



Chaffey College

ACCJC Midterm Report 2020

Submitted by:

Chaffey College
5885 Haven Ave
Rancho Cucamonga, CA 91737

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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Midterm Report Certification Page

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From:

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I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

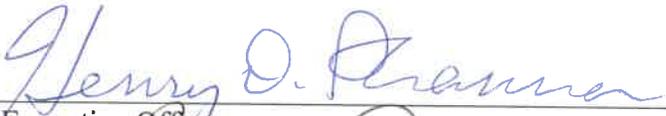
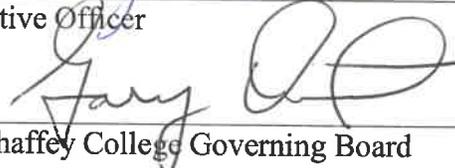
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|  _____ Chief Executive Officer | 10/22/2020 _____ Date |
|  _____ President, Chaffey College Governing Board | 10/22/2020 _____ Date |

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Chaffey College Mid-Term Accreditation Report

Report Preparation

In the spring of 2016, Chaffey College engaged in its official evaluation process facilitated by the Accrediting Commission for Community and Junior Colleges, but the work associated with self-evaluation and preparation for the review began much earlier. For over two years, the Chaffey College community earnestly engaged in a rigorous period of reflection documenting compliance, success, and aspirational goals. It has already been more than three years since that period, and the College continues to endeavor to improve and evolve in order to more effectively accomplish its mission. This report catalogs some of those efforts and provides an update on areas that were identified in 2016.

Plans Arising from the Self-Evaluation Process

Summary of Actionable Improvement Plans (AIP)

1. Chaffey College will fully implement Taskstream as a way to formalize and catalog assessment and internal review for improvement (I.B.2, I.C.2, II.A.3).
2. Chaffey College will more formally implement Institution-Set Standards and improve communication with respect to them (I.B.3).
3. Chaffey College will more formally determine which learning outcomes should be disaggregated and why (I.B.6).
4. Chaffey College will create a matrix of all College plans (I.B.9).
5. Finalize negotiation of revised faculty observation forms and evaluate the systems of evaluation for classified staff (III.A.6).
6. Develop a more formal system of evaluation for the College’s participatory governance and committee structures (IV.A.7).

| Implementation of Taskstream | |
|--|--|
| Applicable Standards | I.B.2, I.C.2, II.A.3 |
| Timeline | 2016-2017 |
| Action Taken | The College fully implemented Taskstream to catalog and track Program and Services Review and update Student Learning Outcomes. |
| Evidence | Examples from Program and Services Review that include the student learning outcomes updates and data portions that are reviewed by the Outcomes and Assessment Committee members ⁱ |
| Formally implement Institutionally-Set Standards and improve communication | |
| Applicable Standards | I.B.3 |
| Timeline | 2020 |

| | |
|--|---|
| Action Taken | College Planning Council conducted a comprehensive review of standards as part of the preparation to meet the Chancellor's Office requirement to develop and align Vision for Success Goals and made efforts to align Institutionally Set Standards to those goals. |
| Evidence | Institutionally-Set Standards and CCCCO Benchmarks ⁱⁱ |
| Determine disaggregation protocols for data | |
| Applicable Standards | I.B.6 |
| Timeline | 2019-2020 |
| Action Taken | The Outcomes and Assessment Committee and Program and Services Review team coordinated with Institutional Research to incorporate disaggregation into the Program and Services Review process as a first step. This year, Canvas will be the repository for SLO disaggregation, while more static outcomes will be disaggregated in Taskstream. |
| Evidence | Samples from PSR showing programmatic disaggregation of student data ⁱⁱⁱ |
| Finalize negotiations processes that incorporate learning outcomes into faculty evaluations | |
| Applicable Standards | III.A.6 |
| Timeline | 2017 and 2020 respectively |
| Action Taken | Faculty evaluation forms were revised to more explicitly address engagement with outcomes efforts, as was the faculty contract. Negotiations with CSEA are currently in process. |
| Evidence | Faculty evaluation forms from 2017 and page from CCFA Agreement on 18.2.3 ^{iv} |
| Develop and formalize a process to evaluate the efficacy of participatory governance | |
| Applicable Standards | IV.A.7 |
| Timeline | 2020-2021 |
| Action Taken | College Planning Council (CPC) has prioritized the development of evaluative protocols. However, the implementation of an updated Educational Master Plan needed to be completed first and was finalized in March of 2020. Responsible Parties: CPC and the Office of Instruction and Institutional Effectiveness. |
| Evidence | Copy of the CPC agenda ^v |

Institutional Reporting on Quality Improvements Response to Recommendation for Improvement

In 2016, Chaffey College received the following recommendation as part of its ACCJC evaluation:

In order to improve effectiveness, the team recommends that the College monitor the presence of regular and substantive interaction between distance education students and their instructor in individual course sections in order to take corrective action when regular and substantive interaction is lacking.

At the time, the College had been offering approximately 20% of its offerings in online/hybrid deliveries. As a result of a random assessment of sections, the team noted that engagement among students and instructors did not unanimously meet the definition of the standards associated with regular and substantive contact.

