additional buildings including aeronautics, automotive technology, skills lab, and information technology are slated to receive upgrades this year.

**HAZARDOUS WASTE DISPOSAL**
In the area of health and safety, the college generated an all-district hazardous waste system and updated protocols to ensure campus safety, timely disposal, and regulatory compliance of waste materials.

**ENERGY AND WATER CONSERVATION**
The maintenance and operations department is also developing operating guidelines for conserving energy and water conservation. The staff continually reviews best managed practices for energy, waste, and transportation.

**LANDSCAPING**
Lastly, the grounds staff has improved landscape efficiencies by refining the mowing process. These improvements have resulted in less interruption to classroom instruction, less damage to district equipment, and less fuel consumption.
Chaffey College faculty, staff, and students are working together to create a world that is socially, economically and environmentally sustainable. The college continues to coordinate sustainability education and initiatives that benefit the college and our community.

This year, the college partnered with sustainability experts to host various workshops during Earth Week. Representatives from the County of San Bernardino hosted “Water Preservation in Southern California” and discussed the importance of water conservation on the local community.

Christy Roberts, artist and founder of the California Poppy Project, conducted a hands-on workshop to make seed bombs; a technique of introducing vegetation to land by throwing or dropping compressed bundles of soil containing live vegetation.

Another exciting event that took place this past year was planting a children’s garden on the Rancho Cucamonga Campus. Dr. Shannon joined children from the college’s Child Development Center in the planting.

Bill Welch, Principal Development Engineer with the College of Engineering, Center for Environmental Research and Technology at UCR, presented the impact of the “Emissions of Charbroiled Burgers” and explained how emissions from cooking hamburgers on commercial charbroilers are a very significant uncontrolled source of directly-emitted particulate matter that affects consumers.

College officials anticipate a Southern California Edison rebate of over $700,000 due to the shift of electrical needs to off-time periods of the day. The college should also see an annual energy savings of more than $250,000, which would provide a positive return of investment on the system after 8 years.
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 $229,800,000. 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>
<th>ORGANIZATION</th>
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<tbody>
<tr>
<td>Ginger Eaton</td>
<td>Montclair</td>
<td>Member</td>
</tr>
<tr>
<td>Fran Givens</td>
<td>Fontana</td>
<td>Senior Advisory</td>
</tr>
<tr>
<td>Jamie Harwood</td>
<td>Chino</td>
<td>Business Organization</td>
</tr>
<tr>
<td>William J. Huff</td>
<td>Upland</td>
<td>Taxpayer Association</td>
</tr>
<tr>
<td>Nima Moravedje Torbay</td>
<td>Alta Loma</td>
<td>Student, Chaffey College</td>
</tr>
<tr>
<td>Aaron Skeers</td>
<td>Rancho Cucamonga</td>
<td>Member</td>
</tr>
<tr>
<td>Sue Ovitt</td>
<td>Ontario</td>
<td>Advisory/Foundation</td>
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Tax Rate Increment Bond Rating

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<tr>
<th>YEAR</th>
<th>PROJECTED</th>
<th>ACTUAL</th>
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<tr>
<td>2006-2007</td>
<td>$22.70</td>
<td>$16.60</td>
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<tr>
<td>2007-2008</td>
<td>$23.50</td>
<td>$19.20</td>
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<td>2008-2009</td>
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<td>$20.90</td>
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<tr>
<td>2009-2010</td>
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<td>$12.20</td>
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<td>2010-2011</td>
<td>$13.39</td>
<td>$9.10</td>
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<tr>
<td>2011-2012</td>
<td>$15.93</td>
<td>$15.30</td>
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<td>2012-2013</td>
<td>$15.61</td>
<td>$11.10</td>
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<tr>
<td>2013-2014</td>
<td>$15.81</td>
<td>$15.70</td>
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<tr>
<td>2014-2015</td>
<td>$16.09</td>
<td>$10.90</td>
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based on $100,000 assessed valuation

Bond Issuance

(Budget in Millions)

$229.8 m
$221.6 m
$214.6 m
$207.6 m
$200.6 m
$193.6 m
$186.6 m
$179.6 m
$172.6 m
$165.6 m
$158.6 m
$151.6 m
$144.6 m
$137.6 m
$130.6 m
$123.6 m
$116.6 m
$109.6 m
$102.6 m
$95.6 m
$88.6 m
$81.6 m
$74.6 m
$67.6 m
$60.6 m
$53.6 m
$46.6 m
$39.6 m
$32.6 m
$25.6 m
$18.6 m
$11.6 m
$4.6 m
$0.0

Series E $150 m
Series D $120 m
Series C $80 m
Series B $75 m
Series A $47.4 m
Series AB/C/D/E $121.2 m
Paid to Date $220.4 m
Committed $121.2 m

