



AGENDA
**MEETINGS OF THE GOVERNING BOARD
CHAFFEY COMMUNITY COLLEGE DISTRICT**

Wednesday, May 22, 2019

Board Room, Marie Kane

Center for Student Services/Administration

- I. **REGULAR SESSION**
 - A. CALL TO ORDER (2:05 p.m.)
- II. **CLOSED SESSION**
 - A. PUBLIC COMMENTS ON CLOSED SESSION AGENDA
 - B. RECESS TO CLOSED SESSION
- III. **STUDY SESSION**
 - A. CONVENE IN OPEN SESSION
 - B. AGENDA
 1. 2019 Chaffey College Student Success Scorecard
 2. Foundation Monitoring Report
- IV. **REGULAR SESSION**
 - A. RECONVENE IN REGULAR SESSION
 1. Pledge of Allegiance
 - B. PUBLIC COMMENTS
 - C. COMMUNITY LINKAGES
 1. Governing Board
 2. Legislative Update
 3. Presentations
 - a. Presentation of Plaque
 4. Foundation
 - D. REPORTS
 1. Closed Session Actions
 2. Monitoring
 - a. 2019 Chaffey College Student Success Scorecard
 - b. Chino Campus Monitoring Report
 - c. Fontana Campus Monitoring Report
 - d. Quarterly Investment Report
 - E. CONSENT AGENDA
 1. Governance Process
 - a. Approval of Minutes, April 25, 2019
 2. Academic Affairs
 - a. Curriculum
 - b. Goal Alignment Project Required by the Chancellor's Office
 3. Business/Fiscal Affairs
 - a. Assembly Bill (AB) 212 Round 15 Stipends – Child Development Center
 - b. Budget Increase – Restricted General Fund
 - c. Disposal of District Property: Electronic Equipment and Miscellaneous Materials

3. Business/Fiscal Affairs (continued)
 - d. Fee Schedule Updates
 - e. Lithography Image Press Lease
 - f. Notice of Completion: Parking Lot Refurbishment Project
 - g. Temporary Interfund Borrowing
 - h. University of California, Los Angeles, Cost Reimbursement Research Sub-Award Agreement, Amendment No. 2
 - i. Vocational Education and Training Services
4. Human Resources
 - a. Allocation Model of Equal Employment Opportunity Fund
 - b. Chaffey College Child Development Center Faculty Association (CDCFA) Contract Negotiations
 - c. Equal Employment Opportunity Plan
 - d. Management Personnel Plan/Employment Contract
5. Student Services
 - a. Student Discipline

F. ACTION AGENDA

1. Business/Fiscal Affairs
 - a. Contract, Purchase Order, and Warrant Lists

G. CEO/STAFF REPORTS

1. Superintendent/President
2. Faculty Senate
3. Classified Senate
4. California School Employees Association (CSEA)
5. Chaffey College Faculty Association (CCFA)
6. Child Development Center Faculty Association (CDCFA)

H. BOARD COMMENTS, REQUESTS, AND FUTURE AGENDA ITEMS

V. **ADJOURNMENT**

The next regular meeting of the Governing Board will be Thursday, June 27, 2019.

Complete agenda may be viewed at [www.chaffey.edu/governing board](http://www.chaffey.edu/governing%20board)

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

May 22, 2019

Board Meeting Date

TOPIC 2019 CHAFFEY COLLEGE STUDENT SUCCESS SCORECARD

Communication No. IV.D.2.a

SUPPORTS BOARD POLICY

This item supports Board Policy 1250 (Board Goals for Student Success).

PROPOSAL

To receive the 2019 Chaffey College Student Success Scorecard for first reading and discussion.

BACKGROUND

During the 2011-2012 academic year, the California Community College Chancellor's Office convened a work group to review the Accountability Report for Community Colleges (ARCC) in order to better align the existing statewide accountability framework with the emerging work of the Student Success Task Force. The new Student Success Scorecard was initially released in April, 2013. As identified in SB 1456 (the Student Success Act of 2012), colleges are required to ensure that their Governing Boards actively engage with the data each year when annual reports are released. This board item—and resulting discussion in the study session—fulfills that requirement for the 2019 Student Success Scorecard.

MEANS OF ASSESSMENT: California State Senate Bill 1456 requires the Board of Governors of the California Community Colleges to recommend to the Legislature and Governor a framework for annually evaluating community college performance in meeting statewide educational outcome priorities. The Chancellor's Office – in consultation with the Academic Senate for California Community Colleges, Student Senate for California Community Colleges, community college chief instructional, student services, and business officer leaders, matriculation deans/coordinators, and institutional researchers – have developed the following metrics to measure student success:

- *Remedial Progress Rate (English, Mathematics, and ESL):* The percentage of credit students who attempted a course designated as below transfer in math, English, or ESL who completed a college-level course within discipline within six years.
- *Persistence Rate:* The percentage of first-time students with a minimum of 6 units earned who attempted any Math or English in their first three years and enrolled in the first three consecutive primary semester terms (or four quarter terms) anywhere in the CCC system.
- *30 Unit Attainment:* The percentage of first-time students with a minimum of 6 units earned who attempted any Math or English in their first three years and earned at least 30 units in the CCC system within six years of entry.
- *Completion Rate:* The percentage of first-time students with a minimum of 6 units earned who attempted any Math or English in their first three years and achieved any of the following outcomes within six years of entry:
 - Earned an AA/AS degree or credit certificate (Chancellor's Office approved)
 - Transferred to a four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
 - Achieved transfer prepared status (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0)

- *Career Technical Education (CTE) Completion Rate:* The percentage of students who completed a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM B or C) and who achieved any of the following outcomes within six years of entry:
 - Earned an AA/AS degree or credit certificate (Chancellor’s Office approved)
 - Transferred to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
 - Achieved transfer prepared status (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

The Career Skills Builder metric was added in 2016. “Skills builders” are defined as workers who are maintaining and adding to skill-sets required for ongoing employment and career advancement. Skills-builders successfully complete a limited number of courses but do not earn a certificate or degree, or transfer to a four-year college. Accessing the California Employment Development Department Unemployment Insurance (EDDUI) wage earner database, the median inflation adjusted wages before and after the year of enrollment for students who successfully completed all CTE coursework in a given academic year was examined.

Transfer Level Math and English Achievement Rates were added in 2017. These metrics exam the percentage of first-time students who successfully complete transfer level math and/or English courses in either their first or second year (recorded as two separate metrics for English and math).

SUMMARY OF EVIDENCE: In examining 2019 Student Success Scorecard outcomes, Chaffey College demonstrated consistent performance or improvement on nine of the ten accountability metrics. A trend analysis revealed that, compared to the statewide average, Chaffey College experienced higher five-year improvement rates on six of the nine accountability metrics (similar comparison data does not exist for Skill Builders).

Disaggregating data by gender, race/ethnicity, and age, analyses reveal that female and male students demonstrated improvement on eight and six of the nine measurable metrics, respectively. In examining outcomes by race/ethnicity, Asian students demonstrated improvement on eight of the nine metrics examined while African American, Caucasian, Hispanic, and Pacific Islander students demonstrated improvement on six of the nine metrics. In examining outcomes by age group, students 20 to 24 years of age demonstrated improvement on eight of the nine indicators; students 25 to 39 years of age and students 40 years of age or older on six of the nine metrics; and students 19 years old or younger demonstrated improvement on five of the nine accountability metrics.

USE OF RESULTS FOR PLANNING: Chaffey incorporates findings from the Student Success Scorecard into a number of district functions. In addition to sharing Student Success Scorecard outcomes with the Governing Board, numerous committees (e.g., College Planning Council, Enrollment & Success Management Committee, President’s Equity Council, etc.) utilize Student Success Scorecard findings in their planning and evaluation processes. District initiatives (e.g., Title V and Title III grants, Guided Pathways, etc.) utilize Student Success Scorecard metrics in developing strategies to actively promote student success and to mitigate disproportionate impact by student demographic characteristics.

BUDGET IMPLICATIONS
N/A

RECOMMENDATION

It is recommended that the Governing Board receive the 2019 Student Success Scorecard for review and discussion.

Prepared by:	Jim Fillpot, Dean, Institutional Research, Policy and Grants
Submitted by:	Laura Hope, Acting Associate Superintendent, Instruction and Institutional Effectiveness
Recommended by:	Henry D. Shannon, Superintendent/President

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

May 22, 2019

Board Meeting Date

TOPIC CHINO CAMPUS MONITORING REPORT

Communication No. IV.D.2.b

SUPPORTS BOARD POLICY

Board Policy 1250 Board Goals for Student Success – Chaffey College values, supports, and assesses student success and achievement. The District’s strategic, educational, and other plans shall be designed to achieve the following Governing Board expectations for student success:

1. Students demonstrate success in basic skills courses and are prepared to succeed in college-level courses.
2. Students demonstrate success in career and technical education that prepares them for employment success.
3. Students demonstrate success in transfer-level courses and are prepared to succeed at transfer institutions.
4. Students achieve core competencies upon completion of their general education program including: effective communication and comprehension skills, critical thinking and information competency, community/global awareness and responsibility, and personal, academic, and career development skills.
5. Students maximize their ability to complete courses, persist through program or course completion, and achieve their educational goals.

Board Policy 1400 Core Values – The Governing Board, administrators, faculty and staff of the Chaffey Community College District fulfill the organization’s purpose through the application of these core values: student success, educational excellence, climate of inclusion and respect, dynamic student services, responsiveness to the community, and environmental responsibility.

INTRODUCTION

The Chino Campus operates as a fully-functioning campus of Chaffey College. It maintains and administers the District’s values, policies and mission. The Chino Campus serves as a vehicle for the District to provide access to quality higher education to Chaffey College students, particularly those residing within the southern portion of the District. The Chino Campus ensures access to educational opportunities and student services, allowing current and potential students an integrated student services and instructional model for completing their education.

CHINO CAMPUS RELATION TO THE EDUCATIONAL STRATEGIC VISION

The information provided below illustrates how the Chino Campus delivered instruction and student services in relation to the educational strategic vision for the 2018-2019 academic year.

ACCESSING THE COLLEGE

- Strengthening partnerships with high schools and employers.

The Chino Campus has maintained strong partnerships with its area feeder high schools which are: Buena Vista, Chino Hills, Don Lugo, Chino, Options for Youth Chino and Ayala. This is accomplished by fostering relationships with campus principals, high school counselors, and staff of the local Chino Valley high schools, as well as relationships with the district office. Those partnerships continue to be strengthened by programs the college has in place, such as the Senior Early Assessment (SEA) Program, facilitated by the School of Counseling and Student Success and Support Programs. The Chino Campus counseling faculty and staff lead campus-wide efforts to engage students in matriculating high school seniors during each spring semester. Students receive the fourth day of registration for the summer session and the Fall semester increasing the opportunity for students to enroll full time. Additionally, the Career Technical Education counselors have presented at Ontario High School, and assisted students from a local teen center in Chino with the Chaffey application process.

The School of Hospitality, Fashion, Interior and Culinary Arts faculty continue to strengthen partnerships with local employers and high schools. Advisory board meetings were held during the Fall 2018 semester for the Hospitality Management & Culinary Arts programs, the Fashion Design & Fashion Merchandising programs, and the Interior Design program. The advisory boards are made up of industry professionals, local business owners, faculty of local high schools, and faculty from other community colleges who teach in the same discipline. Advisory boards are instrumental in suggesting curriculum revisions that will help to better prepare students to enter the workforce.

- Connecting students to necessary resources and pre-enrollment processes.

The GPS (Guiding Panthers to Success) Center assists students to navigate the critical enrollment, retention, and completion resources and services at the Chino Campus. Students receive assistance with admissions, orientation, assessment testing, educational planning, transfer assistance, career exploration and financial aid. Service is provided on a walk-in and by appointment basis. In addition to counseling faculty and student services support staff, the GPS Center employs graduate students as Success Guides who offer guidance, support, and advisement on academic and career-related concerns and issues. Success Guides conduct workshops and offer guidance to students in a casual, informal fashion. Success Guides participate in a comprehensive two-week training program prior to beginning their role in the GPS Centers. Additionally, they are carefully monitored and continue to receive training and mentoring by a full-time counseling faculty member assigned to the GPS Center.

The number of student contacts from July 2018 until March 2019 at the GPS Center is reflected below:

In person orientation – 329
Online orientation – 5,630
Assessment/testing – 1,463
Academic Success Workshop – 14
Abbreviated educational plans – 463
Comprehensive educational plans – 1,044
Walk-ins – 3,025
Follow up appointments/update educational plan – 700

CONNECTION

- Improving pathway identifications by students.

Financial aid, assessment and testing services, admissions and records, cashiering, EOPS, DPS and counseling services are available to all Chino Campus students. Chino Campus students have opportunities to apply for book grants and book rentals. The GPS Center continues to have the assistance of an adjunct career counseling faculty member, an adjunct career technical education counselor, and a transfer center staff member.

The Chino counseling faculty improved pathway identification for students via counseling conversations centered around problem-solving, decision-making, motivation, stress and time management, personal/family priorities, etc. all of which impact academic goal completion and success.

The Chino counseling faculty participated in the following training and professional development opportunities: weekly and monthly counselor meetings; Ensuring Transfer Success Conference, Career Expo, Career Ladders Conference, Carnegie Math Pathways National Forum, and the Annual High School Counselor Breakfast.

- Establishing students' relationship with the college.

Access to full-time faculty for students attending the Chino Campus continues to be a priority for the District. Twenty-nine full-time faculty are assigned to the Chino Campus, representing the following areas: Counseling (general, GPS and DPS), Success Center, Library, Hospitality Management, Culinary Arts, Fashion Design, Interior Design, Mathematics, English, History, Cinema, CISCO, Industrial Electricity, Vocational Nursing, Communication Studies, Anthropology, and Biology. Additionally, a number of full-time faculty from the Rancho Cucamonga Campus share part of their load in Chino. Faculty have initiated club and community activities at the campus, including information meetings focused on community topics. New shadow boxes display student work throughout the Chino Campus.

Chino Campus students participated in the following events, which occurred during this academic year: Constitution Day/Club Rush; The Bistro at College Park; Chino Campus blood drives; Coffee With A Cop; Disabilities Awareness Fair; Fuel Up 4 Finals; Grad Awareness Week; Financial Aid Awareness; Grad Fest; Halloween Costume Contest; Hospitality, Fashion, Interior and Culinary Arts Open House; One Book One College; Pizza with the Presidents; Transfer Fair; International Education Week; the Panther Pantry's Free Fresh Market; Women in STEM; Coffee with CCSG; and Umoja Chino Women's Empowerment.

The Hospitality Management program saw the birth of the new Event Planning and Management program in the Fall of 2018, with 35 students enrolled. Guest speakers from reputable organizations such as the Ontario Convention Center and San Bernardino County Economic Development Agency were invited to the class, which led to a job opportunity for one of the students to be the Assistant to the Economic Development Coordinator. The program also saw the creation of the Professional Baking and Patisserie program, with 24 students registered with a waitlist of 18 students. Students continue to enjoy quality field trips to hotels to learn about the industry and to meet great alumni and guest speakers who are now Managers, Regional Directors, Chefs, and Senior Sales Managers who continue to motivated them, hire them, and give them opportunities to intern at their properties. On one of these field trips at the Ontario Gateway Hotel, students were taken on-set behind the scene to watch the filming of a new upcoming Netflix series.

The Culinary Arts and Baking program is experiencing robust growth with full classes and long wait lists. This growth has prompted the scheduling of additional culinary arts & baking classes. Six Culinary Arts and Baking students competed in the annual California Community College culinary and baking competition in April. Last year Chaffey College had a student place in the final round. The Culinary Arts/Hospitality Club participated in numerous events, such as assisting the Chaffey College Auto Show, and planning a fundraising dinner in April, to name just two events.

The Interior Design (ID) program hosted an industry event on the Chino campus for professionals and students to discuss the Commercial Interior Design industry in a symposium format on September 25, 2018. Students were also given the opportunity to collect material samples from a variety of vendors in a "Sample Swap" prior to the event. The ID club offered a fundraising raffle during the event and two students won free student memberships to the IIDA. In addition, Interior Design students have been active in the continuing Interior Design Club, with faculty and students attending various outside industry events, including Modernism Week in Palm Springs, A Club Day in LA to tour the Gamble House and Frank Lloyd Wright's Hollyhock House, as well as various IIDA events. The club has engaged in social and fundraising activities as well as community outreach. Club members represented the ID program at the career fair held on the Rancho Cucamonga Campus in Fall 2018. Club members engaged in community outreach by representing the Interior Design program at Career Day held at Ayala High School, and attended the Chino Hills High School fair in April. The ID Club president also participated in the Chino Campus CTE event in March. The Club visited the Pasadena Showcase House in April 2019.

Interior Design students were actively involved with the International Interior Design Association (IIDA) Inland Empire Chapter in Fall 2018 and Spring 2019. Students were chosen by the Interior Design instructor to compete in an IIDA industry charrette competition in Fall 2018. The three Chaffey students were placed on separate teams with other Interior Design students from around Southern California. One

student from Chaffey College Chino Campus was on the second place team, which was awarded a prize of \$5,000.00 to split among the 4 team members.

In April 2019, seven Interior Design students competed in another IIDA event. This competition was the annual Orange County Chapter IIDA Fashion Show, and brought together industry professionals, industry vendors, and students in a fun competition and networking event. The next step is to create a student chapter of the IIDA at Chaffey College, which should be in effect by the end of Spring 2019.

Industry competitions have been entered by individual interior design students in Spring 2019, including "Save a Sample" rendering competition, and Sherwin Williams color design competition. These students are hoping to win monetary prizes, not only for themselves, but also for Chaffey College if they finish first.

- Developing enrollment procedures that structure successful student behavior and decision making.

The Chino Campus faculty and staff follow all the standard enrollment procedures designed to assist with successful student behavior and decision making.

- Connecting students to support services.

The number of students that completed orientation at the Chino Campus was 329. The number of students that completed assessment was 1,463. The GPS Center completed 463 abbreviated student educational plans. There were 1,044 comprehensive educational plans completed in the GPS Center.

Disability Programs and Services (DPS) provided services for 1,789 Chaffey College students this year. There were 377 DPS appointments at the Chino Campus and 331 student walk-ins. These appointments included priority registration appointments, disabilities counseling, test accommodations, and academic counseling. The full-time Chino DPS Counselor is currently serving as the Acting Director of the DPS office. Support for Chino students is facilitated by a DPS Adjunct Counselor during the Spring 2019 semester.

DPS held its annual Disabilities Awareness Fair at the Chino Campus on October 10th. The event was open to all students, staff, and members of the community. Thirty-five vendors, agency representatives, and guest speakers attended the event with the goal of providing awareness of programs and services available to persons with disabilities. Vendors showcased a variety of services ranging from technology services to companion and service animals. Food and drink for the event was provided through donations from local businesses, and the event hosted over 200 attendees.

On March 28, 2019, the DPS office hosted its annual Chino DPS Parent Night. The Parent Nights are amazing events where students/potential students and their family members can attend and get vital information about disability services available at Chaffey College. These events focus on the difference in disability services from High school to college.

The Chino campus also had 115 exams proctored by the DPS office, so students can utilize their mandated testing accommodations at that site.

The Chino Campus Success Center and Chino Campus Library provide excellent support to all Chino Campus students and faculty. Bulletin boards are strategically placed to inform students of available resources. The GPS Center and the Success Center have worked together to conduct classroom visits to all English courses and many other classes to inform students about the services they can receive in both centers.

Extended Opportunity Programs and Services (EOPS) continues to provide counseling service hours at the Chino Campus. For the 2018-19 academic year, EOPS extended program hours to include Mondays from 1:30 to 7:00, in addition to the scheduled hours on Wednesdays (8:00-4:30) and Thursdays (8:00-7:00). On select Fridays in the Fall 2018, counseling service hours were also featured, and Fridays were featured as regular service in the Spring 2019, from 10:00-2:00. EOPS tenure track faculty work most closely with students, staff, and faculty at the Chino Campus, and represent the EOPS program, along with counseling support provided by adjunct counseling faculty. EOPS continues to provide the services of a supportive staff member, in addition to the counseling faculty that are present, which has greatly assisted with encouraging students to remain engaged, and provides an opportunity to build upon outreach and

recruitment strategies. Starting in the Fall 2018, EOPS designated the support of an EOPS Success Guide, who is working most closely with counseling faculty and staff to assist students at Chino with EOPS-related activities/events. EOPS counseling faculty and staff at the Chino Campus assisted a total of 90 students in Fall 2018 (compared to 57 students in Fall 2017 – an increase of 57.89%), and are presently serving 91 students in Spring 2019 (compared to 71 in Spring 2018 – an increase of 28.17%). To date, 181 students have been served in the 2018-19 academic year; which demonstrates a steady increase from the 128 students served in 2017-18, and 84 students served in 2016-17. During the Fall 2014 and Spring 2015 semesters, EOPS served 38 and 25 students respectively. Participation in EOPS services at Chino has significantly increased each semester, representing a growth percentage of nearly 200% (from Spring 2015-Spring 2019).

Thus far, in the 2018-19 academic year, EOPS at Chino has completed 477 student contacts, as compared to 392 student contacts completed at this time last year. 306 contacts were completed by this time in 2016-17, and 215 contacts were completed in the 2015-16 academic year. When further comparing the 178 contacts completed during the 2014-15 academic year to the 477 contacts completed at this time in 2018-19, the percentage increase is apparent at over 167%. These contacts consisted of educational planning appointments, drop-in appointments, follow up sessions, as well the standard counseling progress-check appointments that participating students are required to attend (start term, midterm, and end term).

EOPS continues to build upon its effort to coordinate EOPS staff availability during the first day of the application window, as it is intended to assist students and Chino staff with any encountered questions that may come up as a result of the online application. EOPS assigned Chino staff also regularly conduct classroom presentations with instructional faculty interested in providing students with information related to EOPS.

In an effort to assist students with launching into the semester successfully, EOPS hosted kick off days at all three campuses, serving approximately 60 students each term with EOPS benefits, providing students with the opportunity attend a welcome workshop with EOPS counseling faculty, in addition to enjoying food provided by the program. EOPS also continues to host workshops/activities targeted to EOPS Chino students throughout the course of the academic year. Activities are a reflection of sessions facilitated by counseling faculty, or in collaboration with campus/community partners. Workshops and cultural awareness activities focused on building upon the sense of community and connectedness that is so instrumental to student success. Activities promoted in the Fall 2018 included a Transfer Awareness Workshop in collaboration with the Transfer Center, a Graduate School Workshop, a Sexual Assault workshop in partnership with Project Sister as well as a health/nutritional workshop. In Spring 2019, EOPS partnered with the county of San Bernardino to host a Cal Fresh information session, along with a CSU Cal Poly campus tour, and a House of Ruth workshop focused on self-esteem. Additionally, EOPS hosted a Cinco De Mayo event featuring educational literature, pan dulce, and coffee.

The Chino Campus Assessment Center is open to students to complete placement for English, English as a Second Language and math placement, to students who need to take a make-up exam or who wish to take a language prerequisite challenge exam. Make-up exams are administered at the direction of the instructor of the course and language prerequisite challenge exams are administered after the student has met with a counselor to determine if the student will benefit from the challenge process.

ADVANCEMENT

- Providing intrusive academic support in key areas.

The Guiding Panthers to Success (GPS) Center assists students to navigate the critical enrollment, retention, and completion resources and services at the Chino Campus. In addition, students who miss their counseling or assessment appointments are called to reschedule, and the Grad Guru app is being utilized to send text messages to students about important deadlines and tips for success.

Chino GPS and Chino CTE faculty collaborated to create an understanding of the programs through the lens of Guided Pathways, specifically for the following programs: CNA, VN, Industrial Electrical Technology, Culinary Arts, Hospitality Management, Fashion Design, and Interior Design. Instructional faculty, counseling faculty, and Success Guides worked together to determine how to best advise and counsel students who are interested in these programs, as GPS is typically their first contact with the college and the aforementioned programs.

- Requiring students to define academic, occupational and career goals.