Since 2016, the Chaffey College Distance Education program has been significantly restructured since receiving the recommendations. In addition to two administrative co-directors, a Distance Education Support Specialist, and an Administrative Assistant in the area, there are now three faculty positions: one (1) 100%-release DE Coordinator and two (2) 50%-release Co-Facilitators.^{vi} This new structure has allowed for the development of additional resources to support faculty to ensure regular, substantive contact, including the following actions over the past few years:

- Training to become an online instructor has been comprehensively redesigned. Steps 1 and 3 of the three-step required training cover regular, substantive contact and require training activities and quizzes on this material and on accessibility requirements as well. Over 1,000 faculty have so far participated in this training and achieved DE Certification.^{vii} To date, all faculty are DE certified.
- The College migrated from Moodle to Canvas, the latter of which offers a wider range of communication tools both within the learning management system (LMS) and in the form of integrations. The College has also augmented Canvas with a variety of tools including Harmonize and other Learning Tools Inoperability (LTIs) to improve functionality and engagement.
- Upon the recommendation of the Distance Education team and the Distance Education Committee, Chaffey College Faculty Senate approved the CVC-OEI Course Design and the Peralta Equity Rubrics as best practices documents, both of which highlight regular, substantive communication.^{viii}
- The Distance Education team has provided guidance to the Curriculum Committee to ensure that regular and substantive contact is the fundamental aspect of any Distance Education modification to curriculum, providing the Committee with Section B of the CVC-OEI Course Design Rubric as a guide since it so closely parallels Curriculum's Distance Education Course Modification.^{ix}

- The DE team adopted local Peer Online Course Review (POCR) and was approved in September with local POCR certification authority. A POCR team has formed and meets monthly, and the College has invested in training several faculty across disciplines to become peer reviewers.^x
- A Distance Education Hub was created with evolving, robust resources on many topics, including course design, accessibility, and equitable practices. The Hub also features a section on regular and substantive contact, including the following: an overview of Ed Code requirements, a sample communication plan, a student-student interaction guide, regular and substantive contact planning documents, web conferencing tips, a substantive contact “quick guide,” discussion board facilitation guides, and communication apps/LTI guides.^{xi} Both the Mathematics and English Departments, two of the largest departments on campus, have established communications plans to assure regular and substantial contact.^{xii}

All of these efforts were maximized as a result of the COVID-19 crisis in which all courses were taught virtually after March 17, 2020, but even before this, the College was experiencing significant growth in DE enrollments.^{xiii} Between March of 2020 and June 30, 2020, the College enlisted a substantive group of distance education coaches, training sessions, and professional development opportunities, as evidenced by Blanket Addendums submitted to the Chancellor’s Office, which illustrate the overwhelming commitment to have all faculty certified to provide instruction and support services online.^{xiv} This goal was also expressed in the MOUs between the District and the Faculty Association during the pandemic crisis.^{xv} When deans conducted non-evaluative reviews to assure that courses were constructed to support effective contact, they immediately connected faculty to the DE mentors to assist them in further engagement opportunities in the online environment.^{xvi}

Beginning in fall of 2020, the College not only had 100% DE certification among all faculty, the Distance Education Team had also secured Chaffey’s integration with the CVC/OEI and had constructed an online student toolkit through the College website. The toolkit creates a simple repository for students to receive everything they need in one place that is not “behind” a log-in.^{xvii} Once enrolled, students can find everything they need in the Student Support Hub within Canvas in addition to experiences based on improved course design as a result of training and peer mentoring. Both of these systems provide immediate online support that not only affect the success of students in their DE experiences but in their overall college connectivity.

Despite the fact that the major training demands for certification are in the past, the College has maintained its facilitators and coaches and has expanded the distance learning team to include two new instructional technologists and assigned a full-time faculty in the role of instructional specialist and assigned a director to Distance Education in order to maximize the organizational infrastructure to continue to evolve and improve the delivery of instruction, support, and services.

Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

Chaffey College’s Program and Services Review (PSR) process establishes benchmarks for program success and evaluates academic quality and institutional effectiveness. PSR is an ongoing, collaborative process of collecting, interpreting, and analyzing data and learning outcomes assessment for the purpose of demonstrating program vitality and continuous quality improvement. Facilitated by the PSR Committee, Chaffey College requires all administration, instructional programs, and student support programs to complete a comprehensive program review on a rotating, three-year planning calendar with one third of the college’s programs completing the process every year. Annual updates follow the comprehensive program review and serve as a second point of contact to ensure that program and services are engaged in assessment of their visionary improvement goals.

Three Evaluation Criteria: The PSR Committee assess three areas of evaluation for all instructional programs: Program Overview, Evidence, and Strategic Planning. The three evaluation criteria are weighted relative to importance of the Chaffey Goals and are scored against each criterion. Of the three areas of evaluation, evidence comprises a majority of the overall weighted value of 60%. Learning outcomes assessment falls within the framework of “evidence” and has a weighted percentage score of 20% and provides the college with systematic evidence of improvement in teaching and learning. See Table 1.