Performance Audit, Fiscal Year Ending June 30, 2013

“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

PROJECTS COMPLETED

Chino Campus - Main
Instructional Building
Chino Health Sciences 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
Aviary Landscape
Fontana Academic Building
Michael Alexander Campus Center
Business Education Renovation
Science Complex Greenhouse
Health Science Pathway
Athletic Field Parking Lot and Flag Poles

New Elevator Tower
Parking Lot 12
Chaffey College Foundation

FUNDING DREAMS, ONE STUDENT AT A TIME

The Chaffey College Foundation was established in 1987 through the vision and dedication of members of the college community. Today, the Foundation continues to support their vision by funding students in pursuit of a college education by providing the resources to assist them toward success. The Foundation is supported by many generous community members, alumni, staff, and faculty who donate their time and financial support to building a strong campus community.

The Chaffey College Foundation facilitates a variety of annual scholarships including merit-based, discipline/major, academic, sports and community service awards. Many scholarships come to the Foundation through members of the community, college faculty and staff, service groups, schools, cities, districts and corporations. The Fund-A-Dream scholarship is a principal award overseen by the Foundation; this scholarship was established by former Foundation Board president Ruben Estrada. Ruben's dream was for every student to have the opportunity to attend college.

The Fund-A-Dream program is an ideal way for businesses to invest in their own workforce, helping to bridge the gap between basic education and career preparedness. The program allows business owners to provide the necessary funds for individuals to receive training in specific trades such as health care, aviation repair, or computer technology. Individuals can also invest in a Fund-A-Dream scholarship by sponsoring a student.

Each year the Chaffey College Foundation awards scholarships to deserving students. In 2013-14 the Chaffey College Foundation awarded nearly 1,000 scholarships, totaling $451,080. The scholarships ranged from $25 to $10,000 with an average of approximately $500 per award.

The Chaffey College Foundation believes that all students who have the passion to succeed deserve the opportunity to attend Chaffey College. Every member of the Foundation is passionate about working to ensure that every student has the ability to attend college and that every dollar raised through the Foundation is dispersed to Chaffey College and the students it serves.

2013-14 Scholarship Recipient

“While I struggled to complete my 14 unit spring semester due to a neck injury, I am proud to say that I received 3 A’s and 1 B (3.786 GPA), raising my overall Chaffey GPA to 3.509. I now have four more courses that I will be taking with me this fall to California State University, San Bernardino.

I am very excited for my transfer, I am even more secure in my future as an elementary school teacher due to the aid I received from Chaffey College. I am very appreciative of the assistance I have been granted, allowing me to succeed with greater ease. As a single mother with a five-year-old daughter, I can use any help I can get.

I thank you for investing in my future and for restoring my faith in dreams”

- Ciera Jasmine McElveen
The Chaffey College Office of Alumni Relations provides a number of rewarding ways for alumni and current students to stay involved with Chaffey. This year, the Office of Alumni Relations engaged in various projects including producing alumni videos, hosting GradFest, and most importantly, recognizing amazing Chaffey College Alumni at the annual Alumni of the Year/Athletic Hall of Fame banquet.

**CHAFFEY COLLEGE QUICK CHATS**

The Alumni Relations staff produced the new “Chaffey College Quick Chats” video series this year. Chaffey College Quick Chats features Brittny Delgado, communications studies student, as she interviews alumni about their educational experiences at Chaffey College. Alumni featured in the videos include: Zeshan Kazmi, Jeanne Batista, Anita Fletcher, and Christine Fabiani. Check out the “Chaffey College Quick Chats” on YouTube.

**GRADFEST 2014**

In partnership with the Chaffey College Bookstore, the Alumni Relations office hosted the fifth annual GradFest. The 2014 event served more graduates and was more successful than past GradFests. Graduates were invited to attend the pre-graduation event designed as a one-stop-shop for all their graduation needs. Students could purchase regalia and graduation memorabilia, and they are offered discounts for local businesses. The Alumni Association welcomed close to 100 new members to the Association, a record for GradFest.

**ALUMNI OF THE YEAR/ATHLETIC HALL OF FAME**

The Alumni Association and athletic department partnered once again this year to recognize the outstanding alumni who have brought honor and prestige to Chaffey College through their personal and professional achievements. Honorees included renowned inventor and entrepreneur Hobart “Hobie” Alter; Ontario City Manager, Al Boling; and professional actress and coordinator of the Girl Talk mentoring program, Meagan Tandy. Athletic Hall of Fame inductees include Prentice Harris (basketball), Bob Stangel (football), and Chris Stephens (service).

Throughout the year, the Office of Alumni Relations engages with current students as well as esteemed Chaffey College alumni. If you are a graduate of Chaffey College, stay connected and share your story.