Students define their academic goal upon completion of their application, and their goal is verified upon completion of their abbreviated educational plan. The Chino counseling faculty conducted career exploration workshops in conjunction with the Career Center. The Chino counseling faculty developed a career assessment profile for the purpose of seeing students specifically for career counseling 45 minute appointments. The Chino GPS Center has also maintained “Fall-ow Up with GPS” and “Spring Towards Success with GPS” this year which are intentional in-reach counseling services, where students are invited to reconnect with counseling to create educational plans, clarify their goals and check progress towards their goals. Students receive a personalized invitation outlining services unique to their recommended follow up services. Approximately 2,500 students were contacted within the Fall and Spring terms.

- Providing instruction in delivery modalities that foster completion.

The Chino Campus offers numerous classes in the fast track teaching modality. This year a total of 50 fast track classes were offered – 23 classes in the Fall, and 27 classes in the Spring.

Hybrid classes were also offered on the Chino Campus. This year 20 hybrid classes were offered in the Fall, and 20 classes in the Spring for a total of 40.

- Developing sustained engagement strategies.

All ASCC book grants, EOPS scholarships, scholarship opportunities, and more are available to Chino Campus students, which help students continue to be supported financially by college resources.

Chino Campus faculty and staff members are constantly envisioning ways to include students in the life of the Chino Campus to maintain their engagement in the college. The introduction of club activity and connections with the Rancho Cucamonga Campus activities provide students with a sense that they are at Chaffey College, regardless of where they enroll in their courses.

The Interior Design Program has implemented the use of Canvas across all courses, and adjuncts have been trained and have adopted the platform to provide additional educational strategies using the on-line enhanced course option. Students and instructors can communicate more efficiently outside of class time, and students have access to class materials in a sustainable paperless environment. Students also have immediate notification of graded assignments with access to grades anytime, and can monitor their progress easily.

COMPLETION

- Monitoring progress on goals with intrusive action during key momentum points.

The Chino counseling faculty conduct follow-up services to assist students toward goal completion by exposing students to career technical education programs, Associate Degrees for Transfer, conducting graduation checks, transcript evaluations, career counseling and exploration, educational plans, and academic progress checks.

GPS hosted several events promoting student engagement and completion at the Chino Campus. Students were encouraged to evaluate their progress towards completing their educational goal as part of *Fall-ow Up in Fall*. Refreshments were given to students after meeting with a Success Guide or counselor to complete a progress check on student planning. In collaboration with the Alumni Affairs Office, GPS hosted *Grad Awareness Month*. Food and refreshments were provided to students that had applied for graduation or met with GPS staff to complete a preliminary graduation check and were on target to graduate in the spring or summer. To promote awareness of counseling services available on the Chino Campus, GPS hosted *Cocoa with Counseling* in conjunction with DPS, Career, and EOPS. Participating students were provided refreshments as part of an effort to inform them about GPS, Counseling, EOPS, Career Center, and DPS services available through the GPS Center. Students were encouraged to make appointments with the various counseling programs and services available to them. In addition, GPS hosted *Fuel 4 Finals* where refreshments were provided to students during finals week to provide counseling support and encouraging students to re-enroll for the subsequent term. GPS also collaborated with EOPS and faculty advising to promote awareness of the benefit of the services to Chino students.

- Facilitating completion points.

The Transfer Center advances Chino students' completion goals by providing individual transfer advising sessions, reviewing transcripts in preparation for four-year transfer, providing guidance on the personal statements, hosting workshops, and giving students access to four year representatives by individual appointments. During the Fall application cycle, the Transfer Center Director visited the Chino Campus weekly to assist students in completing and submitting their university application.

In April, the Transfer Center hosted 10-15 four-year universities at a college fair, providing students access to speak directly with the representatives. Chino Campus students also have the opportunity to visit four-year schools for free through the Transfer Center's robust campus visit program. A Transfer Center staff member visits the Chino Campus three times per month, on average, and provides classroom presentations upon request. The Transfer Center plans to honor students transferring to four-year schools in mid-May in a transfer celebration ceremony.

The Transfer Center Director sent an email, on behalf of the transcript evaluators, to inform students who self-identified themselves on the CSU Apply application that they have or will earn an Associate Degree for Transfer at Chaffey College to submit an e-verification to Counseling. That communication has increased the number of students applying for the Associate Degree for Transfer (ADT) by the deadline.

The Hospitality Management and Culinary Arts programs continue to have a very successful internship cohort, with students placed at Kaiser Permanente Hospital, Porto's Bakery, Disney, Springhill Suites by Marriott, the Ontario Gateway Hotel, Some Crust Bakery in Claremont, the Doubletree by Hilton Ontario Hotel and numerous other locations for their internship training. Students continually receive job offers from their internship site locations after their internship. Local businesses are actively reaching out to the program and have hired Hospitality Management and Culinary Arts students for cook, chef, baker, event planning, trainee management, and front-of-house positions.

The Fashion Design and Fashion Merchandising programs placed students at a variety of small businesses and international companies including Heart of Haute in La Verne, Haati and Chai in Los Angeles, and Eunice Inc. based also out of Vietnam. This program supports experiential and action learning through service and participation. This opportunity allows for career and pay advancement, resume building, and valuable first-hand experience in the workforce.

Interior Design interns have had successful and gainful employment offered by their hosting internships. In Fall 2018, 50% of the interned students were employed by hosting internship firms. The firms who hired our students included Sisson Interior Design, Warren Clark Flooring and Martel Interior Design. Average wages offered were in the \$17.00-\$20.00 per hour range.

- Recognizing and honoring completions.

A recent graduate of the Culinary Arts program successfully transferred to the prestigious C.I.A (Culinary Institute of America) in New York to complete her BA degree in Culinary Arts. At the end of the Spring semester, the students in the restaurant and catering operations class (CUL 22) will participated in the May 9 Open House since this class is one of the final classes students take to complete their degree/certificate. The celebration acknowledged and honored the students completing degrees and certificates in Hospitality Management and Culinary Arts. The students provided catering and hospitality services to the event as a display of their achievements. The event showcased the skills and techniques acquired during the Culinary Arts and Hospitality Management programs.

The Fashion Design, Fashion Merchandising, and Interior Design programs hosted an Open House event on May 17 showcasing student work from the semester. The faculty acknowledged and honored the students completing degrees and certificates in their respective various programs. Parents, family, community members and friends were invited to celebrate with the students at both events.

At the end of each semester the Vocational Nursing program students, faculty, and staff participate in the VN Pinning Ceremony. This ceremony recognizes and honors those Vocational Nursing students who have successfully completed the three semester program

USE OF RESULTS FOR PLANNING

Activities are assessed quantitatively or qualitatively with the responsible parties as a means of analysis and planning for future events/activities. These processes occur on an ongoing basis for continued improvement and currency. Ongoing data and information is supplied by the Office of Institutional Research to assess and reassess the activities and outcomes at the Chino Campus. Dialogue is also maintained with the Office of Institutional Research to determine the necessary reports and information that is needed to plan effectively.

Prepared by:	<u>Teresa Hull, Dean, Chino Campus & School of Hospitality, Fashion, Interior & Culinary Arts</u>
Submitted by:	<u>Laura Hope, Acting Associate Superintendent, Instruction and Institutional Effectiveness</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>



Research Report

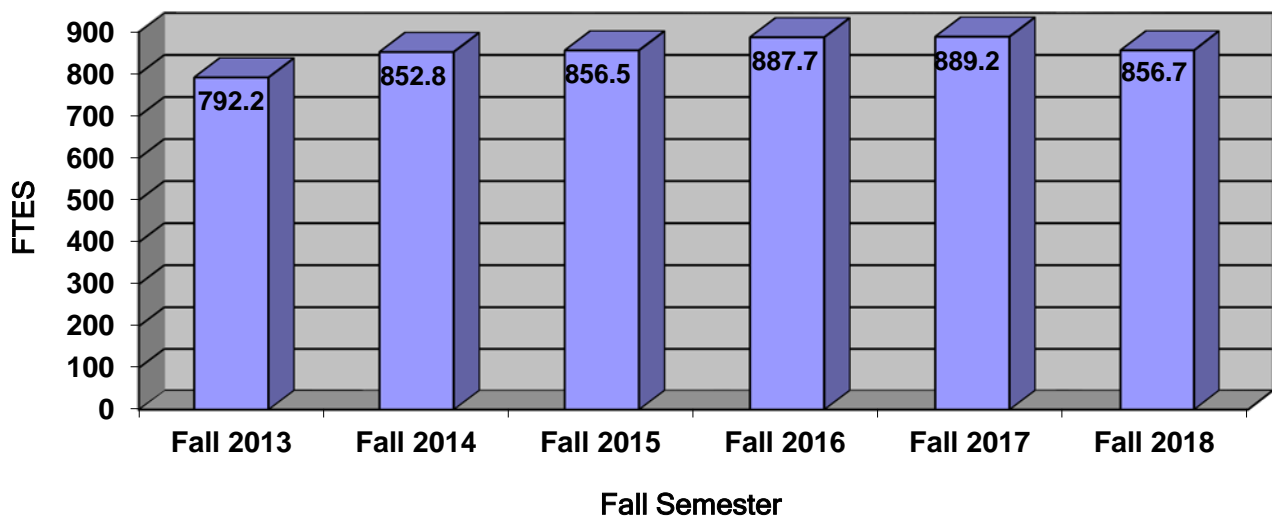
Chino Campus Campus Growth, Students Served, and Course-Taking Behavior

Overview. At the request of the Dean of the Chino Campus, the Office of Institutional Research examined changes in growth indices (e.g., headcount, FTES, etc.), student characteristics (demographics and enrollment patterns), and course-taking behavior for fall semesters from 2013 through 2018. The reported fall semesters post-date the opening of the Chino Main Instructional Building (MIB), the Chino Health Science Building (CHHC), and the Chino Community Building (CHCM) and as a result reflect the impact of these facilities on Chino Campus growth, students served, and course-taking behavior.

Methodology. Extracting data from the District’s student information system (Colleague), and utilizing Management Information System (MIS) referential data files submitted to the California Community College Chancellor’s Office (CCCCO), the Office of Institutional Research identified all fall semester enrollment activity that occurred at the Chino Campus from 2013 through 2018. Activity at the Chino Campus includes any enrollments that occurred at the Chino Main Instructional Building (CHMB), the Chino Health Science Building (CHHC), the Chino Community Building (CHCM), or the Chino Information Technology Center (CITC). The Chino Information Technology Center opened in June 2002, the Chino Main Instructional Building opened in March 2008, and the Chino Community and Health Science Buildings opened in Spring 2009.

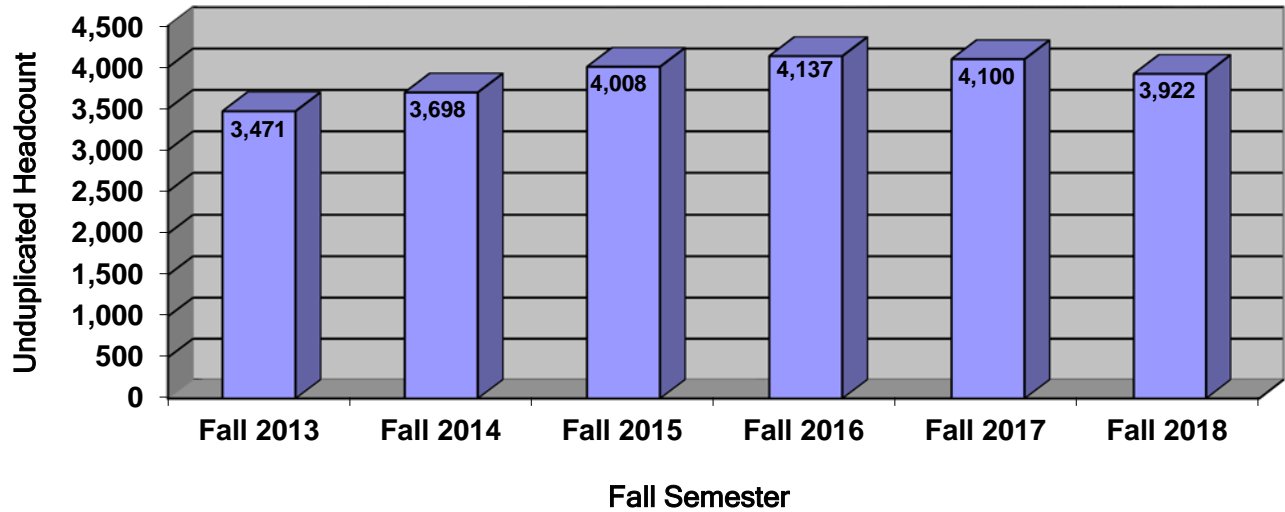
Chino Campus Growth:

FTES by Fall Semester



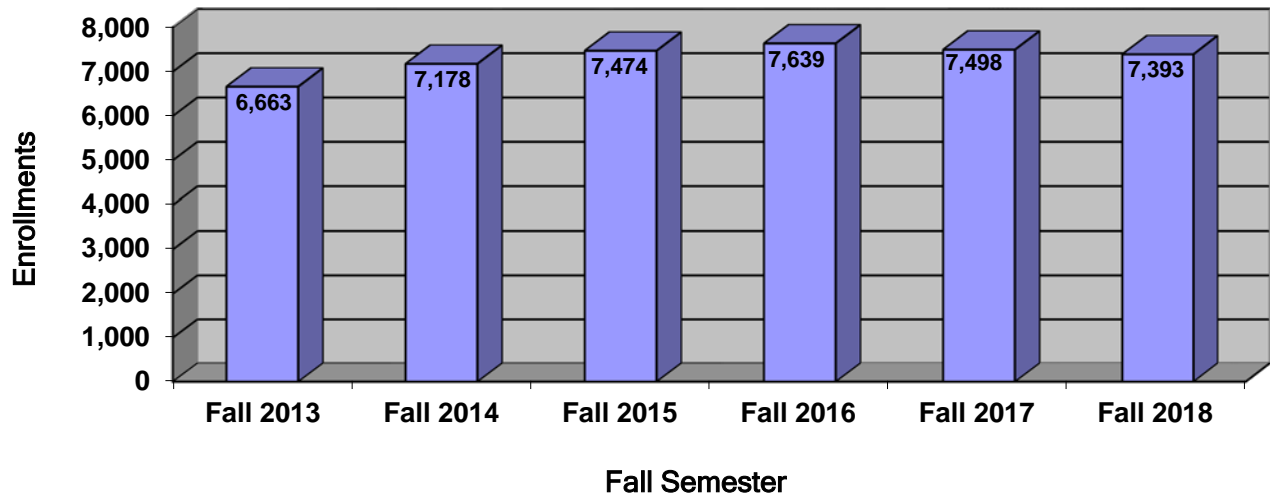
Fall semester FTES generation at the Chino Campus increased annually from Fall 2013 thru Fall 2017 but declined slightly in Fall 2018. FTES generation at the Chino Campus rose from 792.2 FTES in the Fall 2013 semester to 889.2 FTES in the Fall 2017 semester, an increase of 97.0 FTES that reflected a 12.2% increase. In the Fall 2018 semester, the Chino Campus generated 856.7 FTES, a decline of 32.5 FTES from the prior fall semester. While Fall 2018 semester FTES generation represents a 3.6% decline from the Fall 2017 semester, this still represents an 8.1% increase since the Fall 2013 semester.

Unduplicated Headcount by Fall Semester



In the Fall 2018 semester, 3,922 unduplicated students were actively enrolled in one or more courses at the Chino Campus. This represents a 4.3% decline from the previous fall semester. Numerically, 178 fewer students were actively enrolled at the Chino Campus in Fall 2018 than in Fall 2017. Despite the recent semester decline, the 3,922 unduplicated students served at the Chino Campus in the Fall 2018 semester represents a 13.0% increase in unduplicated students served since the Fall 2013 semester.

Enrollments by Fall Semester

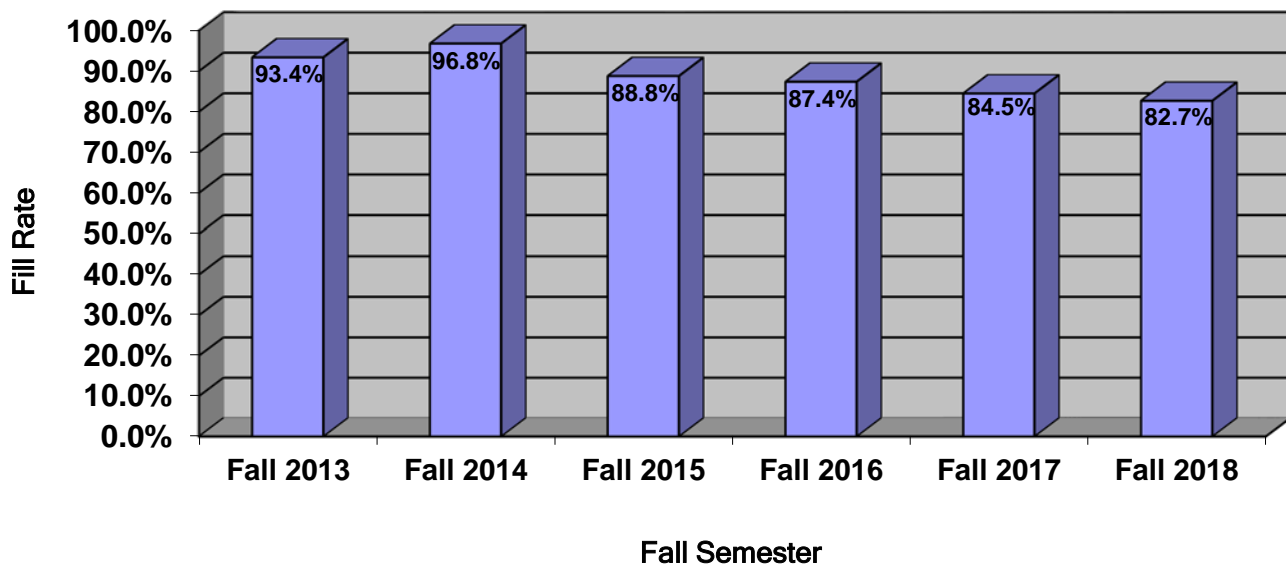


From Fall 2013 thru Fall 2016, enrollments at the Chino Campus rose from 6,663 to 7,639, an increase of 976 enrollments that represented a 14.6% increase in enrollment activity. Since Fall 2016, slight declines in fall semester enrollment activity have been observed. In the Fall 2017 semester, 7,498 enrollment records were generated at the Chino Campus, a 1.8% decline from the Fall 2016 semester. A slight decline was observed in the Fall 2018 semester when 7,393 enrollments were generated, a 0.4% decline from the prior fall semester and a 3.2% decline since Fall 2016. While slight enrollment declines have been observed the past two fall semesters, the 7,393 enrollments generated in Fall 2018 represent an 11.0% increase since Fall 2013.

Chino Campus Fill-Rates and Efficiency:

To determine fill rate, sections were identified that had a weekly census, daily census, independent study (weekly or daily), or positive attendance (excluding open entry/exit) accounting method. Census enrollments in these sections are divided by section capacity and multiplied by 100 to determine fill rate, a measure of each section’s efficiency. By way of example, a weekly census procedure (WSCH) course that has a section capacity of 40 students and a census enrollment of 37 students would have a fill rate of 92.50% ((37 census enrollments / section capacity of 40) * 100). For cross-listed sections, census enrollments are aggregated and the section capacity associated with the primary section is used as the denominator.

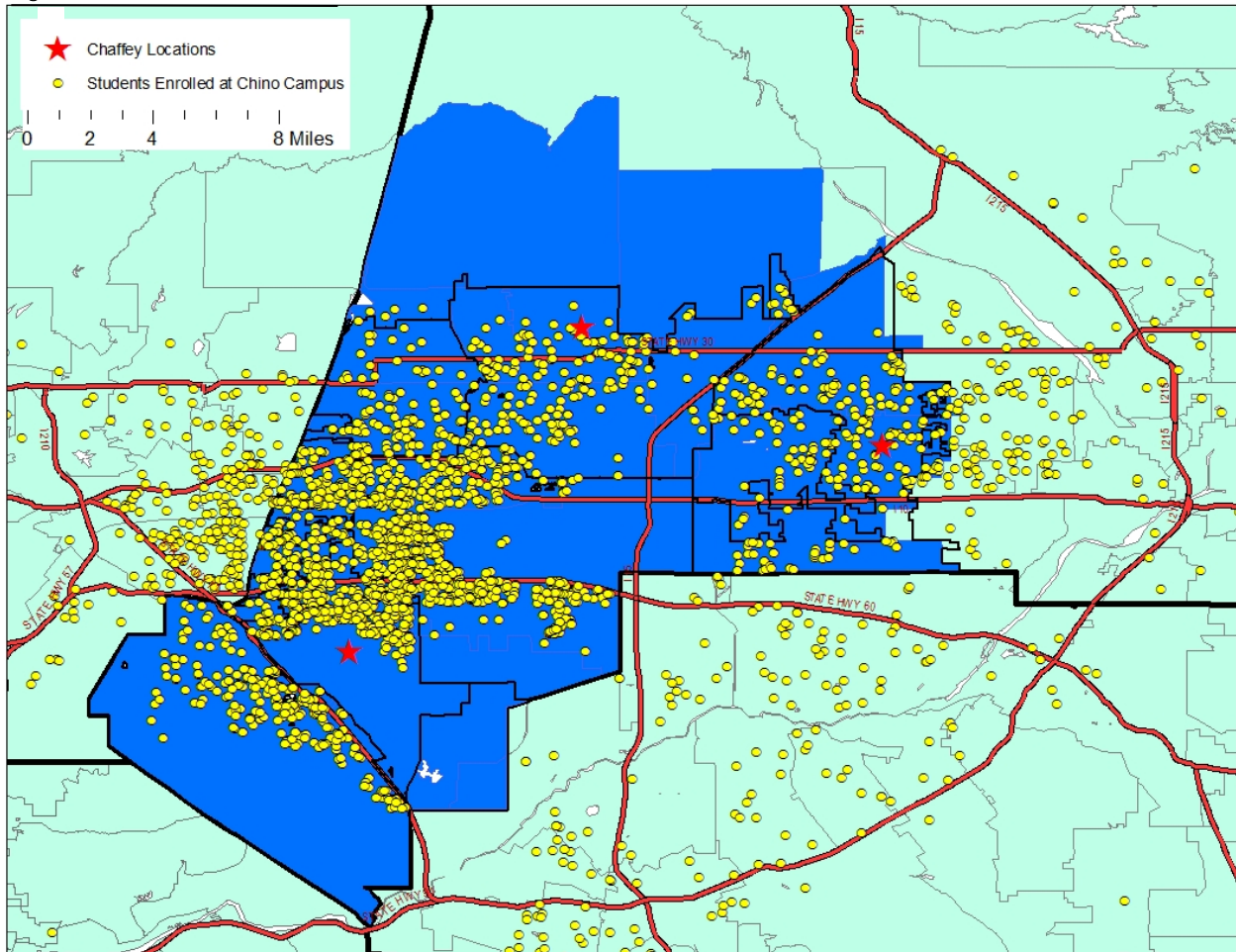
Fill Rates by Fall Semester



As the table above illustrates, since the Fall 2014 semester fill rates at the Chino Campus have gradually declined. In the Fall 2013 semester, the average section capacity among courses offered at the Chino Campus was 33.0, while the average census enrollment was 31.0. Average section capacity remained stable thru Fall 2017, ranging from 33.0 to 33.1. However, in Fall 2018 average section size declined to 32.2. While average section size remained relatively stable, over this same period the average census enrollment declined from 31.0 in Fall 2013 to 26.7 in Fall 2018. In the Fall 2018 semester, Chino Campus average section capacity (32.2), average census enrollment (26.7), and fill rate (82.7%) were lower than District-wide averages/rates (32.6, 27.2, and 83.9%, respectively).

HOME RESIDENCE of FALL 2018 CHINO CAMPUS STUDENTS Chaffey College District

Figure 2



STUDENT HEADCOUNT by DISTRICT RESIDENCY STATUS

DISTRICT RESIDENCY STATUS	Fall 2013		Fall 2018	
	N	%	N	%
Within Chaffey District	2,666	76.8	2,820	71.9
Outside Chaffey District	805	23.2	1,102	28.0
TOTAL	3,471	100.0	3,922	100.0

STUDENT HEADCOUNT by CHAFFEY DISTRICT CITY

DISTRICT CITY	Fall 2013		Fall 2018	
	N	%	N	%
Chino	691	19.9	704	17.9
Chino Hills	361	10.4	337	8.6
Fontana	243	7.0	328	8.4
Guasti	0	0.0	0	0.0
Montclair	167	4.8	152	3.9
Mt. Baldy	0	0.0	0	0.0
Ontario	858	24.7	905	23.0
Rancho Cucamonga	227	6.6	250	6.4
Upland	119	3.4	144	3.7
WITHIN DISTRICT HEADCOUNT	2,666	76.7	2,820	71.9

While approximately 72% of students served at the Chino Campus live within the Chaffey College district boundaries, the Chino Campus continues to serve a large number of students from surrounding communities. The following table identifies the top ten out-of-district cities where students served by the Chino Campus in the Fall 2018 semester resided.