Table 1.

| PSR Evaluation of Criteria Instructional Programs | | |
|--|-----------------|--|
| Evaluation Criteria | Criteria Weight | Subcomponents |
| Program Overview | 10% | |
| Evidence | 60% | <ul style="list-style-type: none"> ✓ Equity ✓ Overall Program Data ✓ Career Technical Education (if applicable) ✓ Learning Outcomes Assessment |
| Strategic Planning | 30% | <ul style="list-style-type: none"> ✓ Planning ✓ Visionary Improvement Goals |

PSR Learning Outcomes Requirements: As part of the comprehensive program review process, all instructional programs are required to fulfill specific learning outcomes requirements. Both instructional and student support programs are required to enter program learning outcomes (PLOs) into Taskstream, Chaffey’s online assessment management system, and then map PLOs to Chaffey’s Core Competencies, also known as institutional learning outcomes. Additionally, all instructional programs are required to enter Course Student Learning Outcomes (SLOs) into Taskstream, have an assessment plan, report summary of findings, and report on how results of assessment should be used to plan curriculum changes, rethink Guided

Pathways program maps, or revise or modify learning strategies and teaching methods. Course SLOs are then mapped to the degree and certificate program learning outcomes, known as a Curriculum Map.

PSR Data: The PSR process includes quantitative and qualitative analysis of comprehensive program review. Assessment of program health is evaluated on three measures:

1. Scoring Rubric: A criterion-based evaluation rubric is used to assess each type of program.^{xviii} For example, the scoring rubric is used by the PSR Committee to assess the three areas of evaluation for all instructional programs.
2. Quantitative Data: In the “evidence” section, PSR primary writers for the comprehensive program review are required to analyze data reports over a six-year period. For example, for instructional programs, data reports relate to two areas of evidence: equity and overall program data. Equity data included categorical variables of gender/identity, race/ethnicity, age group, students with disabilities, first generation students, and economically disadvantage students. Overall program data included completion variables of enrollment, retention, course success, degrees and certificates awarded, average units earned, and average number of semesters for students to earn a degree or certificate. PSR writers are required to enter responses into Taskstream based on an ordinal-like scale response legend (1 = increase, 2 = decrease, 3 = no change (plus or minus 2%), 4 = no or insufficient data available). With Taskstream, disaggregated data reports can be generated. The data reports are then concisely described in a PSR Executive Summary Report.

Growth in Assessment: One of Chaffey College’s Goals is to be an equity-driven college that fosters success for all students. The PSR Committee has made “equity” a distinctive subcomponent of the “evidence” evaluation criteria. By separating out equity data and looking specifically at the findings, programs are able to implement interventions or incorporate new diverse teaching methods to close the equity gap. For example, instructors have been exploring free digital teaching and research materials (i.e., Open Educational Resources) as an alternative to traditional textbooks to provide students with an equitable education.

For all sections of PSR, including learning outcomes, an in-depth quantitative analysis of all questions scores are averaged. Higher average scores indicate program health and lower average scores indicates that a program has insufficient areas that need improvement.

3. Qualitative Analysis of Learning Outcomes: Instructional and student support learning outcomes responses were coded and categorized to find common themes.

Qualitative Analysis and Quantitative Data

Instructional Programs: Twenty-two instructional programs, in addition to counseling, were required to review and analyze learning outcome assessment results from various courses in their

programs and to reflect on how the use of results relate to program learning outcomes. Two of the 22 programs were brand new, so there was no content analysis performed. Accordingly, programs were asked the following two open-ended questions:

Question 1: Based on SLO assessment results, what are the strengths of your program?

Question 2: Based on SLO assessment results, what are the areas the program needs to improve?

Qualitative Analysis: A qualitative analysis was conducted of instructional responses to learning outcomes data. Explicit content was closely examined to identify common themes and responses were analyzed to come up with topics and patterns of meaning that came up repeatedly. Themes were coded into categories and arranged in order of word frequency and words with similar meaning. Also, larger blocks of text were carefully analyzed for thematic meaning. The most prevalent themes for instructional questions 1 and 2 have been organized in Table 2 and Table 3. Theme 1 represents the highest number of occurrences, followed by the subsequent themes listed.

Table 2.

| Content & Thematic Analysis Instructional Programs | |
|---|---|
| Question 1: Based on SLO assessment results, what are the strengths of your program? | |
| Theme 1 | Learning basic principles and skills |
| Theme 2 | Higher job attainment and career goals advancement |
| Theme 3 | Scoring better on regionally accredited and state exams, higher scores on standardize tests |

Table 3.

| Content & Thematic Analysis Instructional Programs | |
|---|---|
| Question 2: Based on SLO assessment results, what are the areas the program needs to improve on? | |
| Theme 1 | Assessment process (e.g., time of assessment, revising assessment tool, rewriting outdated/revising learning outcomes, consistency of assessment across programs) |

| | |
|------------------------------------|--|
| Theme 2 | Readiness for employability (e.g., soft skills) |
| Theme 3 (Tie responses) | More resources; finding the most useful material |
| Theme 4 | More real-world experiences (stimulate situation, mimic real life, recreate events). |

Growth in Assessment: Referring to Theme 1, faculty are concerned with improving the assessment process. The involvement of the Outcomes and Assessment Committee (OAC) plays an important role in providing training and assisting faculty and staff with resources and support to implement outcomes-based assessment. OAC is working on recreating the learning outcomes webpage to include comprehensive training materials that specifically address the needs of faculty and staff and offering alternative online professional development opportunities.

Canvas and Growth in Assessment: An area that will be explored in-depth is how Canvas can assist in the growth of assessment. The regulatory and mandated processes and policies through which assessment enters classrooms encourages the stigma that learning outcomes measurement receives from many faculty members. The “Outcomes” tool in Canvas, especially when linked to digital badging for students, assist to combat assessment stigma and ignite meaningfulness and enjoyment in the process of recognizing and measuring the learning that students attain. Outcomes can be installed at the institutional level of the Canvas instance so that they are visible to all faculty who utilize the “Rubrics” tool for grading their assignments, no matter the course and department. Linking learning outcomes to assignments is a simple drag and drop process of moving relevant learning outcomes into a rubric and grading the assignment as they would any other. These outcomes can be aggregated through detailed reports at the institutional level, utilized for reporting in Taskstream and for recognition of learning for students in the form of digital badges, which are part of Chaffey’s overall plan for evaluating institutional outcomes called “core competencies.”