STUDENT HEADCOUNT by TOP TEN OUT-OF-DISTRICT CITIES

OUT-OF-DISTRICT CITY	Fall 2018	
	N	%
Pomona	233	5.9
Corona	102	2.6
Riverside	90	2.3
Rialto	89	2.3
Eastvale	87	2.2
San Bernardino	36	0.9
Claremont	27	0.7
Bloomington	24	0.6
Mira Loma	24	0.6
Moreno Valley	24	0.6

Demographic Characteristics of Chino Campus Students

The tables below compare demographic characteristics of students who took one or more courses at the Chino Campus in Fall 2013 and Fall 2018:

GENDER	Fall 2013		Fall 2018	
	N	%	N	%
Male	1,238	35.7	1,503	38.3
Female	2,127	61.3	2,350	59.9
Unknown	106	3.0	69	1.8
TOTAL	3,471	100.0	3,922	100.0

ETHNICITY	Fall 2013		Fall 2018	
	N	%	N	%
African American	236	6.8	256	6.5
Asian	255	7.3	323	8.2
Caucasian	558	16.1	451	11.5
Hispanic	2,227	64.2	2,708	69.0
Native American	6	0.2	6	0.2
Pacific Islander	5	0.1	6	0.2
Two or More Races	100	2.9	117	3.0
Unknown	84	2.4	55	1.4
TOTAL	3,471	100.0	3,922	100.0

AGE RANGE	Fall 2013		Fall 2018	
	N	%	N	%
19 or Younger	1,044	30.1	1,039	26.5
20 to 24	1,438	41.4	1,456	37.1
25 to 29	427	12.3	631	16.1
30 to 34	198	5.7	304	7.8
35 to 39	135	3.9	185	4.7
40 to 49	134	3.9	213	5.4
50 or Older	95	2.7	94	2.4
TOTAL	3,471	100.0	3,922	100.0

ENROLLMENT STATUS	Fall 2013		Fall 2018	
	N	%	N	%
First-Time Students	413	11.9	906	23.1
First-Time Transfer Students	115	3.3	160	4.1
Returning Students	447	12.9	336	8.6
Continuing Students	2,489	71.7	2,488	63.4
Special Admit Students	7	0.2	32	0.8
Unknown	0	0.0	0	0.0
TOTAL	3,471	100.0	3,922	100.0

In examining change in student demographic characteristics among students served at the Chino Campus in Fall 2013 and Fall 2018, it appears that:

- The percentage of male students enrolled at the Chino Campus has increased slightly over the past six years. In Fall 2013, 35.7% of the students enrolled at the Chino Campus were male; by Fall 2018, the percentage of Chino Campus students who were male was 38.3%. The percentage of female students enrolled at the Chino Campus (59.9%) is slightly higher than the percentage of female students enrolled District-wide (57.4%), while male student enrollment is slightly lower (Chino: 38.3%; District-wide: 40.4%).
- The percentage of Hispanic and Asian students served at the Chino Campus has increased over the past six years. In Fall 2013, 64.2% of the students served at the Chino Campus were Hispanic, while 7.3% were Asian. In Fall 2018; 69.0% of the students served at the Chino Campus were Hispanic, while 8.2% were Asian. Conversely, the percentage of African American, Caucasian, and Native American students served at the Chino Campus has declined over this same time span. Compared to the Fall 2018 District-wide headcount, the Chino Campus served a higher percentage of Hispanic (69.0% at Chino; 66.1% District-wide) and Asian (8.2% vs. 6.8%) students, but a lower percentage of African American (6.5% vs. 7.5%) and Caucasian (11.5% vs. 14.6%) students.
- Over the past six years the percentage of students 24 years of age and younger has declined at the Chino Campus, while the percentage of students 25 years of age or older has increased. With the changes that have occurred over time, the mean age of students taking one or more courses at the Chino Campus (mean = 25.1) is now slightly higher than the District-wide mean (mean = 24.7). The observed median age at the Chino Campus and District-wide is 22 years of age.
- In Fall 2013, 11.9% of students taking one or more courses at the Chino Campus were first-time students. In Fall 2018, 23.1% of students taking one or more courses at the Chino Campus were first-time students. Across this same time period, the percentage of first-time transfer students (3.3% in Fall 2013; 4.1% in Fall 2018), and special admit students (0.2% in Fall 2013; 0.8% in Fall 2018) also increased. Conversely, the percentage of continuing students (71.7% in Fall 2013; 63.4% in Fall 2018) and returning students (12.9% in Fall 2013; 8.6% in Fall 2018) declined over this period. With the observed changes from Fall 2013 to Fall 2018, the percentage of first-time students served at the Chino Campus now exceeds the District-wide percentage (23.1%, compared to 21.3% District-wide).

Course-Taking Behavior

Examining the 7,393 enrollments that were generated in the Fall 2018 semester, the tables below identify the top ten departments and the top twenty credit courses that students most frequently enrolled in at the Chino Campus.

DEPARTMENT	Total Enrollments	Percent
English	1,045	14.1
Mathematics	716	9.7
Biology	619	8.4
Psychology	525	7.1
Industrial Electrical Technology	337	4.6
Communication Studies	306	4.1
Nursing, V.N.	306	4.1
History	233	3.2
Cinema	222	3.0
Hotel and Food Services Management	211	2.9

CREDIT COURSE	Total Enrollments	Percent
ENGL-1A	579	7.8
BIOL-20	261	3.5
ENGL-495	250	3.4
PSYCH-1	241	3.3
MATH-450	218	2.9
ENGL-1B	216	2.9
PSYCH-25	214	2.9
MATH-420	210	2.8
COMSTD-2	170	2.3
SOC-10	122	1.7
CINEMA-25	121	1.6
PS-1	115	1.6
ANTHRO-1	107	1.4
BIOL-1	106	1.4
CINEMA-26	101	1.4
MATH-25	91	1.2
CHEM-10	90	1.2
ESC-1	84	1.1
BUS-10	76	1.1
PHIL-70	71	1.0

Enrollment Pattern Behavior of Chino Campus Students

Of interest to the Dean of the Chino Campus was the enrollment pattern behavior of Chino Campus students. Specifically, the Dean of the Chino Campus was interested in identifying how many students in the Fall 2018 semester were enrolled exclusively at the Chino Campus and how many students were taking one or more courses at other locations throughout the district. The table on the following page identifies the number of students who were enrolled exclusively at the Chino Campus, as well as enrollment patterns at other locations throughout the district.

Observed Enrollment Pattern	Number	Percent
Enrolled Exclusively at Chino Campus	1,510	38.5
Enrolled at Chino Campus and...		
Rancho Campus	1,263	32.2
Online Distance Learning	253	6.5
Rancho Campus and Online Distance Learning	217	5.5
Rancho Campus and Hybrid Distance Learning	164	4.2
Hybrid Distance Learning	109	2.8
Other Locations	102	2.6
Rancho Campus and Fontana Campus	95	2.4
Fontana Campus	51	1.3
Rancho Campus and Other Locations	44	1.1
Rancho Campus, Online Distance Learning, and Hybrid Distance Learning	37	1.0
Online Distance Learning and Hybrid Distance Learning	16	0.4
Rancho Campus, Fontana Campus, and Hybrid Distance Learning	16	0.4
Fontana Campus and Online Distance Learning	9	0.2
Rancho Campus, Fontana Campus, and Online Distance Learning	9	0.2
Rancho Campus, Online Distance Learning, and Other Locations	7	0.2
Online Distance Learning and Other Locations	4	0.1
Other Enrollment Patterns*	16	0.4

**10 other enrollment patterns engaged in by 16 students, none representing more than 0.1% of all enrollment patterns*

In addition to examining enrollment pattern behavior at other locations, the Dean of the Chino Campus also expressed an interest in identifying what courses were being taken most frequently at the Rancho and Fontana Campuses by students who were enrolled in one or more courses at the Chino Campus. The tables below identify the courses taken most frequently in the Fall 2018 semester at the Rancho and Fontana Campuses by students who were enrolled in one or more courses at the Chino Campus.

COURSES MOST FREQUENTLY TAKEN AT THE RANCHO CAMPUS	Total Enrollments	Percent of Enrollments
MATH-450	124	3.6
MATH-420	100	2.9
SPAN-1	55	1.6
ENGL-1A	51	1.5
CINEMA-26	48	1.4
COMSTD-2	45	1.3
MATH-25	42	1.2
PSYCH-1	42	1.2
STAT-10	42	1.2
SOC-10	41	1.2
ACCTG-1A	37	1.1

COURSES MOST FREQUENTLY TAKEN AT THE RANCHO CAMPUS (continued)	Total Enrollments	Percent of Enrollments
MUSIC-4	36	1.0
ENGL-495	34	1.0
PS-1	33	0.9
COMSTD-6	31	0.9
PSYCH-25	31	0.9
CINEMA-25	30	0.9
KINTM-41	30	0.9
ESC-1	29	0.8
MATH-550	29	0.8

COURSES MOST FREQUENTLY TAKEN AT THE FONTANA CAMPUS	Total Enrollments	Percent of Enrollments
ENGL-1A	17	7.4
CHEM-10	13	5.6
KINLEC-11	11	4.8
HIST-17	10	4.3
PS-1	10	4.3
COMSTD-2	8	3.5
PSYCH-1	8	3.5
ENGL-495	7	3.0
MATH-450	7	3.0
ANTHRO-1	6	2.6
BIOL-1	6	2.6

In total, 1,858 of the 3,922 students enrolled at the Chino Campus (47.4%) were also taking one or more courses at the Rancho Campus. Many of these students were enrolled in multiple courses at the Rancho Campus; the 1,858 students generated 3,339 enrollments at the Rancho Campus, an average of 1.80 enrollments at the Rancho Campus per student.

Examining enrollments at the Fontana Campus, 190 of the 3,922 students enrolled at the Chino Campus (4.8%) were also taking one or more courses at the Fontana Campus. Many of these students were enrolled in only one course at the Fontana Campus; the 190 students generated 227 enrollments at the Fontana Campus, an average of 1.19 enrollments at the Fontana Campus per student.

Examining enrollments in distance learning online courses, 560 of the 3,922 students enrolled at the Chino Campus (14.3%) were also taking one or more distance learning online courses. Most of these students were enrolled in only one distance learning online course; the 560 students generated 792 enrollments in distance learning online courses, an average of 1.41 enrollments in distance learning online courses per student.

Examining enrollments in distance learning hybrid courses, 352 of the 3,922 students enrolled at the Chino Campus (9.0%) were also taking one or more distance learning hybrid courses. Most of these students were enrolled in only one distance learning hybrid course; the 352 students generated 449 enrollments in distance learning hybrid courses, an average of 1.28 enrollments in distance learning hybrid courses per student.

Examining enrollments at Other Locations, 169 of the 3,922 students enrolled at the Chino Campus (4.3%) were also taking one or more courses at other locations. The 169 students taking course at other locations generated 212 enrollments at other locations, an average of 1.25 enrollments at other locations per student.

Section Offerings at the Chino Campus

Examining sections offered at the Chino Campus over the past eleven primary terms (Fall 2013 thru Fall 2018), the table below identifies: a) the unduplicated number of full-time and part-time faculty who teach at the Chino Campus; b) the number of sections taught by full- and part-time faculty; and c) the total number of sections offered at the Chino Campus and the percentage of total sections taught by full-time faculty. As the table illustrates, over the past eleven primary terms the percentage of sections offered at the Chino Campus that were taught by full-time faculty gradually increased. In Fall 2013, 29.8% of the total sections offered at the Chino Campus were taught by full-time faculty. In Fall 2018, 35.7% of all sections offered at the Chino Campus were taught by full-time faculty. Over this period the number of full-time faculty who taught one or more sections at the Chino Campus also increased, rising from 22 in Fall 2013 to 31 in Fall 2018.

Semester	# of FT Faculty	FT Faculty Sections	# of Adj. Faculty	Adj. Faculty Sections	Total Sections	% Sections Taught by FT Faculty
Fall 2018	31	100	125	180	280	35.7
Spring 2018	26	94	123	173	267	35.2
Fall 2017	26	88	128	185	273	32.2
Spring 2017	22	88	122	173	261	33.7
Fall 2016	26	79	132	191	270	29.3
Spring 2016	24	78	122	190	268	29.1
Fall 2015	26	83	114	176	259	32.0
Spring 2015	22	73	105	159	232	31.5
Fall 2014	24	71	95	157	228	31.1
Spring 2014	19	60	104	160	220	27.3
Fall 2013	22	65	104	153	218	29.8

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

May 22, 2019
Board Meeting Date

TOPIC **FONTANA CAMPUS MONITORING REPORT**

Communication No. IV.D.2.c

SUPPORTS BOARD ENDS STATEMENT/POLICY

Board Policy 1250 Board Goals for Student Success – Chaffey College values, supports, and assesses student success and achievement. The District’s strategic, educational, and other plans shall be designed to achieve the following Governing Board expectations for student success:

1. Students demonstrate success in basic skills courses and are prepared to succeed in college-level courses.
2. Students demonstrate success in career and technical education that prepares them for employment success.
3. Students demonstrate success in transfer-level courses and are prepared to succeed at transfer institutions.
4. Students achieve core competencies upon completion of their general education program including: effective communication and comprehension skills, critical thinking and information competency, community/global awareness and responsibility, and personal, academic, and career development skills.
5. Students maximize their ability to complete courses, persist through program or course completion, and achieve their educational goals.

Board Policy 1400 Core Values – The Governing Board, administrators, faculty and staff of the Chaffey Community College District fulfill the organization’s purpose through the application of these core values: student success, educational excellence, climate of inclusion and respect, dynamic student services, responsiveness to the community, and environmental responsibility.

INTRODUCTION AND FONTANA CAMPUS CONTRIBUTION TO EDUCATIONAL VISION

Founded in 1996, the Chaffey College Fontana Campus, located in the southern corridor on the edge of downtown Fontana, operates as a fully functioning campus within the district. This campus maintains and enforces the District’s values, policies and mission, and serves as a vehicle for the District to provide access to quality higher education to Chaffey College students, particularly those residing within the southeastern portion of the District. The Fontana Campus ensures access to educational opportunities and student services, allowing current and potential students an integrated student services and instructional model for completing their education.

The information provided below illustrates how the Fontana Campus delivered instruction and student services in relation to the educational strategic vision for the 2018-2019 academic year.

FONTANA CAMPUS INSTRUCTION, STUDENTS AND FACULTY

Examining the 6,141 enrollments that were generated in the Fall 2018 semester, the tables below identify the top ten departments and the top twenty courses that students most frequently enrolled in at the Fontana Campus.

DEPARTMENT	Total Enrollments	Percent
English	1,041	19.0
Mathematics	579	10.6
Psychology	323	5.9
Biology	308	5.6
Communication Studies	300	5.5
History	281	5.1
English as a Second Language	267	4.9
Child Development and Education	213	3.9
Sociology	189	3.5
Chemistry	142	2.6

STUDENTS

In the Fall 2018 semester, 3,529 students were actively enrolled in one or more courses at the Fontana Campus. This represents a 9.4% decline from the Fall 2016 semester. Numerically, 364 fewer students were actively enrolled at the Fontana Campus in Fall 2018 than in Fall 2017. Despite the recent decline, the 3,529 unduplicated students served at the Fontana Campus in the Fall 2018 semester represents an 8.4% increase in unduplicated students served at the Fontana Campus since Fall 2013.

Among the 3,529 students served at the Fontana Campus in the Fall 2018 semester, 2,218 (62.9%) were district residents. The majority of students served at the Fontana Campus are City of Fontana residents. Approximately 50.0% of students served at the Fontana Campus (1,764) reside in the City of Fontana.

Demographic Characteristics of Fontana Campus Students:

The tables below compare demographic characteristics of students who took one or more courses at the Fontana Campus in Fall 2013 and Fall 2018:

GENDER	Fall 2013		Fall 2018	
	N	%	N	%
Male	1,120	34.4	1,294	36.7
Female	2,033	62.4	2,158	61.1
Unknown	103	3.2	77	2.2
TOTAL	3,256	100.0	3,529	100.0

ETHNICITY	Fall 2013		Fall 2018	
	N	%	N	%
African American	306	9.4	300	8.5
Asian	124	3.8	156	4.4
Caucasian	304	9.4	238	6.7
Hispanic	2,355	72.3	2,719	77.1
Native American	10	0.3	7	0.2
Pacific Islander	0	0.0	4	0.1
Two or More Races	81	2.5	49	1.4
Unknown	76	2.3	56	1.6
TOTAL	3,256	100.0	3,529	100.0

AGE RANGE	Fall 2013		Fall 2018	
	N	%	N	%
19 or Younger	1,014	31.1	1,107	31.4
20 to 24	1,299	39.9	1,289	36.5
25 to 29	359	11.0	480	13.6
30 to 34	169	5.2	227	6.4
35 to 39	123	3.8	145	4.1
40 to 49	196	6.0	187	5.3
50 or Older	96	3.0	94	2.7
TOTAL	3,256	100.0	3,529	100.0

ENROLLMENT STATUS	Fall 2013		Fall 2018	
	N	%	N	%
First-Time Students	391	12.0	934	26.5
First-Time Transfer Students	64	2.0	85	2.4
Returning Students	425	13.0	298	8.5
Continuing Students	2,344	72.0	2,195	62.2
Special Admit Students	6	0.2	12	0.3
Unknown	26	0.8	5	0.1
TOTAL	3,256	100.0	3,529	100.0

In total, 2,045 of the 3,529 students enrolled at the Fontana Campus (57.9%) were also taking one or more courses at the Rancho Campus. Many of these students were enrolled in multiple courses at the Rancho Campus; the 2,045 students generated 3,907 enrollments at the Rancho Campus, an average of 1.91 enrollments at the Rancho Campus per student.

Examining enrollments in online distance learning courses, 496 of the 3,529 students enrolled at the Fontana Campus (14.1%) were also taking one or more online distance learning courses. Most of these students were enrolled in only one online distance learning course; the 496 students generated 673 enrollments in distance learning online courses, an average of 1.36 enrollments in online distance learning courses per student.

Examining enrollments in hybrid distance learning courses, 206 of the 3,529 students enrolled at the Fontana Campus (5.8%) were also taking one or more hybrid distance learning courses. Most of these students were enrolled in only one hybrid distance learning hybrid; the 206 students generated 216 enrollments in distance learning hybrid courses, an average of 1.05 enrollments in hybrid distance learning courses per student.

Examining enrollments at the Chino Campus, 187 of the 3,529 students enrolled at the Fontana Campus (5.3%) were also taking one or more courses at the Chino Campus. Many of these students were enrolled in only one course at the Chino Campus; the 187 students generated 248 enrollments at the Chino Campus, an average of 1.33 enrollments at the Chino Campus per student.

Examining enrollments at Other Locations, 67 of the 3,529 students enrolled at the Fontana Campus (1.9%) were also taking one or more courses at other locations. The 67 students taking course at other locations generated 72 enrollments at other locations, an average of 1.07 enrollments at other locations per student.

FONTANA CAMPUS FACULTY

Access to full-time faculty for students attending the Fontana Campus has been a continued priority for the college. Seventeen full-time faculty are assigned to the Fontana Campus representing the following areas: counseling (general, GPS, and EOP), success center, library, mathematics, English, English as a second language, communication studies, sociology, studio art, biology, and geology. A number of full-time faculty from the Rancho Cucamonga campus share part of their load in Fontana.

Examining sections offered at the Fontana Campus over the past eleven primary terms (Fall 2013 thru Fall 2018), the table below identifies: a) the unduplicated number of full-time and part-time faculty who teach at the Fontana Campus; b) the number of sections taught by full- and part-time faculty; and c) the total number of sections offered at the Fontana Campus and the percentage of total sections taught by full-time faculty. As the table illustrates, over the past eleven primary terms the percentage of sections offered at the Fontana Campus that were taught by full-time faculty gradually increased. In Fall 2013, 21.3% of the total sections offered at the Fontana Campus were taught by full-time faculty. In Fall 2018, 28.2% of all sections offered at the Fontana Campus were taught by full-time faculty. Over this period the number of full-time faculty who taught one or more sections at the Fontana Campus also increased, rising from 16 in Fall 2013 to 21 in Fall 2018.

Semester	FT Faculty	FT Faculty Sections	Adjunct Faculty	Adj. Faculty Sections	Total Sections	% Sections Taught by FT Faculty
Fall 2018	21	55	106	140	195	28.2
Spring 2018	18	54	101	140	194	27.8
Fall 2017	21	57	118	161	218	26.1
Spring 2017	16	50	106	158	208	24.0
Fall 2016	19	51	121	177	228	22.4
Spring 2016	19	49	105	150	199	24.6
Fall 2015	18	54	109	154	208	26.0
Spring 2015	18	39	93	131	170	22.9
Fall 2014	15	35	98	140	175	20.0
Spring 2014	20	37	97	135	172	21.5
Fall 2013	16	36	97	133	169	21.3

Fontana Advisory Committee (FAC)

All Fontana faculty and staff are invited to attend FAC meetings to receive updates on the Fontana campus, specific campus initiatives, and share information. The meetings typically occur monthly and often include guest speakers from off campus- including college representatives. This spring the meetings will include presentations from Chaffey Campus Safety, the Behavioral Intervention Team, and campus leadership to discuss the use of available space at the campus in preparation for the new campus initiatives, such as Measure P.

LIBRARY AND SUCCESS CENTERS

The Fontana Campus Multidisciplinary Success Center and Fontana Campus Library provide excellent support to all Fontana Campus students and faculty. Bulletin boards are strategically placed to inform students of available resources.

The GPS Center and the Success Center have worked together to conduct classroom visits to all English courses and many other classes to inform students about the services they can receive in both centers.

Embedded Librarian Projects

The Fontana Librarian, Shelley Marcus, teamed with Adjunct English Professor, Randee Cowles, for an embedded librarian project for Professor Cowles' English 1A class during fall and spring semesters. Shelley took part in multiple class sessions in order to convey in greater depth various facets of the research process. Also, aiming to increase equity and promote Guided Pathways, Marcus and Cowles organized small group exercises on such concepts as "cultural wealth," "grit," and "mise en place," [pronounced meez on plas] an organizational strategy stemming from French culinary tradition. Assessment results indicated that the team project resulted in improvement of students' ability to do college level research and the wherewithal to succeed.

Research Instruction Sessions

The Fontana Librarian, Shelley Marcus, conducts research instruction sessions for various classes, tailored to each subject and assignment. Classes include English, sociology, psychology, biology, communication studies, history, and guidance.

During fall semester 2018, 62 classes were taught reaching 1,160 students.

For spring semester 2019 so far, 67 classes were taught, reaching 1,176 students.

In addition, the Fontana Librarian conducts specialized workshops through the Fontana Success Center on fake news, academic journals and research methods

Collection Development

The Fontana Librarian has selected new books specifically for the Fontana Library collection, which are currently on display for students to check out. The collection contains a wide range of subjects, fiction and non-fiction, with an emphasis on those titles that would interest our multicultural student population.

Success Center Subject Specific Tutoring

The Fontana Campus Multidisciplinary Success Center offers tutoring in Biology, Chemistry, English/Writing, Math, Social Statistics, Spanish and Statistics. Students also may utilize the COW (Chaffey Online Writing Center) for help remotely.

Success Center Workshops

There is a robust schedule of workshops students can take advantage of throughout the year in English, English as a Second Language, Math, and Student Success.