Student Support: Twelve student support programs, in addition to counseling, were required to review and analyze learning outcomes to support student program and services. Accordingly, programs were asked the following two open-ended questions:

Question 1: Based on SLO/AUO assessment results, what is your program doing well?

Question 2: Based on SLO/AUO assessment results, what could be improved?

Qualitative Data: Qualitative content analysis was also conducted for student support programs. The same robust procedure that was used for instructional programs was also used for student support programs. Compared to instructional programs, there was greater breadth of responses for student support programs, which made it more challenging to identify common themes. The most prevalent themes for student support questions 1 and 2 have been organized in Table 4 and Table 5.

Table 4.

| Content & Thematic Analysis Student Support Programs | |
|--|---|
| Question 1: Based on SLO/AUO assessment results, what is your program doing well? | |
| Theme 1 | Challenges unrelated to SLO data (i.e, turnover, loss of classified staff, change in leadership, not enough Institutional Research support) NOTE: Does not answer the question |
| Theme 2 | Increasing student knowledge of services, learning the process (i.e., orientations) |

Table 5.

| Content & Thematic Analysis Student Support Programs | |
|---|---|
| Question 2: Based on SLO/AUO assessment results, what could be improved? | |
| Theme 1 | More data reports and regularly occurring reports from Institutional Research |
| Theme 2 | Increasing online presence and online support |

Themes in Assessment: A reoccurring theme development (Theme 1) was that student support programs wanted more regular and ongoing data reports to identify trends that effect student services. Unlike instructional programs, student support services have difficulty with operationalizing what is being measured across various programs. The goal with instructional programs is to have longitudinal data (retention, enrollment, completion, etc.) to identify trends. However, this does not seem to be the case for student support, which makes it more challenging to identify a common theme or thread. The question that needs to be asked is, “What is the common denominator?” There would have to be a consistency across programs, in which all programs could be commonly operationalized. For some programs, it could be that there is more qualitative evidence versus quantitative evidence. The PSR Committee is planning to devise a PSR subgroup and include student support services representatives and institutional research representatives to explore if there are common denominators and what steps could be taken to provide student services with more data reports.

Quantitative Data: To help with the quantitative data analysis, average scores were taken from the comprehensive PSR scoring rubrics for instruction and student support. Program’s rubric

outlined the review criteria and defined how the overall self-study “exceeds,” “meets,” or “does not meet” the program review criteria. The PSR Committee scores each question on a ranking system of 3, 2, or 1 and then assigns a final ranking of 3, 2, or 1. Programs that fall below a 2 are then referred to a “remediation” process for further inquiry and evaluation, which includes the evaluation of outcomes assessments and learning.

Other outcomes data from the 2020 PSR cycle is still being reviewed, but the 2019 analysis demonstrate some of the significant changes that programs made as a result of learning assessments and reflection on the College’s guided pathways work. Some of those changes include increases in collaborations between departments in order to improve students’ experiences and outcomes. Some of those collaborations include the following:

- Wignall Museum has engaged in extensive collaborations on campus and with the community to contribute to students’ sense of belonging.
- The Business & Applied Technology Dean’s Office and the Office of Economic Development have each engaged in community collaborations/partnerships to more effectively connect students to careers through CTE curriculum and internship opportunities.
- Budgeting and Fiscal Services collaborated with Institutional Research to implement the new Student-Centered Funding Formula.
- The Student Success Centers and Supplemental Instruction collaborated to provide tutor & SI leader training that included Metacognition, as well as specific strategies to enhance students’ sense of belonging.
- Supplemental Instruction implemented an Ambassador program in which SI leaders are representatives in other student groups on campus.
- Library faculty have collaborated with different disciplines (e.g. Spanish, Cinema) to locate Open Educational Resources and lower-cost/zero-cost options for course materials and to support DE coursework with Poe, the Panther Librarian.
- Counseling collaborated extensively with different programs/areas at all three campuses to coordinate “Welcome Day” to orient new and prospective students and families to Chaffey.
- Astronomy increases access for students through DE, Turning Point, Dual Enrollment, Zero Cost Textbooks and has collaborated with other disciplines in hosting Planetarium shows to promote STEM student engagement.
- English and Math faculty collaborated with Curriculum and Counseling to redesign curriculum and modify placement processes related to AB705 implementation.
- Institutional Research, the Multidisciplinary Success Center, the Biology department and Counseling are collaborating to improve success in Human Anatomy, a “gateway course” for health science related fields (e.g. Kinesiology, Nutrition, and other Health Science fields).