STRATEGIC PARTNERSHIPS WITH HIGH SCHOOLS, EMPLOYERS AND COMMUNITY LEADERS

Meetings with District Principals and Fontana City Leaders

In Fall 2018, the Fontana Campus Dean met with each of the principals of the high schools, including the Fontana Adult School and Continuation campuses to discuss the goals for the high school campus and how Chaffey could better partner with them. The Director of Alumni Relations and several other college personnel visited with several Fontana government and community groups in the fall of 2018 to increase outreach and provide information on Measure P such as the Fontana City Council, Fontana Chamber of Commerce, Fontana Rotary Club, and the Fontana Kiwanis Club. On May 6, 2019, the Rotary Club featured the Fontana Campus at the monthly luncheon to hear an update from campus administration.

Chaffey Classes at Fontana High Schools 2018-2019 through High School Partnerships

The college offered classes at the high schools in the Fontana Unified School District, which gave students an opportunity to earn general education credit and credit toward university transfer. These courses include: Survey of American Cinema, Career Exploration/Life Planning, Statway I, Emergency Medical Responder, General Automotive Technician B, Service and Repair, Introduction to Welding, History of Rock Music, Introduction to Theater, Effective Speaking, Introduction to Logistics Management, Introduction to Social and Cultural Anthropology.

Career and Technical Education (CTE)

The Chaffey College CTE Career Transitions program has course-to-course articulation agreements with A.B. Miller, Henry J. Kaiser, Summit, Jurupa Hills, Fontana, and Citrus high schools. The institution also has an agreement with the Fontana Adult School. Courses taught include: Principles of Leadership, Fundamentals of Game Development, Architectural Design I, Emergency Medical Responder, Fire Technology, Introduction to Logistics Management, Nurse Assistant/Nurse Assistant Laboratory.

Upward Bound at A.B. Miller and Fontana High Schools

Upward Bound is a TRIO college-preparatory program under the US Department of Education. The goal of the program is to increase the number of economically and educationally disadvantaged students who successfully graduate from high school and enroll and graduate from a college or university. The Upward Bound Program at Chaffey College provides academic guidance, personal development and fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Some of the programming includes free tutoring, college and university campus visits, academic enrichment, financial literacy, financial aid assistance, college and career exploration, ACT/SAT prep, college and scholarship application assistance, and academic advising. The program also hosts a six-week summer program at Fontana High School for all participants.

Chaffey College's Upward Bound program based out of the Fontana campus is currently in the second year of the new grant cycle (2017-2022). There are 77 students enrolled in the program between the two target local high schools: A.B. Miller and Fontana. In the 2018 Annual Performance Report submitted to the US Department of Education; 92% of Upward Bound participants had a 2.5 grade point average or higher, one hundred percent of seniors had successfully graduated high school, 81% of participants had completed the A-G course pattern to be eligible for UC/CSU admission and 90% of graduates had enrolled in a college or university directly following high school graduation.

The Upward Bound program at Chaffey College was granted a supplemental award of \$24, 853 for the 2018-2019 year to increase activities and programming in STEM (Science, Technology, Engineering and Mathematics). With these funds, participants have taken a Physics Lab and an Intro to Computer Programming Course at the Saturday Academies. Participants will also have the opportunity to attend the Disney Youth

Education Series Physics Lab at the California Adventure Park in April 2019 and will take a Robotics course during the Upward Bound Summer Academy in June 2019.

There were 18 participants in the 2018 graduating class. One hundred percent of these participants are currently enrolled in a college or university. Five students are enrolled at Chaffey College; ten students are enrolled in the California State University system (eight at CSU San Bernardino, one at CSU Fullerton, one at Chico State). Three students are enrolled in the University of California system (one at UC Davis, one at UC Riverside and one

at UC Los Angeles). Twenty-one students will graduate in the class of 2019 and many of them have already received college acceptance letters and are currently weighing their options before deciding where to attend on May 1, 2019. The Upward Bound program will honor them at their annual banquet held on Friday, May 3, 2019 at the Heritage Neighborhood Center. #TRIOWORKS!

Fontana Campus Job Expo (in partnership with Fontana Chamber of Commerce) and Chaffey College Fast Pitch (in partnership with Chaffey Strong Workforce Development)

In the spring of 2018, the Fontana Campus collaborated with the InTech Center hosting its 4th Job Expo on the Fontana Campus. On April 24th, 2018, approximately 80 employers and community resources tabled and spoke with 300 students.

The featured organizations included: ACA Wireless, Adecco, Amazon, American Home Remodeling, American Medical Response, AmeriCorps, APEX Personnel, Advantage Resourcing, California Highway Patrol, Chaffey College Career Center, Chaffey College Dean's Office (Admissions and Records/Financial Aid information), Chaffey College Success Centers, Chaffey College Police Cadets, Chaffey College Career and Technical Education Programs, Chaffey College Human Resources, Childcare Careers, CoWorx/Access Staffing, Crown Technical Systems, Consolidated Staffing Solutions, City of Fontana-Human Resources, Door Components Inc., FedEx Ground, Fontana Police Department, InTech Center, Jensen PreCast, Kelly Staffing, Lids Sports Group, Medline Industries, mVentix, Norco College, NOVA management (hiring for UPS), Ontario Fury Professional Soccer Team, OnTrac, OPARC, Professional Multi Family Staffing Agency, RadNet, Residence Inn, Riverside County Probation, Ryder, San Bernardino County Superintendent of Schools, San Bernardino County Sheriff's Department, San Manuel Band of Mission Indians, Staffmark, TRL Systems, Inc., Target, TCSE, Inc., Temps Plus, US Army, US Navy, US Securities Associates, Veterans Partnering with Communities, Western-Southern Life, Worthington Industries.

The Fontana Campus hosted a fifth Job Expo on April 23, 2019. Chaffey College Foundation received a donation from the Chamber and Chaffey College Student Government (CCSG) to sponsor the event and help alleviate district costs. The Fontana Police Foundation provided grilled burgers and hot dogs, the Chaffey Foundation provided beverages and the California Highway Patrol provided reusable bags for participants.

In addition, the Fontana Campus collaborated with Workforce Development at the Rancho campus to pilot a mock interview program in the fall of 2018 at the Rancho Campus called "Fast Pitch." Several Chaffey faculty and administrators, and a Vice President of a local bank served as mock interviewers for the event.

COLLEGE RESOURCES AND SUPPORT FOR PRE AND POST ENROLLMENT PROCESSES

Financial aid, assessment and testing services, admissions and records, cashiering, EOPS, DPS, Puente, and counseling services are available to all Fontana Campus students. Fontana Campus students have opportunities to apply for book grants and book rentals. The GPS Center continues to have the assistance of a career counseling faculty member, two adjunct career technical education counselors, and a transfer center staff member, a full time counselor with 50% time devoted to Puente, and now a full time DPS counselor.

The Fontana counseling faculty improved pathway identification for students via counseling conversations centered around problem-solving, decision-making, motivation, stress and time management, personal/family priorities, etc. all of which impact academic goal completion and success. In addition, the Fontana counseling faculty participated in the following training and professional development opportunities: weekly and monthly counselor meetings; Ensuring Transfer Success Conference, the Annual High School Counselor Breakfast, and most recently a counselor roundtable hosted by the district for counselors within the areas Chaffey serves.

Guiding Panthers to Success (GPS) Center

The GPS Center at Fontana provides new and returning Chaffey College students with assistance in registration, unit load planning, using of the student portal, campus resources, as well as the development and creation of abbreviated educational plans. Current Chaffey College students can also visit the GPS center to check progress on their academic goals. Additionally, students can benefit from workshops facilitated by the GPS Center including: academic success workshop, exploration of the new student planning tool, and hope and mindset workshop. All services are offered on a walk-in basis; however, appointments are encouraged for the workshops.

During the 2018-2019 season to date, the number of student walk-in visits totaled 6,273. The GPS Center is staffed with nine adjunct counselors, one full time program assistant, one hourly worker, one short-term worker, two office apprentices, and twenty one success guides.

The GPS Center at Fontana offer varies workshops throughout the year: New Student Orientation (year round), New Student Orientation (Spanish) (year round), Academic Success Workshop (month of March in spring). Special initiatives through GPS include:

- “Graduation Awareness Week” – to promote graduation and assist students in applying
- “Fuel up for Finals” – provide students with snacks and water during finals week
- “Panther Welcome Day”
- “Spring into Success” – help student check their academic progress and how far they are from reaching their goal

Placement and Testing Center

The Fontana Campus Placement and Testing Center is open to students to complete placement for English, English as a Second Language and math placement, to students who need to take a make-up exam or who wish to take a language prerequisite challenge exam. Make-up exams are administered at the direction of the instructor of the course and language prerequisite challenge exams are administered after the student has met with a counselor to determine if the student will benefit from the challenge process.

Fontana Assessment Sessions 07/01/2018 - 03/07/2019: 1,063
Test Proctoring (Non-DPS) & Foreign Language Diagnostics: 37

Providing intrusive academic support in key areas

The GPS Center assists students to navigate the critical enrollment, retention, and completion resources and services at the Fontana Campus. Students receive assistance with admissions, orientation, assessment testing, educational planning, transfer assistance, career exploration and financial aid. In addition, students who miss their placement appointments are called to reschedule and a new App (Grad Guru) is being utilized to send text messages to students about important deadlines and tips for success.

Requiring students to define academic, occupational and career goals

Students define their academic goal upon completion of their application and their goal is verified upon completion of their abbreviated educational plan.

Monitoring progress on goals with intrusive action during key momentum points

The Fontana counseling faculty conduct follow up services to assist students toward goal completion by exposing students to career technical education programs, Associate Degrees for transfer, conducting graduation checks, transcript evaluations, career counseling and exploration, educational plans, and academic progress checks.

GPS hosted several events promoting student engagement and completion on the Fontana Campus. The GPS Center also collaborated with EOPS and faculty advising to promote awareness of the benefit of the services to Fontana students.

Graduation Awareness Week

The Fontana GPS Center hosts “Graduation Awareness Week” (GAW) every fall and spring. The goal is to encourage students to apply for graduation if they are eligible. Students receive assistance with the application and/or check their status after applying. Staff run degree audits for students who are not ready to graduate that semester to show their progress towards graduation. In recognition of their success, light refreshments are available for them in the student lounge. During the week, students have an opportunity to participate in a raffle to win a gift basket that the bookstore donates with Chaffey gear.

Fuel Up for Finals

Fuel Up for Finals is an event hosted during finals week. Success guides and counselors sit outside the Fontana Center building with resources and information. Resources offered include academic calendars with important registration dates, GPS information, and program information and course offerings. Additionally, they also provide students access to snacks to aid in their well-being before their final exams. The goal of this event is to provide an extra support during what can be a stressful and hectic time.

Puente Program

In the summer of 2018, Chaffey College began the Puente Project for the first time at the Fontana Campus. Twenty-three students were recruited to participate in the program. Students enrolled in a cohort based Guidance 2 course, taught by Full-time faculty Counselor Lizzete Garcia and English 495 course taught by Sean Connelly.

Prior to the semester starting students attended a Bienvenidos event. This was a mandatory orientation that informed students on program requirements and services. In the month of September, the campus hosted Puente Students and their family members attend the Noche De Familia Event with over 60 individuals attending.

On October 13, 2018, 18 Puente students attended the UCR motivational conference. During this conference they heard Puente Alumni present on their personal journey of the educational pipeline and attended workshops on TAP, TAG, networking, and UC Campus Admission criteria from the different campuses.

On November 3, 2018, Puente students experienced the Dia De Los Muertos event in the city of Riverside. Through this outing students were educated on the history of Dia De Los Muertos and were able to see Aztec Dancers, Folklorico dancers and also view altars with their ofrendas.

In the month of December Chaffey hosted UC Berkeley Puente Project state representatives Grace Ebron and Catherine Martinez and provided them with a campus tour, and an observation of the guidance two course. Of the 23 Puente Project Students, two students did not pass the English 495 course and one received an incomplete. For the Guidance 2 course, two students did not pass the course.

In February 2019 we hosted a mentor orientation that was facilitated by Puente Project UC Berkeley Representative Catherine Martinez and Larissa Gomez. In the month of March, we paired Puente Students with their mentors. During Spring break, we hosted the Northern CA trip to visit various UC campuses.

Outreach and recruitment for the 2019-2020 academic year is commencing in April and will go through July. In May we will end the year by hosting our Puente end of year celebration to recognize completion of the program with students.

Disabled Students Programs and Services (DPS)

DPS provided services for nearly 1700 Chaffey College students this year. To date, there were 379 DPS students who attended counseling appointments at the Fontana Campus for the 2018-2019 academic year. These appointments included priority registrations appointments, disabilities counseling, and academic counseling. The Fontana campus now has a full time DPS Counselor who provides bi-lingual support to students and attends local High School district meetings to maintain collaboration between the High Schools and Chaffey College. DPS held its annual Disabilities Awareness Fair at the Fontana Campus on October 2nd, 2018. The event was open to all students, staff, and members of the community. Twenty five vendors, agency representatives, and guest speakers attended the event with the goal of providing awareness of programs and services available to persons with disabilities. Vendors showcased a variety of services ranging from technology services to companion and service animals.

Food and drink were provided through equity funding. Raffle items were donated by different departments and participating vendors. On April 18th 2019 the DPS office will be hosting its annual Fontana DPS Parent Night. The Parent Nights are amazing events where students/potential students and their family members can attend and get vital information about disability services here at Chaffey College. These events focus on the difference in disability services from High school to college. In addition, students with disabilities have been able to receive testing accommodations five days a week now at the Fontana campus. Since July 1st there have been 46 DPS proctored exams at the Fontana campus.

Extended Opportunity Programs and Services (EOPS)

EOPS is proud and committed to continuing to provide counseling service hours at the Fontana campus. For the 18-19 academic year we are happy to share that we extended program hours to include Mondays from 10:00-6:00 in addition to scheduled hours are on Wednesdays from 8:00-3:00 and on Thursdays from 8:00 a.m. – 7:00 p.m. We also continued to provide expanded counseling service hours on Fridays from 9:00-4:00. EOPS newly tenured faculty, Myra Andrade is assigned to work most closely with students, staff and faculty at the Fontana campus in representation of the EOPS program, along with counseling support provided by adjunct counseling faculty, Isaiah Whitfield. Myra is also the designated EOPS DREAMer (undocumented student) counselor, who works closely with program staff and faculty at the Fontana campus, in order to feature program specific activities to EOPS DREAMer students uniquely at the Fontana campus

EOPS continues to provide the services of a supportive staff member (office apprentice) in addition to the counseling faculty that are present at Fontana, which has greatly assisted with encouraging students to remain engaged, in addition to providing an opportunity to build upon outreach and recruitment strategies. Starting in the Fall 2018, EOPS designated the support of an EOPS Success Guide, who is working most closely with counseling faculty and staff to assist students at Fontana with EOPS related activities/events. EOPS counseling faculty and staff were available to assist EOPS students at the Fontana Campus serving a total of 107 students in Fall 2018

(96 students in Fall 2017, which is a 12% increase) and are presently serving 118 students in Spring 2019 (95 for Spring 2018 which is a 24% increase). The total of 225 students for 18-19 so far as compared to the total of 200 students for 17-18 and 176 in 16-17, demonstrates the steady increase in services and students served. In past years, during the Fall 2015 semester, EOPS served 95 students and in the Spring 2016 served 100. During the Fall 2013 EOPS served 39 students and 38 in the Spring 2014 respectively. Participation in EOPS services at Fontana has significantly increased each semester, representing a growth percentage of nearly 200% (from Fall 2013-Spring 2019).

For the current 18-19 academic year, EOPS at Fontana has thus far completed 578 student contacts to date (not including contacts that will be completed in late March-June 2019). We anticipate we will complete over 650 contacts by June for 18-19. These contacts consisted of educational planning appointments, drop-in appointments, follow up sessions, as well the standard counseling progress-check appointments that participating students are required to attend (start term, midterm, and end term). When comparing previous academic years, for example, 441 contacts completed for the entire 15-16 academic year, to the over 650 contacts anticipated for 18-19, the nearly 50% increase in contacts/interaction between Spring 2016 to Spring 2019 with EOPS students is apparent.

EOPS continues to build upon our effort to coordinate EOPS staff availability during the first day of our application window, as it is intended to assist students and Fontana staff with any encountered questions that may come up as a result of the online application. EOPS assigned Fontana staff also regularly conduct classroom presentations with instructional faculty interested in providing students with information related to EOPS.

In an effort to assist students with launching into the semester successfully, EOPS has hosted kick off days at all three campuses including Fontana, serving approximately 60 students before the start of each term with EOPS benefits, in addition to enjoying food provided by the program. EOPS also continues to host workshops/activities targeted to EOPS Fontana students throughout the course of the academic year. Activities are a reflection of sessions facilitated by counseling faculty or in collaboration with campus/community partners. Workshops and cultural awareness activities featured focus on building upon the sense of community and connectedness that is so instrumental to student success.

Activities promoted in the Fall 2018 included a Vision Board workshop, a Healthy Relationships in partnership with Project Sister and a scholarship workshop in partnership with PUENTE. In Spring 2019 with the support of EOPS Success Guides, EOPS invited EOPS/Chaffey Alumni to participate in a student panel and also featured a workshop focused on supporting students in effectively managing stress/anxiety. Additionally, EOPS counseling faculty Myra Andrade hosted a group counseling session for EOPS students preparing to transfer/graduate. EOPS also plans to host educational literature, pan dulce and coffee in recognition of Cinco de Mayo in Spring 2019.

STUDENT ENGAGEMENT WITH THE COLLEGE AND THE FONTANA COMMUNITY

CCSG (Chaffey College Student Government)-CCSG continues its outreach at the Fontana Campus holding numerous events Constitution Day, Pizza with the President, and CCSG elections.

International Student Services- hosted their International Education Week at the Fontana Campus on November 13, 2018 which included lunch, a parade, and music.

Hispanic Heritage Month-October 10th, 2018 featured a talk with Assembly member Eloise Gomez Reyes. Current Chaffey students and Upward Bound program participants heard her life story and inspirational message.

Black History Month- In celebration of Black History Month in February 2019, the Fontana Campus Dean's Office in partnership with Student Equity Hosted a luncheon and program on the history of the black community in Fontana with the Concerned Citizens for the Development of North Fontana, and a film and lecture with Professor Oman Dphrepaulezz on the life of early 20th century boxer, Jack Johnson.

Other Fontana campus activities include:

- Law Enforcement Forum with Concerned Citizens of North Fontana - June 20, 2018.
- Domestic Violence Awareness Month, EOPS Workshops - October 3, 2018
- Grant Writing Workshop with Assembly member Eloise Gomez Reyes - October 16, 2018
- Launch Student Success Group program - October 24, 2018
- Breast Cancer Awareness Month program - October 25, 2018
- Job Fair for Veterans in partnership with Supervisor Janice Rutherford's Office – October 25, 2018

- Fontana Halloween - October 31, 2018
- Dreamer/Umoja Thanksgiving Unity Meal- November 14, 2018
- Women's History Month Film Screening "Dolores"- March 28, 2019
- Chaffey Celebrates Completion- May 9, 2019

Transfer Center Activities

The Transfer Center advances Fontana students' completion goals by providing individual transfer advising sessions, reviewing of transcripts in preparation for four-year transfer, guidance on the personal statement, and giving students access to four year representatives by individual appointments. In April 2019, the Transfer Center hosted 20 four-year schools at a college fair, providing students access to speak directly with the school representatives. Fontana Campus students also have the opportunity to visit four year schools for free through the Transfer Center's robust campus visit program. A Transfer Center staff member visits the Fontana Campus twice a semester on average and provides classroom presentations upon request. The Transfer Center plans to honor students transferring to four year schools in late April in a transfer celebration ceremony.

Transcript evaluators contacted all students who applied to the California State University (CSU) who had indicated completion of an associate degree for transfer to remind them of the need to apply for graduation. That communication increased the number of students who applied for graduation.

USE OF RESULTS FOR PLANNING

Activities are assessed quantitatively or qualitatively with the responsible parties as a means of analysis and planning for future events/activities. These processes occur on an ongoing basis for continued improvement and currency. Ongoing data and information is supplied by the Office of Institutional Research to assess and reassess the activities and outcomes at the Fontana Campus. Dialogue is also maintained with the Office of Institutional Research to determine the necessary reports and information that is needed to plan effectively.

Prepared by:	Yolanda Friday, Dean, Fontana Campus
Submitted by:	Laura Hope, Acting Associate Superintendent, Instruction and Institutional Effectiveness
Recommended by:	Henry D. Shannon, Superintendent/President

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

May 22, 2019
Board Meeting Date

TOPIC QUARTERLY INVESTMENT REPORT

Communication No. IV.D.2.d

SUPPORTS BOARD POLICY

Board Policy 6320 Investments - The Superintendent/President is responsible for ensuring that the funds of the District are invested that are not required for the immediate needs of the District. Investments shall be in accordance with law.

PROPOSAL

To present the quarterly investment report for the quarter ended March 31, 2019, for information only.

BACKGROUND

As recommended in Government Code 53646, the district investment reports may be presented to the board quarterly. The quarterly investment report for the period ended March 31, 2019 is attached.

BUDGET IMPLICATIONS

Funding Source – All funds

Status of Funds – N/A

Future Implications – N/A

RECOMMENDATION

To review the quarterly investment report for the quarter ended March 31, 2019, as presented.

Prepared by:	Anita D. Undercoffer, Executive Director, Budgeting and Fiscal Services
Reviewed by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

Chaffey Community College District Investment Report



Governing Board

Kathleen R. Brugger, President
Gloria Negrete McLeod, Vice President
Gary C. Ovitt, Clerk
Lee C. McDougal, Member
Katherine Roberts, Immediate Past President

Moises Rosales, Student Trustee

Dr. Henry D. Shannon, Superintendent/President

March 31, 2019

Chaffey Community College District


Investment Report

Summary

For The Period Ended March 31, 2019

General Portfolio	Fund Value	Market Value
General Portfolio		
San Bernardino County Investment Pool	\$ 90,136,334	\$ 90,159,950
Other Investments	10,243,853	10,443,627
Irrevocable Trusts	6,161,898	7,962,778
Chaffey District Funds with Financial Institutions - Bank Deposits	1,860,865	1,860,865
Total General Portfolio	<u>\$ 108,402,951</u>	<u>\$ 110,427,220</u>

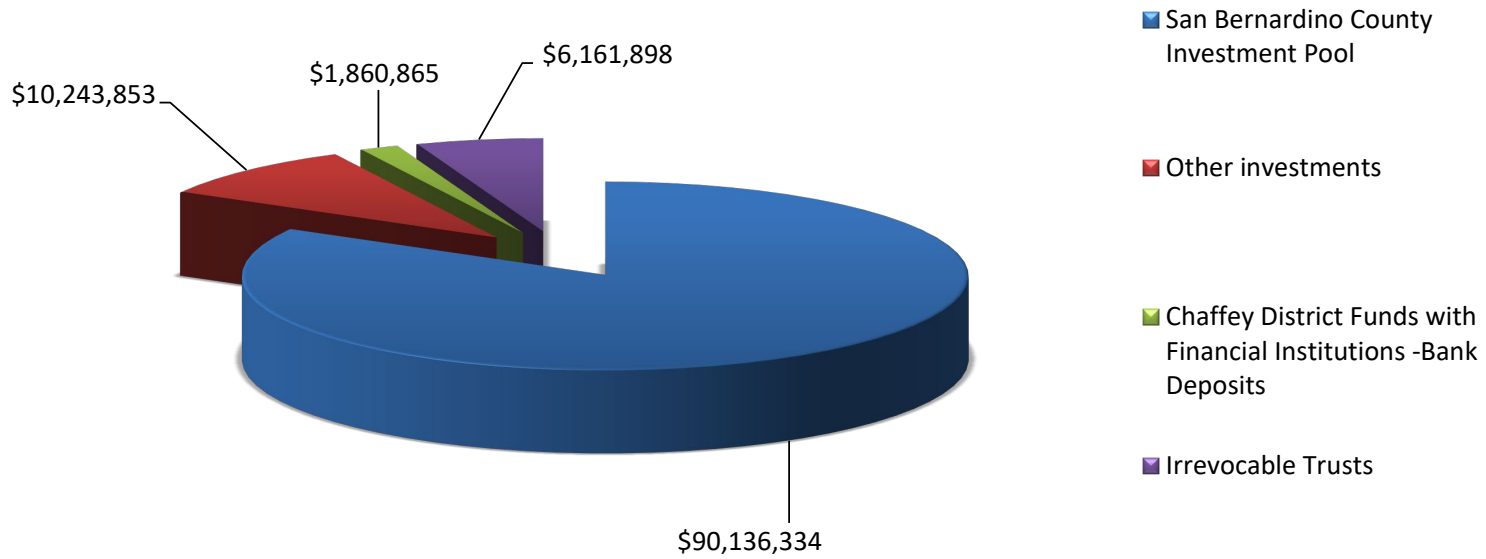
1. I hereby certify that the investments are in compliance with the investment guidelines statement adopted by the Governing Board.
2. The District has the ability to meet its budgeted expenditures for the next six months.
3. The market values for funds held in checking accounts and money market funds does not change.
4. The fiscal agent provided the market values for investments held in their accounts.
5. The checking accounts include Associated Student Body and other District cash funds.
6. This report meets the requirement of Government Code Sections 16481, 53646, and 53601.