Further analysis of last year’s activity is catalogued in the Executive Summary.^{xix}

**Institutionally-Set Standards
Student Course Completion**

| | 2016- 2017 | 2017- 2018 | 2018- 2019 | 2019- 2020 | 2020- 2021 |
|--|---------------|---------------|---------------|---------------|---------------|
| Student Course Completion | | | | | |
| Actual Performance | 70.42% | 70.41% | 70.18% | 72.55% | TBD |
| Institutionally Set Standard | 70.00% | 70.00% | 70.00% | 70.00% | 70.00% |
| Stretch Goal | 72.00% | 72.00% | 72.00% | 72.00% | 72.00% |
| Difference Between Actual and Institutional Standard | 0.41% | 0.41% | 0.18% | 2.55% | TBD |
| Difference Between Actual and Stretch Goal | -1.58% | -1.59% | -1.82% | 0.55% | TBD |

Operational Definition: Established by the California Community College Chancellor’s Office in conjunction with the California Community College Research and Planning (RP) Group, student course completion rate is defined as the number of A, B, C, and Passing (P) grade notations earned on record divided by the number of A, B, C, D, F, FW, P, NP (non-passing), I, and W grades earned on record. As this definition suggests, EW (excused withdrawal), IP (in progress), MW (military withdrawal), RD (report delayed), UG (ungraded non-credit), and UD (ungraded dependent) grade notations are excluded from the calculation of course completion rate.

Analysis: Examining data from the 2016-17 thru 2018-19 academic years, course completion rate remained relatively static with a slight decline observed in 2018-19 (0.23% decline from 2017-18 to 2018-19). Over this period the actual outcome exceeded the institutionally set standard of 70.00%. To achieve the stretch target (72.00% each year), an additional 1,829 to 2,129 successful course outcomes would have needed to be generated annually.

Based upon prior year actual data and targets, the same institutionally-set standard (70.00%) and stretch target (72.00%) were established for the 2019-20 academic year. However, with the advent of the COVID-19 pandemic and the assignment of 3,257 EW grades (5.4% of grade notations) in the spring 2020 semester, the spring 2020 course completion rate (75.72%) skewed the annual course completion rate (72.55%). An in-depth analysis that treated EWs as non-successful outcomes revealed that the course completion rate for the spring 2020 semester would still have been 71.31% and the annual course completion rate would have been 70.53%. Based upon these findings and the uncertainty that exists in the 2020-21 academic year, 70.00% and 72.00% were once again set as institutionally-set standard and stretch targets, respectively.

**Institutionally-Set Standards
Degree Completion (All Degrees)**

| | 2016- 2017 | 2017- 2018 | 2018- 2019 | 2019- 2020 | 2020- 2021 |
|---|---------------|---------------|---------------|---------------|---------------|
| Degree Completion (Unduplicated Student Count) | | | | | |
| Actual Performance | 1,875 | 2,247 | 2,311 | 2,428 | TBD |
| Institutionally Set Standard | 1,550 | 1,969 | 2,166 | 2,383 | 2,335 |
| Stretch Goal | 1,705 | 2,344 | 2,472 | 2,542 | 2,671 |
| Difference Between Actual and Institutional Standard | 325 | 278 | 145 | 45 | TBD |
| Difference Between Actual and Stretch Goal | 170 | -97 | -161 | -114 | TBD |

Operational Definition: In order to identify all degrees (Associate of Art (AA) awards; Associate of Science (AS) awards; and Associate Degree for Transfer (ADT) awards), award data was pulled from Ellucian, the district’s student information system. While students might have earned multiple degrees within an academic year (consistent with the Chancellor’s Office definition, identified as the summer, fall, and spring semesters), only unduplicated degree earners within an academic year are reported.

Analysis: Over the past four years, the unduplicated number of students who earned a degree increased from 1,875 to 2,428, a 553 numeric increase that represented a 29.5% gain. Examining data over the past four years, the district has consistently exceeded annual institutionally set standards. Recognizing the uncertainty created by the current COVID-19 pandemic, the district has established more moderate expectations for the 2020-21 academic year, setting an institutional standard that is 2% lower than the 2019-20 institutionally set standard. The district continues to set ambitious annual stretch goals, establishing an annual gain of 10% over the prior year performance as the stretch target.

**Institutionally-Set Standards
Certificate Completion (Chancellor’s Office Approved)**

| | 2016- 2017 | 2017- 2018 | 2018- 2019 | 2019- 2020 | 2020- 2021 |
|--|---------------|---------------|---------------|---------------|---------------|
| Certificate Completion, Chancellor’s Office Approved (Unduplicated Student Count) | | | | | |
| Actual Performance | 1,292 | 1,597 | 1,362 | 1,751 | TBD |
| Institutionally Set Standard | 1,036 | 1,357 | 1,679 | 1,430 | 1,649 |
| Stretch Goal | 1,447 | 1,615 | 1,757 | 1,498 | 1,727 |
| Difference Between Actual and Institutional Standard | 256 | 240 | -317 | 321 | TBD |
| Difference Between Actual and Stretch Goal | -155 | -18 | -395 | 253 | TBD |

Operational Definition: In order to identify all certificates awarded to students, award data was pulled from Ellucian, the district’s student information system. Locally approved certificates (i.e., non-Chancellor’s Office approved certificates) were excluded from analyses. While students often earn multiple certificates within an academic year (consistent with the Chancellor’s Office definition, identified as the summer, fall, and spring semesters), only unduplicated certificate earners within an academic year are reported, regardless of the certificate level.