Lisa Bailey
Associate Superintendent, Business Services & Economic Development

Chaffey Community College District
Investment Report

Summary
For The Period Ended March 31, 2019



Chaffey Community College District

Investment Report

Chaffey District Funds in San Bernardino County Investment Pool

For The Period Ended March 31, 2019

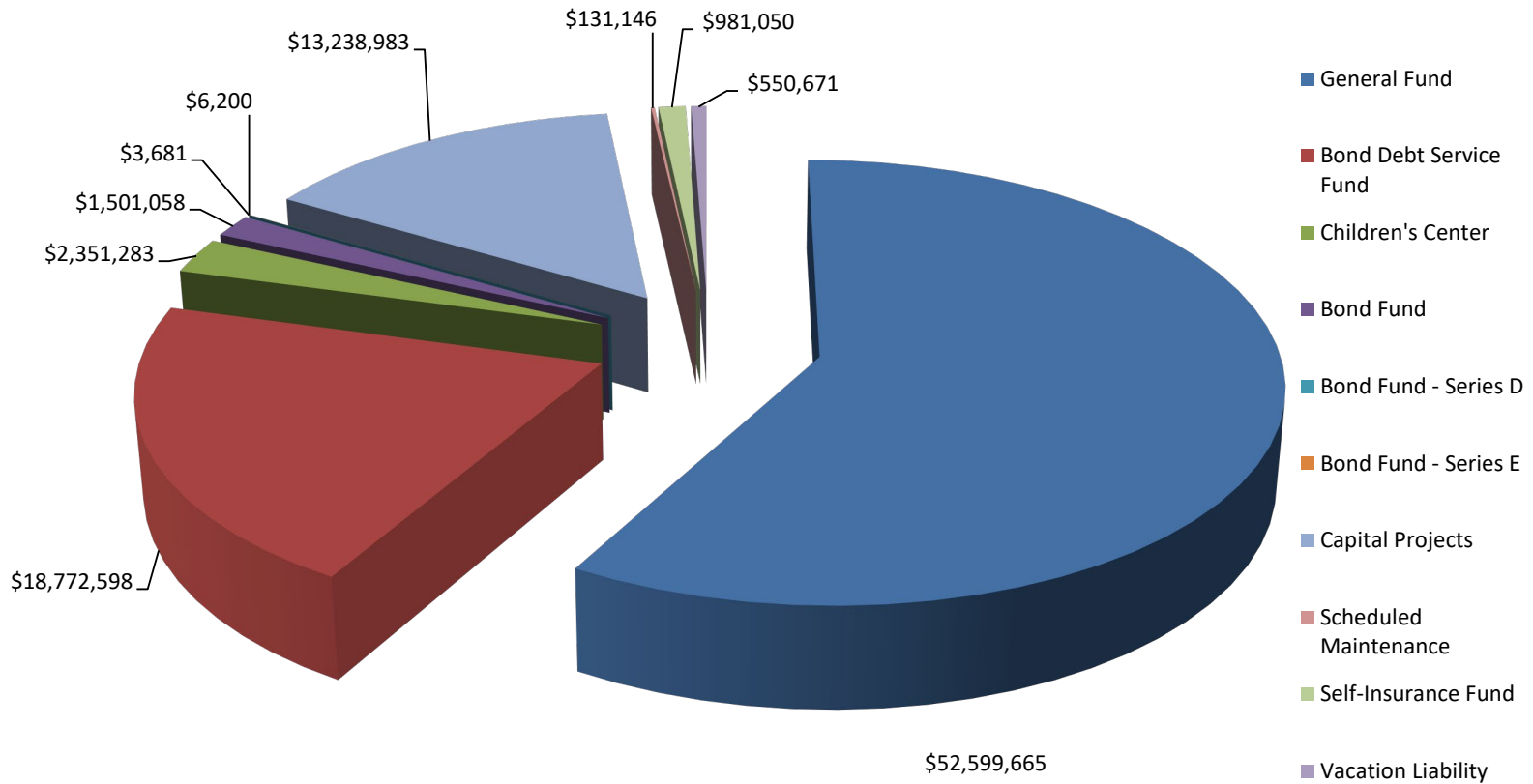
Funds/Accounts in County Investment Pool	Fund Number	Account Number	Fund Total	
General Fund	10	9110	\$ 52,599,665	
Bond Debt Service Fund	21	9110	18,772,598	
Children's Center	33	9110	2,351,283	
Bond Fund	40	9110	1,501,058	
Capital Projects	41	9110	13,238,983	
Scheduled Maintenance	42	9110	131,146	
Bond Fund - Series D	45	9110	3,681	
Bond Fund - Series E	46	9110	6,200	
Self-Insurance Fund	61	9110	981,050	
Vacation Liability	69	9110	550,671	
Total Funds in County Investment Pool			\$ 90,136,334	*Market Value Share <u>\$ 90,159,950</u>
Annualized Yield for Quarter Ended	3/31/2019	2.21%		
Annualized Yield for Quarter Ended	12/31/2018	2.11%		
Other Investments			Fund Total	Market Value
US Bank/Payden & Rygel - Series E			10,243,853	10,443,627
Total Other Investments			\$ 10,243,853	\$ 10,443,627
Irrevocable Trusts			Fund Total	Market Value
Benefit Trust Company - Other Post Employment Benefits (OPEB)			5,630,958	7,140,168
Benefit Trust Company - Pension Stability Trust (PST)			530,940	822,610
Total Irrevocable Trusts			\$ 6,161,898	\$ 7,962,778

*Note 1: Market value share equates to the District's pro-rata share of the market value of the entire County Pool.

*Note 2: See County Pool Summary on page 5 for further details of County Treasury Investments.

Chaffey Community College
Investment Report

Chaffey District Funds in San Bernardino County Investment Pool
For The Period Ended March 31, 2019



Chaffey Community College District

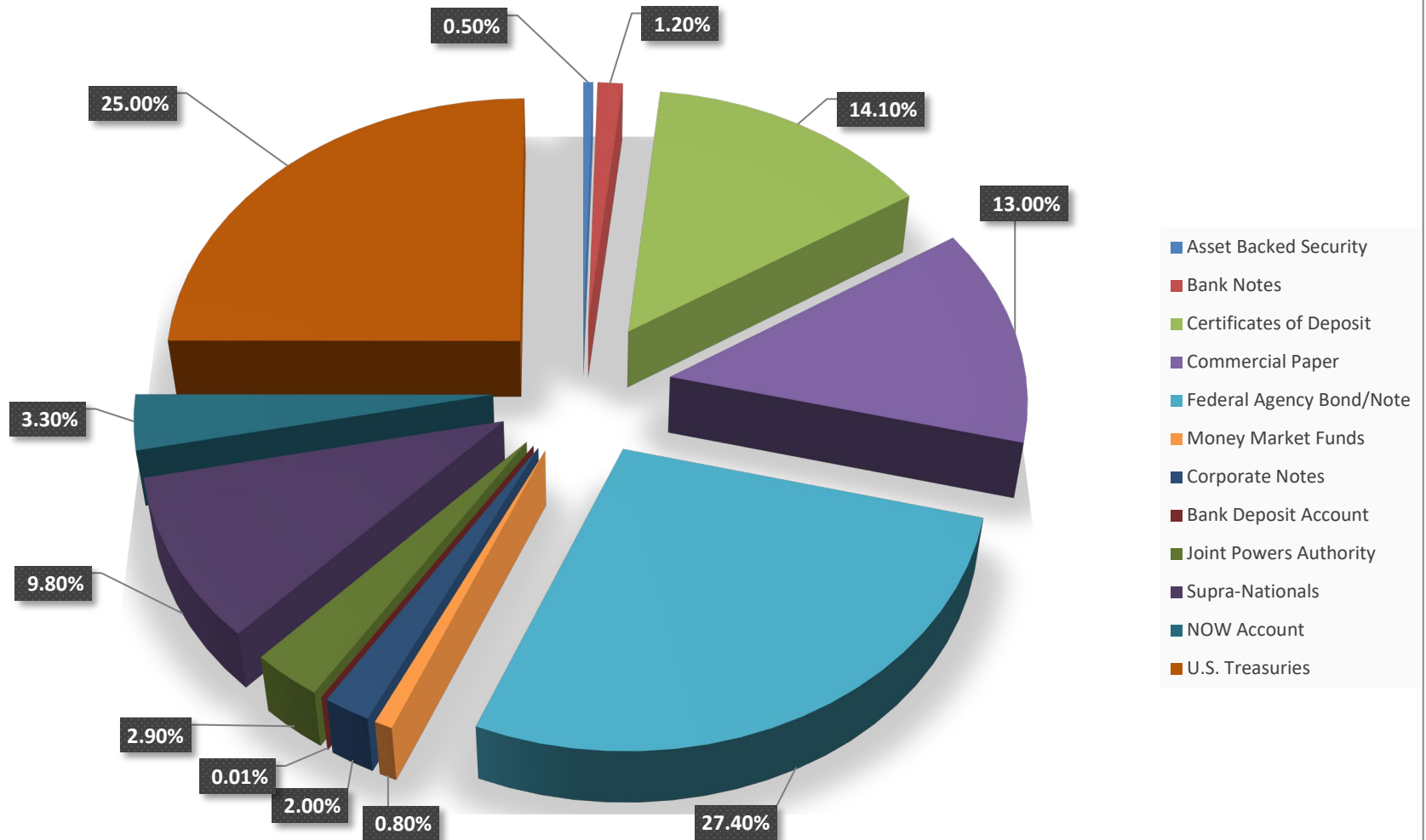
Investment Report

San Bernardino County Pool Summary

For The Period Ended March 31, 2019

Security Type	Par(\$)	Amortized Cost	Market Value	Yield to Maturity
Asset backed Security	\$ 32,500,000	\$ 32,496,944	\$ 32,633,141	2.85%
Bank Notes	85,000,000	84,979,804	85,066,275	2.67%
Certificates of Deposit	965,000,000	965,000,000	965,236,588	2.54%
Commercial Paper	895,000,000	891,361,158	891,342,565	2.58%
Corporate Notes	134,250,000	133,646,002	134,103,875	2.50%
Federal Agencies	1,868,347,000	1,866,466,398	1,869,335,460	2.13%
Supre - National	670,000,000	669,979,853	669,259,600	1.72%
Money Market Funds	52,000,000	52,000,000	52,000,000	2.30%
Bank Deposit Account	1,000,000	1,000,000	1,000,000	2.37%
Joint Powers Authority	200,000,000	200,000,000	200,000,000	2.59%
NOW Account	225,000,000	225,000,000	225,000,000	2.60%
U.S. Treasuries	1,725,000,000	1,710,920,586	1,706,024,200	1.97%
Total Securities	<u>\$ 6,853,097,000</u>	<u>\$ 6,832,850,745</u>	<u>\$ 6,831,001,703</u>	<u>2.21%</u>
Cash Balances	<u>\$ 206,061,748</u>	<u>\$ 206,061,748</u>	<u>\$ 206,061,748</u>	
Total Investments	<u>\$ 7,059,158,748</u>	<u>\$ 7,038,912,493</u>	<u>\$ 7,037,063,451</u>	
Accrued Interest		25,217,858	25,217,858	
Total Portfolio	<u>\$ 7,059,158,748</u>	<u>\$ 7,064,130,352</u>	<u>\$ 7,062,281,309</u>	

Chaffey Community College District
Investment Report
San Bernardino County Pool Summary Distribution
For The Period Ended March 31, 2019



Chaffey Community College District
Investment Report

Chaffey District Funds with Financial Institutions - Bank Deposits
For The Period Ended March 31, 2019

Institution	Account Name	Collateralized Deposits	Total Deposits	Interest Rate	Maturity Date
Citizen's Business Bank	Associated Student Body Bus. Analyzed Public Funds Acct.	391,404	391,404	*	N/A
Citizen's Business Bank	Associated Student Body Insured Money Market Public Acct.	149,709	149,709	0.35%	N/A
Citizen's Business Bank	Revolving Cash Fund Bus. Analyzed Public Funds Acct.	22,785	22,785	*	N/A
Citizen's Business Bank	Clearing Account Bus. Analyzed Public Funds Acct.	1,296,968	1,296,968	*	N/A
Total All Banking Institutions		<u>\$ 1,860,865</u>	<u>\$ 1,860,865</u>		

*Chaffey College's contract with Citizen's Business Bank includes Account Analysis, which applies interest income to account fees.

All funds are collateralized and fully insured.

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

May 22, 2019
Board Meeting Date

TOPIC **APPROVAL OF MINUTES, APRIL 25, 2019**

Communication No. IV.E.1.a

SUPPORTS BOARD POLICY

Board Policy 2360 Minutes – The minutes shall record all actions taken by the Governing Board. The minutes shall be public records and shall be available to the public.

PROPOSAL

To approve the minutes of the April 25, 2019, regular meeting.

BACKGROUND

It is the practice of the board to approve the minutes of the board meeting(s) held the previous month. Those minutes are then made available to the public in the Chaffey College Library and on the college website.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

Approval of the minutes of the April 25, 2019, regular board meeting.

Submitted by:	Henry D. Shannon, Superintendent/President
Recommended by:	Henry D. Shannon, Superintendent/President

**OFFICIAL PROCEEDINGS
OF THE GOVERNING BOARD
CHAFFEY COMMUNITY COLLEGE DISTRICT**

A regular meeting of the Chaffey Community College District Governing Board was held on Thursday, April 25, 2019, in the boardroom of the Marie Kane Center for Student Services/Administration. Board President Brugger called the meeting to order at 2:00 p.m.

Members present: Ms. Brugger, Mr. McDougal, Ms. McLeod, Mr. Ovitt, Ms. Roberts, Mr. Rosales (Student Trustee)

Members absent: none

CLOSED SESSION

The public is given an opportunity to address the Governing Board regarding the posted closed session agenda. No comments were made.

The Board convened in closed session at 2:00 p.m. Closed session was adjourned at 2:55 p.m.

STUDY SESSION

A study session commenced on the following topics:

2018-2019 Grant Awards and Contracts Report – Dean Jim Fillpot introduced Ray Cuellar, director, grant development and management, who presented on: history and function; 2017-18 funding; featured awards; program impact, grant closeout, student impact story; director impact story; and synopsis of awards received. Mr. Cuellar thanked Jim Fillpot and the Institutional Research team for the data, and thanked Devoree Ealy for her work on the report. He further explained that the grant process is a group effort and his office relies on assistance from several other departments.

Dr. Shannon thanked Ray Cuellar, Jim Fillpot, and Lisa Nashua for their work on grants, which aligns with Board policy and goals.

Goal Alignment Project – Laura Hope, acting associate superintendent, instruction and institutional effectiveness, provided background information on the Goal Alignment project. She explained that the Goal Alignment Project is a result of AB 1809, which requires all community colleges to establish the following: local goals that are aligned with system-wide goals in the Vision for Success, local goals that are numerically measurable, and local goals that

specify the timeline for improvement. Ms. Hope further explained that the Board must adopt the goals by May 31, 2019.

Ms. Hope also presented on: development of goals; sharing local goals; use of “Local Benchmarks” in local language, work with College Planning Council, draft development and governance, completion system goal and local benchmark, transfer system goal and local benchmark, unit accumulation system goal and local benchmark, workforce system goal and local benchmark, and equity system goals and local benchmarks. Dr. Eva Conrad is serving as the planning consultant for the Educational Master Plan.

Ms. McLeod asked how many African American students attend Chaffey College. Mr. Fillpot responded that nine percent of the student body are African American, which amounts to approximately 1,800 students.

REGULAR SESSION

The regular session reconvened at 3:21 p.m., and Julie Sanchez, executive assistant to the superintendent/president, led the Pledge of Allegiance to the Flag.

PUBLIC COMMENTS

No public comments were made.

COMMUNITY LINKAGES

GOVERNING BOARD

Student Trustee Moises Rosales shared that Chaffey College Student Governing (CCSG): will attend the upcoming Region IX meeting at Norco College; hosted “*The Letter S*” documentary about suicide among young adults; the *Eggstravaganza* egg hunting event for Child Development Center; participated in annual Legal Night; had a booth and giveaways for Grad Fest; attended the Alumni and Athletic Hall of Fame dinner; Wignall Museum Party; and the *Eyes of Freedom* veterans tribute.

Mr. Rosales introduced the CCSG President-Elect Ms. Nikeenia Williams and announced that the newly elected executive board includes all women. He also mentioned that he has only one remaining Board meeting and hopes that Chaffey College continues their support of undocumented students after he is gone.

Gary Ovitt highlighted the following events: Chaffey College Wignall Grand Re-Opening; Chaffey College K-8 Superintendents/Principals luncheon; Chaffey College Alumni of the Year/Athletic Hall of Fame dinner; Chaffey College Faculty Lecturer of the Year presentation; Soroptimist Prism Awards luncheon;

Montclair to College Awards and dinner; Chaffey College *Eyes of Freedom* exhibit; memorial service for former teacher Fran Musser, who passed away at the age of 99; and the Rancho Cucamonga High School *Rancho Remembers* honoring military veterans.

Mr. Ovitt also reported attending: Ontario Parks and Recreation Commission meeting (2); Children's Fund Board meeting; Ontario Chaffey Community Show Band Board meeting; West End YMCA Board meeting (2); Uplander's Club Fundraiser; University of La Verne Scholarship Gala; Esperanza Scholarship Foundation Board meeting; West End YMCA meeting with Board Chair, Heidi Burns; Memorial Day planning meeting at Bellevue Cemetery (2); First 5 workshop; First 5 Commission meeting; Children's Fund *Shine a Light on Child Abuse* breakfast; Ontario-Montclair School District Community Engagement luncheon; Ontario-Montclair Promise Scholars speaking engagement at Hawthorne Elementary School; Pacific Lifeline fundraiser; Soroptimist International of Chino Valley fundraiser; West End YMCA Governance meeting; Chaffey College Trust Scholarship meeting; OMSD Promise Scholars meeting; Ontario Chaffey Community Show Band Board production meeting; ACSA Region 12 Awards dinner; Ontario Chaffey Community Show Band concert; Children's Fund Executive Committee meeting; Ontario-Montclair School District *Models of Excellence Awards*; Ontario-Montclair Promise Scholars golf tournament; Children's Fund scholarship luncheon; Ontario-Montclair meeting with superintendent; and the National Day of Prayer meeting.

Lee McDougal reported attending the Chaffey College Alumni of the Year/Athletic Hall of Fame event, and the Wignall Museum grand re-opening in which he tasted his first and last veggie burger.

Kathy Brugger reported attending: the Classified Meritorious Service Awards honoring Kathy Napoli and Kathy Dutton; K-8 Superintendent/Principals meeting; the Soroptimist Prism luncheon, the *Executary Networking* luncheon, and the Alumni of the Year/Athletic Hall of Fame dinner honoring the following alumni and athletes: Virginia Aguilar-Riley, Steve Jackson, Tim Sandoval, Vince Alvarado, Jordan Carmody, Michael Dickson, and Lifetime Achievement Recognition to author Beverly Cleary.

Vice President Gloria Negrete McLeod announced that she attended five events including the Classified Meritorious Service Awards, the Alumni of the Year/Athletic Hall of Fame dinner; the Soroptimist Prism luncheon, the K-8 Superintendents/Principals meeting, and the Montclair to College graduation.

Katie Roberts reported attending: seven Rotary meetings; YMCA meeting; Alumni of the Year/Athletic Hall of Fame event; and the K-8 Superintendents/Principals luncheon. Ms. Roberts further announced that Student Trustee Moises Rosales recently was engaged.

LEGISLATIVE UPDATE

Lorena Corona, manager, transitional services and governmental relations, provided a written report which included an update on the following legislation: AB 30: Community Colleges: College and Career Access Pathways Partnerships; AB 302: Parking: Homeless Students; AB 897: Community Colleges: Part-Time Employees; AB 943: Community Colleges: Student Equity Plans; SB 291: Post-Secondary Education: California Community College Student Financial Aid Program; SB 554: Public Schools: Adult School Pupils: Advanced Scholastic and Vocational Training Program; and SB 568: Post-Secondary Education: Student Housing: College-Focused Rapid Rehousing Program.

PRESENTATIONS

Phi Theta Kappa Quilt Dedication to Veterans Resource Center - Dr. Eric Bishop introduced Adrienne Grayson, director, special populations and equity. Ms. Grayson introduced Dan Loomis, advisor for PTK, who introduced the PTK Chapter President. It was explained that the quilt was made by a nurse who served in Vietnam and was presented to the Chaffey College Veterans Resource Center.

Ms. Grayson thanked Ray Austin for his work on bringing the *Eyes of Freedom* national traveling tribute to Chaffey College. She then introduced Corporal Mike Strahle to talk about the *Eyes of Freedom* event. Corporal Strahle presented a flag signed by attendees to Ray Austin. He thanked the VRC and Chaffey College for the honor of displaying the exhibit.

Pinto Club Art – Dr. Henry Shannon introduced Rogelio Robles and Hector Martinez, founders of the Pinto Club. Mr. Robles started the Pinto Club in 2015 with a mission to reach out to formerly incarcerated individuals and to provide educational opportunities. He described his art work and dedicated it to Dr. Shannon and the Governing Board. Mr. Robles explained that he received a pardon and is graduating from Chaffey College and transferring to Cal State San Bernardino. He further stated that he was inspired by Professor Misty Burruel and that Professor Charles Williams guided him in starting the club.

FOUNDATION

Lisa Nashua, executive director, Foundation, provided a written report which included: the Alumni of the Year/Hall of Fame event with 184 attendees; Grad Fest; Private Foundations including The James Irvine Foundation; the Arconic Foundation, and the Wells Fargo Foundation; Chaffey College Foundation Golf Tournament at Red Hill Country Club; and Community Partnerships, Fontana Campus Job Expo with the Fontana Chamber of Commerce.

REPORTS

CLOSED SESSION ACTIONS

Board Secretary Henry Shannon announced that the Board took action in closed personnel session this evening to approve the following by a unanimous (5:0) vote.

Employment or ratification of:

- Selina Garcia to the position of bookstore accounting assistant, .475 FTE, 12 months, range 11, step A of the CSEA salary schedule, effective May 1, 2019.
 - Carlos Lequerica to the position of financial aid advisor, 1.0 FTE, 12-months, range 15, step A of the CSEA salary schedule, effective May 1, 2019.
 - Stacy Ventura to the position of financial aid specialist, 1.0 FTE, 12-months, range 17, step A of the CSEA salary schedule, effective May 1, 2019.
 - Kaitlin Marsh to the position of library clerk I, .475 FTE, 12 months, range 5, step A of the CSEA salary schedule, effective May 1, 2019.
- Hourly personnel including adjunct faculty, contract faculty overload, and short-term workers.

Utilization of volunteer services (This list has been made part of the minutes of this meeting.)

Appointment of:

- Nicole Holderness to the position of educational program assistant, mathematics and science, 1.0 FTE, 12-months, range 20, step E of the CSEA salary schedule, effective May 1, 2019.
- The Governing Board approve a reduced workload assignment for Ardon Alger, instructor, photography, from 1.00 FTE to .76 FTE for the 2019–20 academic year, pursuant to the provisions of Education Code §87483 and contingent upon approval from STRS.
- The Governing Board approved the temporary increase in assignments of the .475 contract employees in Campus Police and Center of Excellence to work a maximum of eight hours per day for no more than twenty consecutive days and for a period that will not exceed seventy-five days during the 2018–19 fiscal year.

MONITORING

The following reports were submitted to the Governing Board for their information:

Budget Monitoring Report

Grant Development and Management Office Monitoring Report

CONSENT AGENDA

President Brugger announced that item IV.E.5.c was pulled from the agenda.

A motion was made by Trustee McDougal, seconded by Trustee Negrete-McLeod, to approve the consent agenda as amended.

Yeas: Ms. Brugger, Mr. McDougal, Ms. McLeod, Mr. Ovitt
Ms. Roberts, Mr. Rosales (advisory)

Nays: None

Absent: None

Through this action, the following were approved (Approval of Minutes, March 21, 2019 through Student Discipline).

GOVERNANCE PROCESS

The minutes of the March 21, 2019 regular board meeting were approved as presented.

The Governing Board recommended that, for the year June 1, 2019 – May 31, 2020, the CCSG president also be designated the student trustee and that he/she receive a \$450 stipend for tuition, fees, books, or supplies per semester.

ACADEMIC AFFAIRS

The Governing Board approved one course deactivation, one new program of study, four program of study modifications, and two program of study deactivations for the *Chaffey College 2019-2020 Catalog*.

The Governing Board reviewed the goal alignment materials presented at the Study Session in preparation for the Action Item, which will be brought back to the Governing Board in May 2019 for review and action.

BUSINESS/FISCAL AFFAIRS

The Governing Board approved the sub-grant between Laney College and Chaffey Community College District, in the amount of \$64,000 to support Advanced Manufacturing program development by providing funding to purchase supplies and equipment for use in our industrial automation, maintenance, and/or robotics programs.

The Governing Board approved the budget increase of \$825,720 to the 2018-2019 restricted general fund budget for the Veteran's Resource Center, Student Success and Completion Grant, NextUp, and Hunger Free Campus Support allocations.

The Governing Board approved members to serve on the Chaffey College Bond Citizens' Oversight Committee.

The Governing Board adopted Resolution 42519, which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the electronic equipment and miscellaneous materials listed in Exhibit A of the resolution, and to execute all documents in connection therewith, in accordance with the terms and conditions of the resolution.

The Governing Board approved the extension to the existing lease agreement with California Steel Industries, Inc. for the property located at 9400 Cherry Avenue, Building A, Fontana, California for an additional 1-year term for the purpose of maintaining the Chaffey College InTech Center.

The Governing Board approved the Budget Transfer Board Report for the period of January 1, 2019 through March 31, 2019.

The Governing Board approved the Quarterly Financial Status Report for the period ending March 31, 2019.

The Governing Board of Chaffey Community College District adopted Resolution No. 42519A, which enters the election results into the minutes.

HUMAN RESOURCES

The Governing Board approved the proposed changes to the 2018-21 Athletic Department Professional Expert Personnel Plan.

The Governing Board accepted the bargaining topics in preparation to open negotiations with the Chaffey College Child Development Center Faculty Association (CDCFA).

STUDENT SERVICES

The Governing Board reinstated student with identification number 3697 to the Chaffey Community College District effective summer 2019.

The Governing Board recommended the expulsion of student with identification number 8286 from the Chaffey Community College District effective immediately.

ACTION AGENDA

BUSINESS/FISCAL AFFAIRS

A motion was made by Trustee Negrete-McLeod, seconded by Trustee Ovitt, to approve the action agenda as presented.

Yeas: Ms. Brugger, Mr. McDougal, Ms. McLeod, Mr. Ovitt,
Ms. Roberts, Mr. Rosales (advisory)
Nays: None
Absent: None

BUSINESS/FISCAL AFFAIRS

The Governing Board ratified the attached contract, purchase order, and warrant lists.

The Governing Board, by a four-fifths vote, ratified the existence of emergency conditions threatening public health, safety and welfare and the continuance of classes resulting from three Central Plant closed water loop leaks

located in an area north of the Health Science building, on the Rancho Cucamonga Campus, and the award of a contract to Southland Industries of Garden Grove, CA for repairs necessary to remediate the same, for a total cost not to exceed \$192,930.

CEO/STAFF REPORTS

Henry Shannon, superintendent/president, highlighted the *Eyes of Freedom* traveling veterans tribute; the Montclair to College graduation; Community College Public Relations Organization Awards; the Chaffey College *Who's Who* booklet; a Measure P update; and updates from the Offices of Instruction and Institutional Effectiveness and Student Services. Dr. Shannon also mentioned that commencement is coming up on May 23.

Faculty Senate President Misty Burruehl highlighted Faculty Lecturer of the Year, Julie Song; 2019 Meritorious Service Award selection Marylee Requa; Individual Creative Works and Professional Accomplishments by Steve Shelton, Professor, Communication Studies; Mark Forde, Professor, Culinary Arts; Issa Jraisat, Adjunct Faculty, Sociology; educational services coordinators highlights, including Neil Watkins, Coordinator of English and Journalism; Jane Clark-Frize, Director of Vocational Nursing and Director of the Certified Nursing Assistant Program; Tim Greene, Coordinator of Economics, History, Humanities, Philosophy, and Political Science; and Doug Yegge, Coordinator of Chemistry.

Ashira Murphy represented Classified Senate President Trisha Albertsen and highlighted classified employees Trisha Albertsen, Accountant, Budgeting and Fiscal Services; and Valeen Gonzales, Program Assistant, Placement and Testing Center. Ms. Murphy also reported that Classified Senate hosted the Meritorious Service awards honoring Kathy Napoli and Kathy Dutton.

CSEA had no report.

CCFA President Jonathan Ausubel announced that he is honored to report that he has been re-elected as president of CCFA and is looking forward to continuing to work with Misty Burruehl. He also mentioned that this upcoming weekend CCFA is sending its second largest delegation to the CCA Spring Conference and Council.

CDCFA had no report.

BOARD COMMENTS, REQUESTS, AND FUTURE AGENDA ITEMS

None.

ADJOURNMENT

The meeting was adjourned at 4:13 p.m.

The next regular meeting of the Chaffey Community College District Governing Board will be Wednesday, May 22, 2019.

President

Clerk

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

May 22, 2019

Board Meeting Date

TOPIC **CURRICULUM**

Communication No. IV.E.2.a

SUPPORTS BOARD POLICY

Board Policy 4020 Program, Curriculum, and Course Development – The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

PROPOSAL

To approve the following changes to the *Chaffey College 2019-2020 Catalog*, as recommended by the Faculty Senate, the college Curriculum Committee, and the Acting Associate Superintendent of Instruction and Institutional Effectiveness:

- 4 new courses
- 17 course modifications
- 9 distance education courses
- 1 course deactivation
- 1 new program of study
- 6 program of study modifications

BACKGROUND

AB 1725 and Section 53200(c) of Title 5 define the role of the Faculty Senate in assuming primary responsibility for making recommendations in the areas of curriculum and academic standards. The Curriculum Committee has reviewed the new courses, course modifications, distance education courses, course deactivation, new program of study, and program of study modifications, which are not currently in the college curriculum. As a result of deliberations, the college Curriculum Committee, the Faculty Senate, and the Acting Associate Superintendent of Instruction and Institutional Effectiveness are recommending these curriculum changes.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board approve four new courses, seventeen course modifications, nine distance education courses, one course deactivation, one new program of study, and six program of study modifications for the *Chaffey College 2019-2020 Catalog*.

Prepared by:	Marie Boyd, Curriculum Chairperson
Submitted by:	Laura Hope, Acting Associate Superintendent, Instruction and Institutional Effectiveness
Recommended by:	Henry D. Shannon, Superintendent/President

Curriculum 2018-2019

NEW COURSES					
	Discipline	Course ID	TOP Code	Title	Units
1.	Kinesiology: Activity	KINACT-3A	0835.00	Beginning Baseball	1
2.	Kinesiology: Activity	KINACT-5A	0835.10	Beginning Flag Football	1
3.	Kinesiology: Team	KINTM-17	0835.10	Intermediate Dance/Spirit Team	1
4.	Kinesiology: Team	KINTM-64A	0835.00	Softball Strength and Conditioning for Athletes	0.5
COURSES - MODIFICATIONS					
	Discipline	Course ID	TOP Code	Title	Units
1.	Accounting	ACCTG-430	0502.00	Accounting for Governmental and Not-for-Profit Organizations	4
2.	Accounting	ACCTG-435	0502.00	Payroll Accounting	3
3.	Art	ART-407	1030.00	History of Design	3
4.	Business	BUS-61	0508.00	Introduction to Global Business	3
5.	Computer Information Systems	CIS-15	0707.20	Introduction to Database & Database Management Systems	3
6.	Computer Information Systems: Game Development	CISGAME-403	0707.10	Fundamentals of Game Programming	3
7.	Computer Information Systems: Game Development	CISGAME-420	0707.10	Mobile/Web Game Development	3
8.	English	ENGL-70A	1503.00	World Literature I	3
9.	English	ENGL-70B	1503.00	World Literature II	3
10.	English	ENGL-75A	1503.00	American Literature	3
11.	History	HIST-19	2205.00	History of Ethnic Relations in the United States	3
12.	History	HIST-40	2205.00	Retrospective of World War II	3
13.	History	HIST-6	2205.00	Modern Western Civilizations	3
14.	Mathematics	MATH-650	1702.00	Mathematical Foundations	0
15.	Political Science	PS-2	2207.00	Introduction to Political Science	3
16.	Real Estate	RE-470	0511.00	Real Estate Appraisal	3
17.	Real Estate	RE-486	0511.00	Real Estate Property Management	3
COURSES – DISTANCE EDUCATION					
	Discipline	Course ID	TOP Code	Title	Units
1.	Accounting	ACCTG-430	0502.00	Accounting for Governmental and Not-for-Profit Organizations	4
2.	Accounting	ACCTG-435	0502.00	Payroll Accounting	3
3.	Computer Information Systems	CIS-15	0707.20	Introduction to Database & Database Management Systems	3
4.	English	ENGL-70A	1503.00	World Literature I	3
5.	English	ENGL-70B	1503.00	World Literature II	3

6.	English	ENGL-75A	1503.00	American Literature	3
7.	Political Science	PS-2	2207.00	Introduction to Political Science	3
8.	Real Estate	RE-470	0511.00	Real Estate Appraisal	3
9.	Real Estate	RE-486	0511.00	Real Estate Property Management	3
COURSES - DEACTIVATIONS					
	Discipline	Course ID	TOP Code	Title	Units
1.	English	ENGL-71	1503.00	Folklore	3
PROGRAMS OF STUDY – NEW PROGRAMS					
	Program of Study	AA/AS/C	TOP Code	Title	Units
1.	Chemistry	AS-T	1905.00	Chemistry	36
PROGRAMS OF STUDY - MODIFICATIONS					
	Program of Study	AA/AS/C	TOP Code	Title	Units
1.	Chemistry	A.S.	1905.00	Chemistry	40
2.	Philosophy	A.A.	1510.00	Philosophy: Religious Studies	24
3.	Kinesiology: Lecture	A.A.	0835.00	Physical Education	19
4.	Real Estate	A.S.	0511.00	Real Estate	28
5.	Real Estate	Certificate of Achievement	0511.00	Real Estate	28
6.	Real Estate	Certificate of Career Preparation	0511.00	Real Estate Salesperson's Certificate	9-10

May 22, 2019 Curriculum Board Report

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

May 22, 2019

Board Meeting Date

TOPIC GOAL ALIGNMENT PROJECT REQUIRED BY THE CHANCELLOR'S OFFICE

Communication No. IV.E.2.b

SUPPORTS BOARD POLICY

Board Policy 3250 – The Superintendent/President shall ensure that the District has and implements a broad-based comprehensive, systematic, and integrated system of planning and evaluation that involves appropriate segments of the college community and is supported by institutional effectiveness research.

The goals presented in this item are submitted as a second reading after the initial introduction during the April Study Session.

PROPOSAL

This item is being presented to the Board for consideration and review in preparation of Board action on the goal alignment recommendation in May of 2019.

BACKGROUND

In fall of 2018, the College has been engaged in thinking and working on a renewed Educational Master Plan and Strategic Plan. The themes and efforts cataloged to date will become the framework for the Vision 2030 Educational Master Plan.

During this same period, the Chancellor's Office issued guidance that the Governor and the Legislature established a new funding formula for the California Community Colleges [[AB 1809](#), Chapter 33, Statutes of 2018]. In that Statute, colleges/districts are required to establish the following:

1. Local goals that are aligned with the system-wide goals in the Vision for Success
2. Local goals that are numerically measurable
3. Local goals that specify the timeline for improvement

These goals must be locally adopted and approved by Chaffey's Governing Board by May 31, 2019 and submitted to the Chancellor's Office.

To that end, College Planning Council has been discussing the local data aligned with the Vision for Success goals and setting new benchmarks that are both aspirational and informed by trends and research.

College Planning Council has developed a draft of these goals, and they have been widely vetted within the College's organizational structure. Once approved, the benchmarks will be included in a chapter in the Educational Master Plan for 2030.

BUDGET IMPLICATIONS

No budget implications

RECOMMENDATION

It is recommended that the Governing Board act to adopt these local Vision for Success Goals in order to be compliant with the requirements of AB 1809.

Prepared by:	Laura Hope, Acting Associate Superintendent, Instruction and Institutional Effectiveness
Submitted by:	Laura Hope, Acting Associate Superintendent, Instruction and Institutional Effectiveness
Recommended by:	Henry D. Shannon, Superintendent/President

Proposed Local Goals to Align with the Vision for Success

Chaffey College

May 2019

Completion:

Chaffey College will increase the total number of completed Associate's Degrees from 1,889 in 2016-2017 to 3,778 by 2021-2022 an increase of 100%.

Chaffey College will increase the total number of completed Chancellor's Office-approved certificates from 1,066 in 2016-2017 to 2,132 in 2021-2022.

Transfer:

Chaffey College will increase the total number of ADT degrees 678 in 2016-2017 to 915 in 2021-2022, an increase of 35%.

Unit Accumulation:

Chaffey College will decrease the average units earned per Associate's Degree from 89 in 2016-2017 to 79 by 2021-2022, a decrease of 11.1%.

Workforce:

Chaffey College will increase the percent of exiting students who report being employed in their field of study from 68% in 2015-2016 to 80%, an increase of 17.6%.

Equity:

Chaffey College will increase the percent of first-generation students who earn an Associate's Degree from 648 from 2016-2017 to 1,028, an increase of 59%.

Chaffey College will increase the percent of African American students who earn an Associate Degree for Transfer (ADT) from 38 in 2016-2017 to 185, an increase in 387%.

Chaffey College will increase the percent of first-generation students who transferred to a CSU or UC from 273 in 2016-2017 to 604 in 2021-2022, an increase of 121%.

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

May 22, 2019
 Board Meeting Date

TOPIC ASSEMBLY BILL (AB) 212 ROUND 15 STIPENDS – CHILD DEVELOPMENT CENTER

Communication No. IV.E.3.a

SUPPORTS BOARD POLICY

Board Policy 3280 Grants – The Governing Board shall be informed about all grant awards received by the District. The Superintendent/President shall establish procedures to assure the timely application and processing of grant proposal applications and awards, and that the grants that are submitted directly support the purposes of the District.

PROPOSAL

To accept the receipt and approve the distribution of the amount not to exceed \$8,560, contingent upon teachers' evaluation from the California Department of Education for AB 212, Round 15 stipends for eligible Child Development Center teachers for the 2018-2019 fiscal year.

BACKGROUND

The AB 212 Staff Retention Program offers annual stipends based on educational advancement and professional development to early childhood educators working in agencies supported by state-funded child development contracts. The purpose of the AB 212 program is to encourage attainment of higher-level college degrees and continued professional growth, both of which ultimately increase the quality of preschool and childcare services within San Bernardino County. The AB 212 Staff Retention Program is funded by the California Department of Education and works closely with school districts, child development centers, and family childcare providers serving infants through school-age children.

BUDGET IMPLICATIONS

Funding Source – California Department of Education, distributed through the San Bernardino County Superintendent of Schools.

Status of Funds – The 2018-2019 restricted Child Development fund budget will be increased as indicated below:

48xxx	Income	<u>\$8,560</u>
51xxx	Academic Salaries	\$7,165
53xxx	Benefits	1,395
	Total	<u>\$8,560</u>

Future Implications – This process is repeated annually, if funding is available.

RECOMMENDATION

It is recommended that the Governing Board accept the receipt and approve the distribution of the amount not to exceed \$8,560, contingent upon teachers' evaluation from the California Department of Education for AB 212, Round 15 stipends for eligible Child Development Center teachers for the 2018-2019 fiscal year.

Prepared by:	Birgit Monks, Director, Child Development Center
Submitted by:	Jim Fillpot, Dean, Institutional Research, Policy and Grants
Reviewed by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

May 22, 2019
 Board Meeting Date

TOPIC **BUDGET INCREASE – RESTRICTED GENERAL FUND**

Communication No. IV.E.3.b

SUPPORTS BOARD POLICY

Board Policy 6300 Fiscal Management - The Superintendent/President shall establish procedures to assure that the fiscal condition and activity of the District ensures fiscal health and stability, supports Governing Board priorities and financial planning and budgeting, and is consistent with generally accepted principles of accounting and business practices.

PROPOSAL

To approve the budget increase of \$640,425 to the 2018-2019 restricted general fund budget for the Classified Professional Development and the Guided Pathways allocations.

BACKGROUND

The adopted restricted budgets were based on an estimated advance allocation. Per notification from the Chancellor’s Office, the District is receiving a 2018-2019 allocation for the Classified Professional Development allocation and the second year of the Guided Pathways allocation.

<u>Program</u>	<u>Current Budgeted Allocation</u>	<u>Adjustments</u>	<u>Revised Allocation</u>
Classified Professional Development	\$ 0	\$58,686	\$58,686
Guided Pathways	<u>453,340</u>	<u>581,739</u>	<u>1,035,079</u>
Total	<u>\$453,340</u>	<u>\$640,425</u>	<u>\$1,093,765</u>

BUDGET IMPLICATIONS

Funding Source – California Community Colleges Chancellor’s Office.

Status of Funds – The 2018-2019 restricted general fund budget will be increased as indicated below for these programs:

48xxx	Income	\$640,425
55xxx	Other Services	<u>\$640,425</u>

Future Implications – N/A

RECOMMENDATION

It is recommended that the Governing Board approve the budget increase of \$640,425 to the 2018-2019 restricted general fund budget for the Classified Professional Development and the Guided Pathways allocations.

Prepared by:	Anita D. Undercoffer, Executive Director, Budgeting and Fiscal Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

May 22, 2019

Board Meeting Date

TOPIC **DISPOSAL OF DISTRICT PROPERTY: ELECTRONIC EQUIPMENT
AND MISCELLANEOUS MATERIALS**

Communication No. IV.E.3.c

SUPPORTS BOARD POLICIES

Supports and complies with Policies: 2710 Conflict of Interest, 6100 Delegation of Authority, 6330 Purchasing, 6340 Contracts, and 6550 Disposal of Property.

PROPOSAL

To adopt attached Resolution 52219, which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the electronic equipment and miscellaneous materials listed in Exhibit A of the resolution, and to execute all documents in connection therewith, in accordance with the terms and conditions of the resolution.

BACKGROUND

The Chaffey Community College District is owner of the electronic equipment and miscellaneous materials listed on Exhibit A, attached to the resolution. The listed items have exceeded their useful life and are no longer suitable for district purposes and may be disposed of through auction sale.

Pursuant to California Education Code Section 81450 et seq., the resolution must be adopted by majority vote of those members present to be valid.

In accordance with the district's Governing Board Policy 6550 and California Education Code Section 81450 et seq., Resolution 52219 delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the listed items and to execute all documents in connection therewith, subject to the terms and conditions of the resolution.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board adopt Resolution 52219, which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the electronic equipment and miscellaneous materials listed in Exhibit A of the resolution, and to execute all documents in connection therewith, in accordance with the terms and conditions of the resolution.

Attachment: Resolution 52219

Prepared by:	Kim Erickson, Executive Director, Business Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

RESOLUTION NO. 52219

**A RESOLUTION OF THE GOVERNING BOARD OF CHAFFEY
COMMUNITY COLLEGE DISTRICT AUTHORIZING THE DISPOSAL OF
ELECTRONIC EQUIPMENT AND MISCELLANEOUS MATERIALS**

WHEREAS, the Chaffey Community College District ("District") is owner of the electronic equipment and miscellaneous materials listed on the attached Exhibit A; and

WHEREAS, the listed items have exceeded their useful life and are no longer suitable for district purposes and may be disposed of through auction sale; and

WHEREAS, pursuant to California Education Code Section 81450 et seq., this resolution must be adopted by majority vote of those members present to be valid; and

WHEREAS, in accordance with the District's Governing Board Policy 6550, this resolution delegates authority to the superintendent/president, or his designee, to sell or otherwise dispose of the listed items, and to execute all documents in connection therewith, in accordance with Education Code Sections 81450 and 81452.

NOW, THEREFORE, BE IT RESOLVED BY CHAFFEY COMMUNITY COLLEGE DISTRICT, AS FOLLOWS:

Section 1. The Governing Board finds and determines that all of the recitals set forth above are true and correct.

Section 2. The Governing Board approves the delegation of authority to the district's superintendent/president, or his designee, to sell or otherwise dispose of the electronic equipment and miscellaneous materials listed in the attached Exhibit A, and to execute all documents in connection therewith, in accordance with Education Code Sections 81450 and 81452.

Section 3. That this delegation of authority shall be valid for the sale or disposal of the items listed in the attached Exhibit A, or until rescinded by the Governing Board.

Section 4. That this resolution shall become effective upon its adoption.

PASSED AND ADOPTED by the Governing Board of the Chaffey Community College District at Rancho Cucamonga, California, this 22nd day of May 2019, at a regular meeting by the following vote:

Ayes:
Noes:
Abstentions:
Absent:

I, Gary Ovitt, Clerk of the Governing Board of the Chaffey College Community College District of San Bernardino County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly adopted by said board at the regular meeting thereof at the date and place and by vote stated, which resolution is on file and of record in the office of said board.

Gary Ovitt
Clerk, Governing Board

EXHIBIT A

**DISPOSAL OF DISTRICT PROPERTY: ELECTRONIC EQUIPMENT AND
MISCELLANEOUS MATERIALS**

BOARD MEETING DATE: MAY 22, 2019

<u>Quantity</u>	<u>Description (Make, Model, Color, Dimensions, Etc.)</u>	<u>Serial #s (Asset #'s)</u>
1	IV Training Arm Kit, Multi-Venous, Caucasian, Set of 4	N/A (129142)
1	Kubota Mower	20110136 (20075)
1	Workhorse – Go Hardware	123744 (22476794)
1	Nilfisk-Advance 6250 Type D Floor Cleaning Machine	123748 (1784119)
1	Vermeer 1600 A Chipper	20110138 (IVRC11156M1000806)
1	48V SYS 2001 Club Car	AAO105-985554 (122509)
1	2000 48v system w/rear flip seat assy. 3.75hp motor & charger	A0015882309 (122625)
1	Dodge Dakota Pickup 1109267	1B7GL12XX2S657188 (20207835)
1	FORD F250 PICKUP,EXTENDED CAB,2WD,8-CYLINDER, 8800 GVW, 8' BED, COLOR WHITE	1FTNX20L14ED82460 (123737)
1	CHEVY CARGO VAN	1051277 (20110074)
1	DODGE Dakota PICKUP 1177014 CLUB CAB	1D7HG12X23S316156 (394)
1	DODGE Dakota PICKUP 1177015 CLUB CAB	1D7HG12X43S316157 (395)
1	GMC CANYON MINI PICKUP,EXTRA CAB 4WD 5-CYL. 6FT. BED	1GTDT19E078107297 (125596)
1	GMC CANYON MINI PICKUP,EXTRA CAB 4WD 5-CYL. 6FT. BED	1GTDT19E478107710 (125597)
1	MINI Dodge Dakota PICKUP	1D7HE22K67S271342 (127975)
1	Carson Flatbed Trailer LW081	4HXLW08122C043846 (20207873)
1	E350 Ford Van, 12 Passenger, 8600GVW No. 42	1FBNE3184HB53464 (124904)
1	E350 Ford Van, 12 Passenger, 8600GVW No. 43	1FBNE3184HB53463 (124903)
1	#60 Chevy Colorado Mini Pick-Up	1GCCS19E188218960 (129381)
1	Folding Machine, 20x26 Pile Baumfolder	MT2048 (4920)
1	HP LaserJet Printer 2200DN	CNBRB17268 (122137)
1	CPU w/ Monitor	78-PLUPK (116439)
1	All Purpose Backstop System, 21H X 65W	N/A (N/A)
1	Collegiate Lineman Chute	N/A (N/A)
1	Single Man Blocking Sled	N/A (N/A)
2	Life Cycle Bike	N/A (121600), N/A (114047)
1	Aluma Goal, Soccer Goals	N/A (N/A)
1	Golf Cart	N/A (110330)

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

May 22, 2019
Board Meeting Date

TOPIC **FEE SCHEDULE UPDATES**

Communication No. IV.E.3.d

SUPPORTS BOARD POLICY

Board Policy 5030 Fees – The Superintendent/President shall establish procedures for the collection, deposit, waiver, refund, and accounting for fees as required by law. The procedures shall also assure those who are exempt from the fee, or for whom the fee is waived, are properly enrolled and accounted for. Fee amounts shall be published in the college catalog.