Analysis: Over the past four years, the unduplicated number of students who earned a Chancellor’s Office approved certificate increased from 1,292 to 1,751, a 459 numeric increase that represented a 35.5% gain. Examining data over the past four years, a decline was observed in the 2018-19 academic year. Based upon the methodology employed by the district to establish annual institutionally set standards (a 5% increase over the prior year actual performance), the district failed to meet the institutionally set standard in 2018-19. However, a significant rebound was observed in the 2019-20 academic year, resulting in the district not only achieving the institutionally set standard but also significantly exceeding the 2019-20 stretch goal (established as a 10% increase over the prior year actual performance). It is unclear why the College experience a reduction in certificate attainment in 2018-19; however the rebound is partly attributable to the development and marketing of the College’s program maps as part of the

guided pathways efforts. To account for certificate award fluctuation over the past three years, the district has averaged unduplicated certificate award earners over the past three years (average = 1,570) and has set 2020-21 institutionally set standards and a stretch target that are 5% and 10% higher, respectively.

**Institutionally-Set Standards
Fall Semester Transfers (CSUs and UCs)**

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--|--------------|--------------|--------------|--------------|--------------|
| Fall Semester Transfers (CSUs and UCs) | | | | | |
| Actual Performance | 984 | 859 | 1,073 | 1,077 | TBD |
| Institutionally Set Standard | 921 | 935 | 816 | 1,019 | 1,023 |
| Stretch Goal | 1,067 | 1,082 | 945 | 1,180 | 1,185 |
| Difference Between Actual and Institutional Standard | 63 | -76 | 257 | 58 | TBD |
| Difference Between Actual and Stretch Goal | -83 | -223 | 128 | -103 | TBD |

Operational Definition: To identify Chaffey College students who transferred in the identified fall semester, the district examined fall enrollments from the Chaffey Community College District to the CSU system (*New Undergraduate Transfers From the California Community Colleges or Other Institutions*;

https://tableau.calstate.edu/views/FirstTimeFreshmanandCollegeTransfers/SummaryView?iframeSizedToWindow=true&:embed=y&:render=true&:showAppBanner=false&:display_count=no&:showVizHome=no) and the UC system (*California Community College New Enrollments at UC*; <https://www.universityofcalifornia.edu/infocenter/california-community-college-enrollments-uc>). Counts were aggregated to identify the total number of Chaffey College students who were verified as fall enrollees in the CSU/UC systems.

Analysis: Since admissions thresholds are established by the CSU and UC systems and are outside of the district’s control, the district established conservative institutionally set standards of 5% below the prior year actual performance outcome. In the fall 2017 semester, the actual performance outcome was 76 students below the institutionally set standard. However, in all other years the district exceeded the institutionally set standard. Stretch targets reflect a 10% increase over the prior year actual performance outcome. In fall 2018, the district not only achieved its institutionally set standard but also exceeded its stretch target. That achievement was, in part, the result of actively engaged relationships with both CSU and UC with Chaffey’s Transfer Center and due to special measures taken to assure that applications for transfer were delivered in a timely way.

Licensure Examination Pass Rates

| | Type of Exam | Inst. Set Standard | 2016-17 Pass Rate | 2017-18 Pass Rate | 2018-19 Pass Rate |
|--|--------------|--------------------|-------------------|-------------------|-------------------|
| Program | | | | | |
| Associate Degree Nursing | State | 80.0% | 97.3% | 98.2% | 96.2% |
| Aviation Maintenance Technology, Airframe | National | 85.0% | 100.0% | 98.0% | 100.0% |
| Aviation Maintenance Technology, Power Plant | National | 85.0% | 100.0% | 98.0% | 95.0% |
| Certified Nursing Assistant | National | 75.0% | 100.0% | 95.0% | 98.0% |
| Dental Assisting | State | 84.0% | 72.3% | 47.0% | n/a |
| Emergency Medical Technician | State | 80.0% | 89.5% | 88.1% | 85.6% |
| Radiologic Technology | National | 85.0% | 100.0% | 100.0% | 95.0% |
| Vocational Nursing | National | 75.0% | 61.5% | 67.7% | 75.7% |

Job Placement Rates for Students Completing Career Technical Education (CTE) Degrees & Certificates