PROPOSAL

To approve the attached changes to the fee schedule as authorized by the applicable provisions of the Education Code.

BACKGROUND

The attached list is a reflection of the updates to previously approved fees. The fees are effective beginning with the summer 2019 semester. The fees have been reviewed to ensure that the most current legal opinion by the Chancellor’s Office is enforced and that the fees are charged appropriately.

BUDGET IMPLICATIONS

Funding Source – General Fund

Status of Funds – Funds will be deposited in appropriate accounts to meet state requirements.

Future Implications – N/A

RECOMMENDATION

It is recommended the Governing Board approve the changes to the fee schedule as authorized by the applicable provisions of the Education Code.

Prepared by:	Anita D. Undercoffer, Executive Director, Budgeting and Fiscal Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

CHAFFEY COMMUNITY COLLEGE DISTRICT

PROPOSED FEE SCHEDULE CHANGES

May 22, 2019

Other Fees

Electric Vehicle Charging Rates

	<u>Amount</u>
<u>Current Rates:</u>	
Per hour for first 2 hours	\$1.25
Per hour for hours 3 & 4	\$2.50
Per hour thereafter	\$5.00
<u>Proposed Revised Rates:</u>	
Per hour for first 2 hours	1.25
Per hour thereafter	2.50

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

May 22, 2019
Board Meeting Date

TOPIC LITHOGRAPHY IMAGE PRESS LEASE

Communication No. IV.E.3.e

SUPPORTS BOARD POLICIES

Supports and complies with Policies: 2710 Conflict of Interest, 6100 Delegation of Authority, 6330 Purchasing, and 6340 Contracts.

PROPOSAL

To authorize the District to enter into a five-year agreement with Canon Solutions America, Inc. (Canon) for a Canon ImagePress C8000VP, Canon ImagePress C850, and ImageRunner ADV 8505, for a total quarterly lease payment of \$15,244.49, which includes equipment and up to 409,279 monochromatic prints and 112,136 color prints. Additional prints will be charged at an agreed upon per-page rate of \$0.0040/.0090 (depending on copier) for monochromatic and \$0.0380 for color. This procurement is made by means of an existing public agency contract with National IPA (OMNIA Partners) Cooperative Agreement; contract number FL-R-0251-18.

BACKGROUND

On December 13, 2018, the Governing Board determined that it is in the District's best interests to make procurements by means of existing public agency contracts pursuant to California Public Contract Code Sections 20118 and 20652. The Governing Board also authorized the District to make such procurements as needed in the District's best interests for the calendar year ending on December 31, 2019.

The District's five-year lease agreement with Canon Solutions America, Inc. for copiers for Lithography is set to expire in June 2019; therefore, earlier this year the District began the process of evaluating options for a new copier lease agreement. The District interviewed two companies that held existing public agency contracts for copier equipment. Upon completion of the interview, machine testing, and due diligence review processes, Canon Solutions America, Inc. was determined by staff to provide the best overall value, and it is recommended that the District enter into a five-year lease agreement for a total quarterly lease payment of \$15,244.49. This amount includes equipment lease costs for 3 multi-function machines with the ability to deliver high resolution images at high print speeds, all inclusive of service and supplies, including all parts, labor and consumables (except paper). Also included is 409,279 monochromatic and 112,136 color prints per quarter. Additional prints will be charged at an agreed upon per-page rate of \$0.0040/.0090 (depending on copier) for monochromatic and \$0.0380 for color.

BUDGET IMPLICATIONS

Funding Source – Unrestricted general fund.

Status of Funds – Funds of \$60,978 for this contract will be included in the 2019-20 unrestricted general fund budget.

Future Implications – Funds for years two through five will be included in future year unrestricted general fund budgets.

RECOMMENDATION

It is recommended that the Governing Board authorize the District to enter into a five-year agreement with Canon Solutions America, Inc. for Lithography copier lease, for a total quarterly lease payment of \$15,244.49, which includes equipment and up to 409,279 monochromatic prints and 112,136 color prints. Additional prints will be charged at an agreed upon per-page rate of \$0.0040/.0090 (depending on copier) for monochromatic and \$0.0380 for color. This procurement is made by means of an existing public agency contract with the National IPA (OMNIA Partners) Cooperative Agreement; contract number FL-R-0251-18.

Prepared by:	<u>Kim Erickson, Executive Director, Business Services</u>
Submitted by:	<u>Lisa Bailey, Associate Superintendent, Business Services and Economic Development</u>
Recommended by:	<u>Henry Shannon, Superintendent/President</u>

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

May 22, 2019
Board Meeting Date

TOPIC NOTICE OF COMPLETION: PARKING LOT REFURBISHMENT PROJECT

Communication No. IV.E.3.f

SUPPORTS BOARD POLICIES

Supports and complies with Policies: 2710 Conflict of Interest, 6100 Delegation of Authority, 6330 Purchasing, 6340 Contracts, and 6600 Capital Construction.

PROPOSAL

To accept as complete Contract Number 2019PW107, and authorize the district to file a notice of completion with the county recorder for the parking lot refurbishment project.

BACKGROUND

On October 22, 2018, the Governing Board authorized the letting of Contract Number 2019PW107 to J B Bostwick Co., Inc. of Anaheim, California for the refurbishment of parking lots 2, 8, 9, 10, and 11 per the terms and conditions of the district's bid and contract documents. The project work is now fully complete per the contract.

California Public Contract Code Section 7107 and Civil Code Section 3093 require public entities to file a notice of completion with the county recorder after acceptance of the work as complete.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board accept as complete, Contract Number 2019PW107, and authorize the district to file a notice of completion with the county recorder for the parking lot refurbishment project.

Prepared by:	Kim Erickson, Executive Director, Business Services
Reviewed by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

**AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD**

May 22, 2019
Board Meeting Date

TOPIC **TEMPORARY INTERFUND BORROWING**

Communication No. IV.E.3.g

SUPPORTS BOARD POLICY

Board Policy 6300 Fiscal Management - The Superintendent/President shall establish procedures to assure that the fiscal condition and activity of the District ensures fiscal health and stability, supports Governing Board priorities and financial planning and budgeting, and is consistent with generally accepted principles of accounting and business practices.

The procedures for the District's fiscal management shall be in accordance with the principles contained in Title 5, Section 58311, including adjustments to the budget are made in a timely manner, when necessary.

PROPOSAL

To approve Resolution 52219A authorizing interfund borrowing between all funds held by the San Bernardino County Treasurer for the Chaffey College District for the 2019-2020 fiscal year.

BACKGROUND

To protect against any unanticipated district cash flow issues, the County Treasurer will allow warrants to be drawn against a specific fund, even if these fund's cash balances is insufficient, as long as the aggregate cash balances in the District funds are sufficient to cover the expense. A Board approved resolution must be in place and renewed annually for this interfund borrowing to take place.

BUDGET IMPLICATIONS

Funding Source – All District funds held in the San Bernardino County Treasury

Status of Funds – N/A

Future Implications – N/A

RECOMMENDATION

It is recommended the Governing Board approve Resolution 52219A authorizing interfund borrowing between all funds held by the San Bernardino County Treasurer for the Chaffey College District for the 2019-2020 fiscal year.

Prepared by:	Anita D. Undercoffer, Executive Director, Budgeting and Fiscal Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

CHAFFEY COMMUNITY COLLEGE DISTRICT

RESOLUTION NO. 52219A

**RESOLUTION TO AUTHORIZE TEMPORARY BORROWING BETWEEN FUNDS
OF THE SCHOOL DISTRICT**

ON MOTION of Member _____, seconded by Member _____, the following resolution is hereby adopted:

WHEREAS, the San Bernardino County Treasurer does not have authority to honor warrants drawn on school district funds with insufficient cash balances in the absence of an approved borrowing arrangement with the district; and

WHEREAS, the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, actual interfund transfers shall be accounted for as temporary loans between funds and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

NOW THEREFORE, BE IT RESOLVED that:

1. The Governing Board of the Chaffey Community College District hereby authorizes, for fiscal year 2019-2020, temporary transfers between the following funds and authorizes the San Bernardino County Treasurer to honor warrants drawn on those funds, regardless of their cash balances, provided the aggregate cash balance of all those funds is positive:

ALL FUNDS

2. The Governing Board of the Chaffey Community College District hereby authorizes the Superintendent or his designee to approve any actual interfund transfers processed between the above-mentioned funds and requires that any actual transfer of funds pursuant to this resolution be ratified by the Board as soon as practicable.

PASSED AND ADOPTED by the Governing Board on May 22, 2019, by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)

) ss

COUNTY OF SAN BERNARDINO

I, Gary Ovitt, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED my hand this 22nd day of May, 2019.

Gary Ovitt
Clerk/Secretary of the Governing Board

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

May 22, 2019
Board Meeting Date

TOPIC **UNIVERSITY OF CALIFORNIA, LOS ANGELES COST REIMBURSEMENT RESEARCH SUB-AWARD AGREEMENT AMENDMENT NO. 2**

Communication No. IV.E.3.h

SUPPORTS BOARD POLICY

Board Policy 3280 (Grants) – The Governing Board shall be informed about all grant awards received by the District. The Superintendent/President shall establish procedures to assure the timely application and processing of grant proposal applications and awards, and that the grants that are submitted directly support the purposes of the District.

PROPOSAL

To approve amendment no. 2 to the sub-award agreement between Chaffey College and University of California, Los Angeles to fund year three of the grant in the amount of \$27,634 with a term of March 1, 2019 through February 29, 2020. The amendment also confirms an automatic carryover of any unspent funds from years one and two to the next year of the grant.

BACKGROUND

This sub-award agreement reflects year three of a three year grant cycle ending February 29, 2020. This project involves collaborative research among Chaffey College and cognitive science laboratories at University of California, Los Angeles and at Saint Joseph’s University in Philadelphia, PA. The project focuses on learning technology that integrates (1) principles of *perceptual learning* that accelerate learners’ abilities to recognize and discriminate key structures and relations in scientific and mathematical domains, and (2) *adaptive learning* algorithms that utilize real-time performance data and principles of learning and memory to improve the effectiveness and efficiency of training by tailoring the learning process to the individual. Project activities to be conducted at Chaffey College will focus on applied studies investigating the best ways to apply findings from laboratory and other studies of learning to accelerate progress and improve learning outcomes for students in developmental math courses.

BUDGET IMPLICATIONS

Funding Source –Funding provided by the National Science Foundation, administered by UCLA.

Status of Funds – The 2018-2019 restricted general fund budget will be increased as indicated below for year two of this grant:

48xxx	Income	<u>\$ 27,634</u>
51xxx	Academic Salaries	\$ 9,950
52xxx	Classified Salaries	5,507
53xxx	Benefits	3,928
54xxx	Supplies	1,022
55xxx	Other Services	<u>7,227</u>
	Total	<u>\$ 27,634</u>

Future Implications – n/a

RECOMMENDATION

It is recommended that the Governing Board approve amendment no. 2 to the sub-award agreement between Chaffey College and University of California, Los Angeles to fund year three of the grant in the amount of \$27,634 with a term of March 1, 2019 through February 29, 2020. The amendment also confirms an automatic carryover of any unspent funds from years one and two to the next year of the grant.

Prepared by:	<u>Laura Hope, Acting Associate Superintendent, Instruction & Institutional Effectiveness</u>
Submitted by:	<u>Jim Fillpot, Dean, Institutional Research, Policy and Grants</u>
Reviewed by:	<u>Lisa Bailey, Associate Superintendent, Business Services and Economic Development</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

May 22, 2019
Board Meeting Date

TOPIC **VOCATIONAL EDUCATION AND TRAINING SERVICES**

Communication No. IV.E.3.i

SUPPORTS BOARD POLICY

Board Policy 3280 Grants – The Governing Board shall be informed about all grant awards received by the District. The Superintendent/President shall establish procedures to assure the timely application and processing of grant proposal applications and awards, and that the grants that are submitted directly support the purposes of the District.

PROPOSAL

To approve the Amendment to the Vocational Education and Training Services fee-for-service contract with the County of San Bernardino in the amount not to exceed \$2,500,000 effective July 1, 2019 through June 30, 2020.

BACKGROUND

The Workforce Preparation Program is designed to bridge the gap between the employer’s need for trained labor and the participant’s need for employment at livable wages with opportunity for career ladder advancement. The vocational education and services provided by this contract are in the following areas: Computer/Office Skills/Office Technology, Computer Office Skills (Limited English), Construction Laborer, Construction Laborer (Limited English), and Forklift Operation training.

BUDGET IMPLICATIONS

Funding Source – San Bernardino County Department of Human Services.

Status of Funds – Income and expenditures not to exceed \$2,500,000 for this contract will be included in the 2019- 2020 restricted general fund tentative budget.

Future Implications – The amendment is (1) of three (3) additional one-year extensions.

RECOMMENDATION

To approve the Amendment to the Vocational Education and Training Services fee-for-service contract with the County of San Bernardino in the amount not to exceed \$2,500,000 effective July 1, 2019 through June 30, 2020.

Prepared by:	<u>Sandra Sisco, Director, Economic Development</u>
Submitted by:	<u>Joy Haerens, Dean, Economic Development</u>
Reviewed by:	<u>Lisa Bailey, Associate Superintendent, Business Services and Economic Development</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

May 22, 2019
Board Meeting Date

TOPIC ALLOCATION MODEL OF EQUAL EMPLOYMENT OPPORTUNITY FUND

Communication No. IV.E.4.a

SUPPORTS BOARD POLICY

Board Policy 3420 Equal Employment Opportunity – The Governing Board is committed to promote the total realization of equal employment through an equal employment opportunity program.

PROPOSAL

To approve the district's annual submission of the equal employment opportunity fund certification affirming that funding use is in compliance with the Multiple Method Allocation Model pursuant to title 5.

BACKGROUND

To implement the equal employment opportunity policies established in the Education Code and title 5, the chancellor's office has established a Multiple Methods model for allocating the EEO fund. The chancellor's office will review our response and determine funding based on success in implementing best practices.

The district has complied with the standards of title 5, and the response to the fund allocation is contained in the document entitled "Chaffey Community College District Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form, Fiscal Year 2018-19".

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

To approve the district's annual submission of the equal employment opportunity fund certification affirming that funding use is in compliance with the Multiple Method Allocation Model pursuant to title 5.

Prepared by:	Susan Hardie, Director, Human Resources
Reviewed by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

May 22, 2019

Board Meeting Date

TOPIC **CHAFFEY COLLEGE CHILD DEVELOPMENT CENTER FACULTY ASSOCIATION (CDCFA)
CONTRACT NEGOTIATIONS**

Communication No. IV.E.4.b

SUPPORTS BOARD POLICY

BP 7140 Collective Bargaining – If eligible employees of the District select an employee organization as their exclusive representative, and if after recognition by the District or after a properly conducted election, an exclusive representative is certified as the representative of an appropriate unit of employees under the provisions of the Educational Employment Relations Act, Government Code Sections 3540 et seq., the District will meet and negotiate in good faith on matters within the scope of bargaining as defined by law. The District will assure that employees are treated equitably and evaluated regularly and systematically. Negotiated agreements with employee groups shall be fair, equitable, and affordable. The Superintendent/President shall: Conduct collective bargaining in a manner that is fair, applies principles of interest-based bargaining, and complies with Governing Board-established parameters. Approve collective bargaining contracts.

PROPOSAL

To open the Chaffey College Child Development Center Faculty Association (CDCFA) contract negotiations.

BACKGROUND

In March 2019, the Chaffey College Child Development Center Faculty Association (CDCFA) and representatives of the District identified bargaining topics in preparation to open negotiations on the next agreement. Bargaining topics are submitted as attachments to this item for information.

Article 8, Section 3547 of the Government Code requires that the public be given an opportunity to express itself regarding the initial proposals of the representatives at a public meeting of the public-sector employer.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board approve opening negotiations with the Chaffey College Child Development Center Faculty Association (CDCFA).

Submitted by:	<u>Lisa Bailey, Associate Superintendent, Business Services and Economic Development</u>
---------------	--

Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>
-----------------	---

Sunshine Proposal for Chaffey Child Development Center

March 2019

Compensation

In order to attract and retain qualified unit members, Chaffey CDC Unit is interest in a retroactive salary increases for 2017-18 and COLA +1 for 2018-19.

In this same interest, the salary schedule needs modification to acknowledge and recruit those who have the desired qualification of a masters degree.

Preparation Time

The district shall provide adequate hours of paid prep time to all unit members each week.

Class Size

Unit members shall be provided with over enrollment coverage and support, whenever it should occur.

Safety

Update language to protect unit members in the facility.

Work Schedules

Provide unit members with adequate notice of schedule changes.

Review utilization of Comp time and leave usage.

Supplies and Equipment

Unit members will be provided with adequate supplies and materials.

Other

Clarification of position expectations (forms, assessments, visitations, observations and other)

Educational Development opportunities.

2019 CDCFA NEGOTIATIONS DISTRICT LIST OF INTERESTS

Article	Interest
11.1	District Compliance – Review Bi-annual health appraisals (NAEYC accreditation standards)
11.24	Reporting accidents – Clarify types
12.2	Video Camera Usage – Clarify notification
14.3	Benefits – Adjust benefits to align with other employee groups
15.4.4	Sick Leave Notification – Clarify when notification is to be provided
15.7.4	Personal necessity – Clarify process of timely notification Personal business – Clarify requesting timeline and process
16.1	Wages – Review total compensation to ensure that it is fair, equitable, and competitive with benchmark districts
17.8	Calendar/Work Year/Days of Employment – Ensure consistency with District
17.10	Meetings – Clarify that meetings scheduled outside of work time shall be consistent with 17.5
App E	Evaluation – Update language

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

May 22, 2019
Board Meeting Date

TOPIC **EQUAL EMPLOYMENT OPPORTUNITY PLAN**

Communication No. IV.E.4.c

SUPPORTS BOARD POLICY

Board Policy 3420 Equal Employment Opportunity – The Governing Board is committed to promote the total realization of equal employment through an equal employment opportunity program. The Superintendent/President shall develop for review and adoption by the Governing Board, a plan for equal employment opportunity that compiles with the Education Code and Title 5 requirements.

PROPOSAL

To approve the 2019–22 Chaffey Community College District Equal Employment Opportunity Plan.

BACKGROUND

In accordance with established board policy and title 5, the Equal Employment Opportunity Plan has been developed to memorialize the district’s continued commitment to foster a working and learning environment that promotes diversity, inclusion, and equal employment opportunities. It also provides the process that the district will use to promote equal employment opportunity in its recruitment and hiring policies and practices in conformance with the applicable title 5 regulations.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board approve the 2019–22 Chaffey Community College District Equal Employment Opportunity Plan.

Prepared by:	<u>Susan Hardie, Director, Human Resources</u>
Reviewed by:	<u>Lisa Bailey, Associate Superintendent, Business Services and Economic Development</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>

**AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD**

May 22, 2019
Board Meeting Date

TOPIC MANAGEMENT PERSONNEL PLAN/EMPLOYMENT CONTRACT

Communication No. IV.E.4.d

SUPPORTS BOARD POLICY

Board Policy 7250, Educational Administrators - Educational administrators shall be compensated in the manner provided for by the appointment or contract of employment.

Board Policy 7260, Classified Supervisors, Managers, and Administrators – If a classified administrator is employed by an appointment or contract, the appointment or contract shall be subject to the same conditions as applicable to educational administrators.

PROPOSAL

To approve the employment contract between the Governing Board of the Chaffey Community College District and the management employee in position listed below:

General Counsel	Proposed Contract <u>Expiration Date</u> June 30, 2020
-----------------	--

BACKGROUND

The Chaffey Community College District Management Professional Development/Evaluation Personnel Plan approved by the Governing Board on May 24, 2018, consistent with the provisions of California Education Code, Section 72411, a provision enacted under AB1725, requires all instructional and student services administrators to be employed, and all other administrators may be employed, by the Governing Board of the district by an appointment or contract not to exceed four years. The applicable provisions of the Management Professional Development/Evaluation Personnel Plan approved by the Governing Board provides that managers appointed to Level I positions may be employed by the Governing Board under contract for a period not greater than four (4) years. Managers appointed to Level II, Level III, and Level IV positions may be employed by the Governing Board under contract for a period not greater than three (3) years.

BUDGET IMPLICATIONS

Funding Source – Unrestricted general fund

Status of Funds – The personnel costs associated with this position will be approximately \$222,904 (salary \$169,583; benefits \$53,321) for the 2019-20 fiscal year and will reduce the district's legal contracted services included in the 2019-20 budget by \$250,000.

Future Implications – It is anticipated that this cost reduction will be ongoing.

RECOMMENDATION

It is recommended the Governing Board approve the employment contract between the Governing Board of the Chaffey Community College District and management employee in position listed above.

Prepared by:	Susan Hardie, Director, Human Resources
Reviewed by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

May 22, 2019
Board Meeting Date

TOPIC STUDENT DISCIPLINE

Communication No. IV.E.5.a

SUPPORTS BOARD ENDS STATEMENT/POLICY

Board Policy 5500 Standards of Student Conduct – The Superintendent/President shall establish procedures for discipline of students in accordance with the requirements for due process of the federal and state law and regulations. The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student. The Superintendent/President shall provide due process to students prior to suspension or expulsion. The Governing Board shall consider any recommendation for expulsion from the Superintendent/President. The Governing Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Governing Board on the expulsion shall be taken at a public meeting.

PROPOSAL

To expel student with identification number 8452 from the Chaffey Community College District effective immediately.

BACKGROUND

A student was issued a Disruptive Presence Advisory on February 26, 2019, due to violations of the following:

Behavior Code Violation A. – *Obstruction or disruption of the college’s educational process, administrative process, or other college function; disruptive behavior or willful disobedience; open defiance of authority or abuse of Chaffey College personnel*

Behavior Code Violation C. – *Continued disruptive behavior, continued willful disobedience, habitual profanity or vulgarity; the open and persistent defiance of authority or persistent abuse of Chaffey College personnel and/or persistent, serious misconduct where other means of correction have failed to bring about proper conduct*

Behavior Code Violation X. – *Engaging in harassing or discriminatory behavior based on but not limited to: ethnic group identification, national origin, religion, age, sex or gender, race, color, ancestry, sexual orientation, physical or mental disability or any other category protected by law, or on the basis of one or more of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics*

The student made inappropriate comments to staff members and was being disruptive in the Transitional Services Office.

Following the initial incident, the student’s behavior continued and escalated adding the following violations:

Behavior Code Violation D. – *Causing, attempting to cause, or threatening to cause physical injury to another person, including but not limited to assault, battery, or any threat of force or violence upon a student, Chaffey College personnel, or any other person*

Behavior Code Violation CC. – *Engaging in any act of bullying by means of any electronic act, whether off or on campus and whether or not through use of the user’s personal electronic equipment/device(s) or non-Chaffey College e-mail/websites/communications/forums, when directed toward a student, college personnel, or governing board member of Chaffey College, or when directed against any individual if the act has a nexus to school attendance/activities by posing a threat or danger to the safety of students, college personnel or property of Chaffey College, or if it materially and substantially disrupts the school environment*

The student engaged in harassing, discriminatory, and threatening behavior with Chaffey College staff, made inappropriate and threatening comments to an administrator and his staff, made inappropriate and discriminatory comments to the Superintendent/President, and engaged in the act of bullying by posting inappropriate comments on the Chaffey College Facebook page.