| | Inst. Set Standard | 2015-16 Pass Rate | 2016-17 Pass Rate | 2017-18 Pass Rate | 2018-19 Pass Rate |
|--|--------------------|-------------------|-------------------|-------------------|-------------------|
| Program | | | | | |
| Accounting | 75.4% | 68.8% | 76.2% | 84.6% | 77.3% |
| Automotive Technology | 78.1% | 75.0% | 76.5% | 84.4% | 85.7% |
| Aviation Maintenance Technology, Airframe | 66.5% | 75.0% | 83.3% | 75.0% | 70.0% |
| Aviation Maintenance Technology, Power Plant | 77.2% | 75.0% | 80.0% | 82.6% | 81.3% |
| Business Administration | 74.5% | 78.4% | 71.1% | 76.9% | 87.3% |
| Business Management | 69.1% | 55.6% | 86.7% | 77.3% | 72.7% |
| Business, Paralegal | 72.2% | 70.6% | 73.3% | 80.7% | 74.1% |
| Business Technologies | 64.2% | 63.5% | 64.2% | 72.9% | 65.8% |
| Child Development and Education | 66.7% | 79.6% | 79.6% | 90.0% | 70.2% |
| Computer Information Systems | 68.4% | 43.8% | 90.5% | 78.6% | 72.0% |
| Computer Infrastructure and Support | 76.5% | 76.5% | 84.2% | 79.2% | 78.3% |
| Computer Networking | 80.8% | 81.3% | 85.5% | 82.0% | 87.5% |
| Corrections | 84.8% | n/a | 81.5% | 93.3% | 92.9% |
| Criminal Justice | 76.4% | 81.4% | 84.3% | 89.4% | 80.0% |
| Culinary Arts | 85.2% | 66.7% | 86.4% | 95.2% | 87.5% |
| Dental Assisting | 73.9% | 86.4% | 95.0% | 94.4% | 77.8% |
| Electronics and Electronic Technology | 86.0% | 92.2% | 89.5% | 91.3% | 90.9% |
| Fashion | 61.2% | 62.5% | 61.1% | 65.4% | 66.7% |
| Fire Technology | 88.7% | 72.2% | 100.0% | 85.2% | 95.0% |
| Gerontology | 63.3% | 75.0% | 66.7% | 83.3% | 66.7% |
| Hotel and Food Services Management | 74.5% | 87.0% | 70.6% | 82.4% | 82.4% |
| Interior Design | 67.0% | 62.8% | 62.5% | 69.2% | 80.0% |
| Nursing, Associate Degree | 88.7% | 82.5% | 93.4% | 91.8% | 94.7% |
| Nursing, Vocational | 77.2% | 84.9% | 79.0% | 81.4% | 83.3% |
| Pharmacy Technician | 82.3% | 62.5% | 81.8% | 86.4% | 91.7% |
| Photography | 61.1% | 72.0% | 80.0% | 72.20% | 64.30% |
| Radio and Television | 71.5% | 65.0% | 62.5% | 83.3% | 80.0% |
| Radiologic Technology | 87.6% | 100.0% | 96.2% | 92.6% | 88.0% |

Report on the outcomes of the Quality Focus Projects Update on Chaffey College's 2016 Quality Focus Essay

The Quality Focus Essay (QFE) in Chaffey's Institutional Self-Evaluation Report identified quality focus projects to improve. Chaffey College narrowed potential areas into three broad categories: communication, efficiency, and equity. These three themes cross departments and educational units as areas in which there is always opportunity for improvement. Over the past several years, the College has dedicated itself to improving the student experience and outcomes as it relates to these areas. Throughout this section, the objectives and activities noted throughout the 2016 [Quality Focus Essay](#) are noted in parenthesis for reference.



Goal 1: Develop a strategic communication management approach that engages students, faculty, staff, and administrators in a more cohesive campus community.

As part of Chaffey's most recent Accreditation Institutional Self-Evaluation Report in 2016, communication was identified as a core strategic direction for improvement. Although the College met all of the Accreditation Standards associated with communication, better strategic communication was identified as a critical lever to maximizing major efforts and providing for coherent planning as part of Chaffey's QFE. The tentative plan notes that the use of better tools and improved infrastructure are vehicles for increasing communication.

To begin that focus, the College initiated a Communications Committee, who met over a period of two years between 2017 and 2018 and provided the rest of the College with a set of recommendations to fortify some of the improvement areas referenced in the Quality Focus Essay (QFE) (O1.2, O1.4, O1.6, O2.1, O2.5, O2.8). The Committee membership was constituted as follows:

Alisha Rosas, Marketing and Public Relations Director*
Jason Chevalier, Dean, Visual & Performing Arts*
Brent Bracamontes, Instructor, Language Arts*
Adriana Arce, Distance Ed Support Assistant*
Hope Ell, Executive Assistant, President's Office
Rachel Galindo, Marketing Support Specialist
Jeffrey Laguna, Instructor, Health Sciences
Melissa Ruiz-DeLeon, Administration Assistant, Business & Applied Technology
Melissa Pinion, Communications Manager, Marketing and Public Relations
Don Schroeder, Instructor, Visual & Performing Arts
**Committee Chairs*

The constitution of this committee was a significant element of the communications improvement plan submitted as part of the Quality Focus Essay (QFE) (O1.1). The Committee employed the following principles, cited in the QFE to guide their work:

- *Communication deliveries should be convenient and effective*
 - Currently, there is no formalized process for committees to share their minutes and work, as well as no central repositories that are meant to store information.
- *Content development involves widespread input and transparency*
 - It is possible for groups to work in isolation and for the broader campus constituency to be unaware of a committee's activity.
- *Various communication tools need to work in an integrated fashion*
 - At present, committee communication protocols are varied and disparate. This recommendation would seek to integrate communication protocols.
- *Platforms need to promote two-way communication and incentivize active engagement*
 - Canvas allows for two-way communication and active engagement. To this point, this type of interactivity has not been possible for those outside of active committee participation.

As a result of the efforts of this Committee, the group endeavored to conduct an audit of the available communications structures at the College and submitted a set of recommendations to address the issues affecting more effective communication. The audit included a review of communications tools currently utilized by the district in order to identify the most effective (already integrated) tool to use for information storage and dissemination. The Communications Committee did this to help the District maximize the potential use of current software, reduce costs and create ease of adaptation. As such, the committee considered the following key qualities during the audit: 1) communicative efficacy, 2) ease of use, 3) ease of onboarding, and 4) fiscal and labor impact of adoption on the District. As part of this effort, the committee examined the following software: 1) Taskstream, 2) BoardDocs, and 3) Canvas.^{xx}

The review of these tools concluded that increasing the use of Canvas is one efficacious way to elevate communication across campus overall. The Communications Committee submitted these recommendations:

Summary of Recommendations

- Expand use of Canvas at Chaffey as not only the sole LMS used by faculty, but also as the software used by campus committees.
- Create template of standards or “best practices” for storing and presenting information on committee shells (e.g. mission, minutes, future goals).
- Expand Distance Education staff to meet the needs of faculty, classified, and management staff in learning about using Canvas effectively.