The student met with the Dean of Student Life to address the charges brought before him/her on March 15, 2019. Additionally, notification was sent to the student on April 8, 2019, informing him/her of his/her rights to request a hearing; however, the student failed to request a hearing by the deadline. The student was also afforded the right to address the Board; however, no response to address the Board has been received.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended the Governing Board expel student with identification number 8452 from the Chaffey Community College District for violations of the Student Behavior Code and California Penal Code sections noted above.

Prepared by:	Eric Bishop, Vice President, Student Services
Submitted by:	Eric Bishop, Vice President, Student Services
Recommended by:	Henry D. Shannon, Superintendent/President

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

May 22, 2019

Board Meeting Date

TOPIC **CONTRACT, PURCHASE ORDER, AND WARRANT LISTS**

Communication No. IV.F.1.a

SUPPORTS BOARD POLICY

Board Policy 6310 Accounting – Present to the Governing Board at a regular Governing Board meeting a list of all purchase orders and/or District warrants for Governing Board review and ratification.

PROPOSAL

To ratify the contract, purchase order, and warrant lists as presented.

BACKGROUND

The attached reports represent all contracts, purchase orders, and district warrants for the month of April 2019.

BUDGET IMPLICATIONS

Funding Source – All Funds

Status of Funds – Funding for these contracts, purchase orders, and warrants are included in the 2018-2019 adopted district budgets.

Future Implications – None

RECOMMENDATION

It is recommended the Governing Board ratify the attached contract, purchase order, and warrant lists.

Prepared by:	Kim Erickson, Executive Director, Business Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry Shannon, Superintendent/President

CONTRACT AND CHANGE ORDER LIST¹

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2019CS635	Adan Renner	Victorville, CA	For a not-to-exceed amount, to provide a presentation regarding the transfer process for geology majors from Chaffey College to California State University, Pomona on April 9, 2019, as approved by Math and Science. ²	\$100.00	Restricted General Fund
2019CS558	African Soul International	Rancho Cucamonga, CA	For a not-to-exceed amount, to provide a dance and drum performance during the 2019 Chaffey College 5 th annual <i>Black/African American Celebration of Graduates</i> event, on April 27, 2019, as approved by Special Populations and Equity. ³	2,676.00	Restricted General Fund
2019CS667	Andrew Shehan	Upland, CA	For a not-to-exceed amount, to facilitate the <i>California Basic Educational Skills Test</i> (CBEST) workshop, on April 27, 2019, as approved by Social and Behavioral Sciences.	450.00	Unrestricted General Fund
2019CS636	Angel Rogers, STAR Training	Highland, CA	For a not-to-exceed amount, to provide a conflict resolution workshop for Classified staff sponsored by Classified Success Network Advisory Committee (CSNAC), on May 2, 2019, as approved by Classified Success Network.	500.00	Unrestricted General Fund
2019CS668	Angela Beeley	Rancho Cucamonga, CA	For a not-to-exceed amount, to facilitate the <i>California Basic Educational Skills Test</i> (CBEST) workshop, on May 4, 2019, as approved by Social and Behavioral Sciences.	450.00	Unrestricted General Fund
2019CS599	Anthony Hurd	Fontana, CA	For a not-to-exceed amount, artist will be in attendance for Zine Fest, located at the Student Art Gallery on March 6, 2019, as approved by Wignall Museum.	75.00	Unrestricted General Fund
2019CS352	Arrowhead Sheet Metal	San Bernardino, CA	For a not-to-exceed amount, to install seven (7) unit heaters at Aeronautics and Automotive Technology buildings at the Rancho Cucamonga Campus, for the period of November 1, 2018 through June 30, 2019, as approved by Facilities/Physical Plant. ⁴	34,746.00	Restricted General Fund
2019CS653	Blended Sounds of Joy	Rancho Cucamonga, CA	For a not-to-exceed amount, to provide a choir performance during the 5 th annual <i>Black/African- American Celebration of Graduates</i> event, on April 27, 2019, as approved by Special Populations and Equity. ⁵	620.00	Restricted General Fund
2019CS629	Cristal Quijada	Rancho Cucamonga, CA	For a not-to-exceed amount, participate in a panel titled "Nursing Major Realities" on March 29, 2019, as approved by Extended Opportunity Programs and Services. ⁶	100.00	Restricted General Fund
2019CS664	CurricUNET	Idaho Falls, ID	For a not-to-exceed amount, to provide CurricUNET hosting, maintenance and technical support, for the period of July 1, 2019 through June 30, 2020, as approved by Information Technology Services.	27,240.00	Unrestricted General Fund
2019CS428	Douglas C. Compton	Heron, MT	Amendment 1 to increase the not-to-exceed amount, for additional training services for workers of District's business clients and community partners, as approved by Economic Development. ⁷	1,050.00	Restricted General Fund
2019CS646	Eli Jacobs-Fantauzzi	Berkeley, CA	For a not-to-exceed, to participate in a discussion following a movie showing on May 1, 2019, as approved by Special Populations and Equity. ⁸	1,000.00	Restricted General Fund
2019CS657	Emsi	Moscow, ID	Three-year subscription provide access to Profile Analytics and Analysis as approved by Economic Development. ⁹	76,500.00	Restricted General Fund

¹ Funding for all contracts and change orders on this list are included in the 2018-2019 adopted district budgets.

² Funded by Title III, STEM grant funds.

³ Funded by Student Equity budget.

⁴ Funded by Physical Plant & Instructional Support Block grant budget.

⁵ Funded by Student Equity budget.

⁶ Funded by Cooperative Agencies Resources for Education (CARE) budget.

⁷ Funded by Economic Development grant funds.

⁸ Funded by Student Equity budget.

⁹ Funded by Strong Workforce budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2019PW610	Enko Systems, Inc.	San Bernardino, CA	For a not-to-exceed amount, to install patch bay system and integrate with currently installed recording equipment in the Sound Recording rooms of the Theatre Building, located at the Rancho Cucamonga Campus, for the period of March 12, 2019 through August 31, 2019, as approved by Administrative Affairs.	\$15,000.00	Measure L Bond Fund
2019CS614	Fiori Barton	Rancho Cucamonga, CA	For a not-to-exceed amount, to facilitate a creative therapy and painting workshop on April 10, 2019, as approved by Extended Opportunity Programs and Services. ¹⁰	300.00	Restricted General Fund
2019CS650	Floor Technology Group	Orange, CA	For a not-to-exceed amount, to remove and dispose of existing carpeting and install new carpet tiles and vinyl flooring in the Veterans Resource Center, located at the Rancho Cucamonga Campus, for the period of April 23, 2019 through June 30, 2019, as approved by Administrative Services/Facilities. ¹¹	20,165.05	Restricted General Fund
2019CS658	Floor Technology Group	Orange, CA	For a not-to-exceed amount, to remove and dispose of existing carpeting and install new carpet tiles in the Social Science building, room 109 and 121, located at the Rancho Cucamonga Campus, for the period of May 1, 2019 through June 30, 2019, as approved by Facilities Development.	14,028.72	Unrestricted General Fund
2019CS630	Giovanna S. de Gutierrez	Rancho Cucamonga, CA	For a not-to-exceed amount, participate in a panel titled "Nursing Major Realities" on March 29, 2019, as approved by Extended Opportunity Programs and Services. ¹²	100.00	Restricted General Fund
2018PW352	Golden Eagle Moving Services, Inc.	Upland, CA	Amendment 3 to extend completion time to June 28, 2019, as approved by Administrative Affairs.	No Cost Impact	
2019PW640	Inland Signs Inc.	Ontario, CA	For a not-to-exceed amount, to provide and install stainless steel letter signage to the exterior of the Wignall Museum building, located at the Rancho Cucamonga Campus, for the period of April 15, 2019 through June 30, 2019, as approved by Administrative Affairs.	5,176.00	Measure L Bond Fund
2019PW107	J B Bostwick	Anaheim, CA	Change Order (CO) 2 & 3 to remove and replace 150 square feet of sidewalk on the east side of the library, and to remove and replace concrete curb and gutter in Parking Lot #11, as approved by Administrative Affairs.	8,281.00	Capital Projects Fund
2019CS601	J Harris Industrial Water Treatment Inc.	Oxnard, CA	For a not-to-exceed amount, to sanitize the DI water system in the Chemistry building at the Rancho Cucamonga Campus, for the period of April 9, 2019 through June 30, 2019, as approved by Construction & Facilities – Emergency Operations Center.	1,177.08	Unrestricted General Fund
2019CS643	Jan D. Serrantino Cox	Rancho Santa Margarita, CA	For a not-to-exceed, to provide training for staff and faculty members in the Health Sciences department, for the period of April 22, 2019 through June 30, 2019, as approved by Health Sciences. ¹³	3,000.00	Restricted General Fund
2019CS146	Jeanine Hill	Orange, CA	Amendment 2 to increase the not-to-exceed amount, for additional photography services, as approved by Marketing and Public Relations.	4,000.00	Unrestricted General Fund
2019CS621	Jeanine Hill	Orange, CA	For a not-to-exceed amount, provide photography services for the 5 th annual <i>Black/African American Celebration of Graduates</i> event on April 27, 2019, as approved by Special Populations and Equity. ¹⁴	1,350.00	Restricted General Fund
2019CS622	Jeanine Hill	Orange, CA	For a not-to-exceed amount, to provide photography services for the <i>Girl Talk</i> event, on July 27, 2019, as approved by Special Populations and Equity. ¹⁵	1,000.00	Restricted General Fund
2019CS598	Jen Venegas	El Monte, CA	For a not-to-exceed amount, artist will be in attendance for Zine Fest, located at the Student Art Gallery on March 6, 2019, as approved by Wignall Museum.	75.00	Unrestricted General Fund

¹⁰ Funded by Student Equity budget.

¹¹ Funded by Veteran's Resource Center budget.

¹² Funded by Cooperative Agencies Resources for Education (CARE) budget.

¹³ Funded by Strong Workforce budget.

¹⁴ Funded by Student Equity budget.

¹⁵ Funded by Student Equity budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2019CS659	Jiangning Che	Diamond Bar, CA	For a not-to-exceed amount, provide services as a subject area specialist for the evaluation of a full-time faculty member, for the period of March 11, 2019 through April 18, 2019, as approved by Instruction and Institutional Effectiveness.	\$500.00	Unrestricted General Fund
2019CS620	John Agustin Gonzalez	West Covina, CA	For a not-to-exceed amount, provide a musical performance during the 1 st annual <i>Social Justice Contest</i> event honoring Cesar Chavez, on April 2, 2019, as approved by Special Populations and Equity. ¹⁶	100.00	Restricted General Fund
2019CS597	Josh Corea	Norwalk, CA	For a not-to-exceed amount, artist in attendance at Zine Fest, located at the Student Art Gallery on March 6, 2019, as approved by Wignall Museum.	75.00	Unrestricted General Fund
2019CS59	Katherine J. Edwards, Esq.	Huntington Beach, CA	Amendment 1 to increase the not-to-exceed amount, for additional as-needed investigation services, as approved by Human Resources.	20,000.00	Unrestricted General Fund
2019CS312	Klein Educational Systems, Inc.	Davis, CA	Amendment 1 to increase the not-to-exceed amount, for additional onsite instructor training services, as approved by Economic Development. ¹⁷	2,000.00	Restricted General Fund
2019CS625	Kwik Flash Photo	Inglewood, CA	For a not-to-exceed amount, to provide photo booth services for the 5 th annual <i>Black/African American Celebration of Graduates</i> on April 27, 2019, as approved by Special Populations and Equity. ¹⁸	750.00	Restricted General Fund
2019CS665	LVI Technologies	Los Angeles, CA	For a not-to-exceed amount, remove and replace existing data cabling at Modular buildings 2, 3, 4 and 5, located at the Rancho Cucamonga Campus, for the period of May 15, 2019 through June 30, 2019, as approved by Technical Services.	10,398.00	Unrestricted General Fund
2019PW613	M Arthur Gensler Jr and Associates	Los Angeles, CA	Year 1 of a 3-Year Agreement, to provide ongoing planning services to the District, including but not limited to: five rear construction plan, initial project proposals, CCCCCO coordination, and other planning services, for the period of January 1, 2019 through January 31, 2022, as approved by Administrative Affairs.	15,000.00	Capital Projects Fund
2019CS611	Michael J. Panici	Victorville, CA	For a not-to-exceed amount, to provide training and performance-based testing in the areas of, but not limited to: advanced manufacturing, construction, mechatronics, industrial electrical, pre-engineering, machining, industrial mechanical, welding, NCCER programs and HVAC, for the period of March 14, 2019 through June 30, 2019, as approved by Economic Development. ¹⁹	4,500.00	Restricted General Fund
2019CS670	Michelle Segura Padilla	Los Angeles, CA	For a not-to-exceed amount, serve as keynote speaker during the <i>DREAMers' 4th Annual Student & Family Leadership Conference</i> on April 27, 2019, as approved by High School Relations. ²⁰	250.00	Restricted General Fund
2018PW67	Mobile Modular Management Corporation	Mira Loma, CA	Amendment 3 to increase the not-to-exceed amount and to extend the lease term of the Swing Space Village modular buildings to August 1, 2020, as approved by Administrative Affairs.	47,783.70	Measure L Bond Fund and Unrestricted General Fund
2019CS649	Monica Rodriguez	Los Angeles, CA	For a not-to-exceed amount, to provide web writing services as part of the District's web redesign project, for the period of April 19, 2019 through June 29, 2019, as approved by Marketing and Public Relations.	9,000.00	Unrestricted General Fund
2019CS663	Nancy Macko	Upland, CA	For a not-to-exceed amount, to participate as a judge for the "2019 Spring Photography Show," for the period of May 8, 2019 through May 12, 2019, as approved by Visual and Performing Arts.	100.00	Unrestricted General Fund
2019CS627	Niki Tran	West Covina, CA	For a not-to-exceed amount, provide services as a subject area specialist for the evaluation of a full-time faculty member, for the period of March 5, 2019 through April 9, 2019, as approved by Instruction and Institutional Effectiveness.	500.00	Unrestricted General Fund

¹⁶ Funded by Student Equity budget.

¹⁷ Funded by Strong Workforce budget.

¹⁸ Funded by Student Equity budget.

¹⁹ Funded by Economic Development grant funds.

²⁰ Funded by Title V, Hispanic Serving Institution grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2019CS616	Olivia Sevilla	Ontario, CA	For a not-to-exceed amount, provide trauma-focused training for Counseling Department, for the period of February 7, 2019 through February 21, 2019, as approved by Counseling and Student Success and Support Programs. ²¹	\$300.00	Restricted General Fund
2019CS645	Padgett's Cleaning and Restoration	Redlands, CA	For a not-to-exceed amount, to repair and restore Earl Sicosky Gymnasium stairwell due to flooding at the Rancho Cucamonga Campus, for the period of March 25, 2019 through June 30, 2019, as approved by Human Resources.	6,330.01	Unrestricted General Fund
2019CS654	Padgett's Cleaning and Restoration	Redlands, CA	For a not-to-exceed amount, to repair and restore buildings damaged by flooding in men's restroom and stairwell in the Theatre Arts building and Earl Sicosky Gymnasium weight room at the Rancho Cucamonga Campus, for the period of March 25, 2019 through June 30, 2019, as approved by Human Resources.	5,145.49	Unrestricted General Fund
2019CS594	Rancho Cucamonga Quakes	Rancho Cucamonga, CA	For promotional opportunities, including, but not limited to: a title sponsorship for one Quakes Fireworks Night, a logo on the sponsor page of the Quakes website, advertisements in Quakes programs, and an outfield fence sign, for the 2019 baseball season, as approved by Marketing and Public Relations.	6,036.00	Unrestricted General Fund
2018PW40	RC Construction Inc.	Rialto, CA	<p>Change Request 9 to increase the not-to-exceed amount for the Measure L Build-Out Projects. The Change Order (CO) includes:</p> <p>Campus Center Shade Structure (CO #7) – 1) to add framing support for the composite wood members installed in the concrete benches 2) to add framing supports for the roof parapet and plywood at the small storage room building, pursuant to Division of State Architect Field Engineers site visit for a request change of structural connections 3) add landscape plans that detail the installation of non-potable water signs. 4) Due to field conditions in installing the stamped concrete flatwork to achieve a complaint slope, additional grading and fill materials was required in the southern half of the shade structure area in order to achieve the required slope 5) the existing Panther Cafe and Chaffey Dining Commons signs were in conflict with the shade structure canopy. The College did not want the signs re-installed, resulting in a credit.</p> <p>Theatre Wings Renovation (CO #9) – 1) addition of three data cables in the three existing classrooms in the west wing and then down to the new IDF room in the basement in order to be compliant with the District's current technology room set ups 2) installation of new HVAC grills and registers for a complete and new finished ceiling appearance in Theatre West Wings 3) application of flat black paint to the acoustical ceiling tiles 4) selection of an alternate rubber tread color to install at the set of stairs in the west wing and to reduce lead-time period, resulting in a credit 5) deletion of scope of work (determined to no longer be required) which detailed installation of gypsum board to the ceilings, resulting in a credit 6) paint the door frames and doors installed in various places of the Theatre building under a separate Maintenance & Operations contract. 7) final cleaning, the contractor's shared responsibility, in the central core of the Theatre building due to the migration of dust during the course of construction from the Theatre Wings into the central core of the Theatre Auditorium, resulting in a credit 8) non-reinstallation of existing marker boards removed in the early stages of the Theatre Renovation project; the District will secure new marker boards to be installed as a furniture, fixture, and equipment item in the classrooms under a separate contract, resulting in a credit.</p> <p>Campus Center East Plaza (CO #6) – 1) thirty-day extension of contract due to construction delays due to unforeseen field conditions and the heightened DSA oversight inspections during the course of construction 2) exposure of storm drain piping needed to be exposed for proper pipe connections at this location 3) removal and disposal of hazardous transite storm drain piping.</p> <p>Museum Renovation (CO #8) – 1) pull out entire textured patio deck and replace with a smooth broomed concrete finish 2) replacement</p>	101,478.00	

²¹ Funded by Student Success and Support Program budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
			of existing sidewalks and installation of concrete flatwork 3) relocation of motor on the Break Room coiling door so as not to be in conflict with the ceiling light fixture. This Change Request was approved by Administrative Affairs.		
2019CS60	Reilly Workplace Investigations	Encinitas, CA	Amendment 1 to increase the not-to-exceed amount, for additional employment related investigation services, as approved by Human Resources.	\$13,322.00	Unrestricted General Fund
2019CS662	Sarah Davila	Rancho Cucamonga, CA	For a not-to-exceed amount, to recruit key stakeholders for the inaugural Program Advisory Committee, plan and hold the first Program Advisory Committee meeting, and to establish and cultivate close relationships between the Chaffey College Public Health Program and the surrounding local community, for the period of April 1, 2019 through June 30, 2019, as approved by Health Sciences.	2,400.00	Unrestricted General Fund
2019CS446	Scott McLeod Plumbing	Alta Loma, CA	For a not-to-exceed amount, to provide as-needed emergency plumbing services at the Chino, Fontana, and Rancho Cucamonga campuses, for the period of July 1, 2018 through June 30, 2019, as approved by Facilities/Physical Plant.	8,000.00	Unrestricted General Fund
2019CS70	Shaw HR Consulting Inc.	Newbury Park, CA	Amendment 1 to increase the not-to-exceed amount, for additional consulting services, as approved by Human Resources. ²²	4,131.00	Restricted General Fund
2019CS569	Sherry King	Laguna Niguel, CA	For a not-to-exceed amount, to provide as-needed counseling and mediation services as requested by the department of Human Resources, for the period of January 15, 2019 through June 30, 2019, as approved by Human Resources.	600.00	Unrestricted General Fund
2019CS617	Socal Compliance Services	Rancho Cucamonga, CA	For a not-to-exceed amount, to perform fuel system liquid sensor upgrade on the fuel pumps in the Maintenance Yard located at Chaffey College, Rancho Cucamonga Campus, for the period of April 1, 2019 through June 30, 2019, as approved by Facilities/Physical Plant.	3,691.77	Unrestricted General Fund
2019CS644	Soul Water Rising	Camarillo, CA	For a not-to-exceed amount, conduct workshops for students and staff for Foster Youth Awareness Month, on April 29, 2019, as approved by Extended Opportunity Programs and Services. ²³	6,000.00	Restricted General Fund
2019PW587	Steven L. Craig & Associates, Inc.	Newport Beach, CA	For a not-to-exceed amount, to remove and replace existing scoreboard and add panels at Grigsby Field, located at the Rancho Cucamonga Campus, for the period of February 1, 2019 through May 1, 2019, as approved by Facilities Development.	34,900.00	Unrestricted General Fund
2019CS572	The Lamar Companies	San Bernardino, CA	For a not-to-exceed amount, to provide digital advertising services, for the period of March 6, 2019 through June 30, 2019, as approved by Marketing & Public Relations.	9,000.00	Unrestricted General Fund
2019CS214	Thor Safety	Corona, CA	Amendment 4 to increase the not-to-exceed amount for additional training services for District's business clients and community partners, as approved by Economic Development. ²⁴	6,292.00	Restricted General Fund
2019CS628	Tiffany Mims	Ontario, CA	For a not-to-exceed amount, participate in a panel titled, "Nursing Major Realities" on March 29, 2019, as approved by Extended Opportunity Programs and Services. ²⁵	100.00	Restricted General Fund
2019CS672	Total Compensation Systems, Inc.	Westlake Village, CA	For a not-to-exceed amount, to provide consulting services to comply with the requirements of current General Accounting Standards Board (GASB) accounting standards related to retiree health benefits, for the period of June 1, 2019 through February 29, 2020, as approved by Business Services and Economic Development.	7,200.00	Unrestricted General Fund
2019CS263	Trane US Inc.	Brea, CA	Amendment 1 to extend the completion end date to January 31, 2019 and to increase the not-to-exceed amount, for additional services to remove and replace corroded water box channels serving Central Plant Chiller, as approved by Facilities/Physical Plant.	1,743.45	Scheduled Maintenance Fund

²² Funded by Staff Diversity funds.

²³ Funded by NextUp Cooperating Agencies Foster Youth Educational Support (CAFYES Next Up) budget.

²⁴ Funded by Strong Workforce budget and Economic Development grant funds.

²⁵ Funded by Cooperative Agencies Resources for Education (CARE) budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2019CS638	Umberto Belfiore	Los Angeles, CA	For a not-to-exceed amount, to provide services as a subject area specialist for an instructor recruitment process on June 25, 2019, as approved by Human Resources.	\$500.00	Unrestricted General Fund
2019CS126	Victor Valley College	Victor Valley, CA	Memorandum of Understanding between Victor Valley College (VVC) and Chaffey Community College District (CCCD), whereas VVC in partnership with CCCD will provide training to companies using ETP funds and assist with all administrative requirements, for the period of August 1, 2018 through June 29, 2019, as approved by Economic Development. ²⁶	20,000.00	Restricted General Fund
2019CS637	William Napoli	Rancho Cucamonga, CA	For a not-to-exceed amount, provide Excel workshops for Classified staff on April 12, 2019, as approved by Classified Success Network.	1,600.00	Unrestricted General Fund

List reflects contracts entered into and change orders to existing contracts through APRIL 30, 2019.²⁷

²⁶ Funded by Economic Development grant funds.

²⁷ Funding for all contracts and change orders on this list are included in the 2018-2019 adopted district budgets.

CHAFFEY COMMUNITY COLLEGE

WARRANT REGISTER REPORT

FOR THE MONTH OF APRIL 2019

GENERAL FUNDS (10)

PAYROLL	7,324,118.18	
COMMERCIAL	<u>4,352,219.81</u>	
TOTAL FUND (10)		11,676,337.99

SCHEDULED MAINTENANCE FUND (42) 28,970.91

BUILDING FUND (40) 817,020.86

EARLY RETIREMENT FUND (61)

VACATION LIABILITY (69) -

CAPITAL OUTLAY PROJECT FUND (41) 954,366.96

CHILD DEVELOPMENT FUND (33)

PAYROLL	92,043.32	
COMMERCIAL	<u>259,452.40</u>	
TOTAL FUND (33)		351,495.72

TOTAL ALL FUNDS **\$ 13,828,192.44**

PAYROLL WARRANT/ADVICE NUMBERS

125462-125574 404740-406805

COMMERCIAL WARRANT NUMBERS

1013587-1013719 1715274-1716748

PURCHASE ORDER NUMBERS

BPO's	13907-13920	\$ 28,545.00
PO's	52127-52457	\$ 1,100,840.92