At the time these recommendations were made, Canvas was a relatively new tool, and the College was in the midst of shifting from Moodle to Canvas as the District’s Learning Management System. The practice of assigning Canvas access was driven by only those with online courses, restricting access to the tool. As a result of this recommendation, the Distance Education Committee changed fundamental principles for access and moved toward scalable training protocols and widespread access for the rest of the campus so that Canvas could be used as a central communication tool, which became essential once College instruction and support was affected by the COVID-19 epidemic (O2.7).

To further advance the momentum around access, the COVID-19 crisis further underscored the need to engage on the same tool and access messaging and information. Beginning on March 27, 2020, the entire College community went virtual, and email and Canvas became the communication lifelines for faculty, staff, and administrators. As a result, massive training efforts ensued for everyone not only so that people could work, but so that communication was effective. All faculty, necessary staff, and administrators were DE certified and created a virtual presence through Canvas. For instance, every academic area and other administrative areas create virtual “offices” as a place to share information.^{xxi} The educational program assistants and administrative assistants also created a “course” to share practices and information that related to schedule-building and tracking techniques. And a virtual student support hub was created, which included the melding of Counseling, Library, the Success Centers, Supplemental Instruction, and Personal Assistants for Learning (PALs).^{xxii} This effort required significant collaboration, and further refinement of this endeavor to give students a “one-stop” approach to support is still underway, but it represents a tremendous step forward in the community effort to collaborate and communicate in support of students and their success. These efforts also incorporated the use of Cranium Café (videoconferencing software) and Grad Guru (a student communication app) in order to communicate with prospective and continuing students and provide direct support (O3.3, O3.2). Cranium Café is currently used for all counseling appointments, and Grad Guru is currently used by outreach specialists to communicate with over 2,000 students annually who are part of the Senior Early Transitions effort that engages high school seniors in 22 high schools within the District.

In order to measure the effectiveness of these changes as it related to the student experience during and after the pandemic, Institutional Research engaged a significant student survey to determine the extent to which they felt communication was effective to them and share their experiences about transitioning to an online learning experience (O1.1). In May 2020, the Office of Institutional Research distributed a survey to all enrolled adult students. This survey asked a variety of questions about the move to remote learning, including satisfaction with the College’s

support and communication, concerns about instruction or technology, and access to student services. Responses were collected throughout the month of May 2020, resulting in 5,209 unique responses.^{xxiii}

Overall, the survey concluded that students were either very or generally satisfied with the College's support and communication during the transition to remote learning. Most commonly, they gain information about the College via e-mail (71% of respondents), although they also rely on the MyChaffey Portal (45%), web site (41%), instructors (41%) and the Canvas student support hub (33%). The survey also underscored other impact on students, and those findings are guiding current planning efforts to improve the student experience, and communication is key.

During the early stages of the pandemic, the College was also in the process of implementing a "soft launch" of the new website, which had been in the works for approximately two years. Chaffey had identified gaps associated with an outdated Web presence as a primary challenge with communications.

In January 2017, a workgroup made up of administrators, faculty and staff was formed to determine next steps for improving the college's website in regard to design and implementing a web content management system (WCMS) (O1.1). The group decided to have the redesign and WCSM done simultaneously. After over a year of collaboration, reviewing different firms and requesting a Request for Proposal for the work to be done, the workgroup decided to utilize both Omni Update for the WCSM and iFactory for the redesign of the Chaffey College website (O2.3, O1.2).

In June 2018, Chaffey College partnered with iFactory to develop weekly meetings to begin the process of redesign, including wireframing and developing student personas for the new website. In the fall of 2018, the college had three townhalls at each of its campuses in Rancho Cucamonga, Chino and Fontana, inviting faculty, staff and students to provide feedback on the look and overall vibe of the future website. In addition, a survey was presented for those who could not attend the townhalls to provide feedback. More than 600 responses were gathered through this process.^{xxiv}

From this feedback, iFactory designed several different design options, which were shared again with the campus communities in February 2019 to move forward. During this time, specific meetings with key academic leaders were held with the design group to ensure that academic mapping and Guided Pathways concepts were included in the future website. Once designs were completed, the WCSM started with Omni Update in the summer of 2019.

While the WCSM was being built, staff from Marketing and Public Relations rewrote content for more than 1,000 web pages to ensure the new site would have a common voice and consistent messaging. By December 2019, the new content was written and WCSM was built and ready to be populated. From January-June 2020, pages were being populated with content and tested for accessibility, workable links and navigation. The new website was softly launched (as a continued work-in-progress) on June 17, 2020.

Chaffey College has also expanded its use of other communications tools and strategies beyond Canvas and the College website (O2.5). For instance, other important transitions were managed and supported through the use of the College Portal. Students utilize the Portal to access information regarding their profiles and register for classes. In spring of 2019 when placement changes related to AB 705 legislation went into effect, the technology, instruction, and student services teams agreed to utilize messages that required a “forced acknowledge” from the student in order to access the Portal for other business (O3.6)^{xxv}. In other words, students had to close the message indicating they had seen it, which then assured that more students saw the changes in policies affecting their access to transfer-level English and mathematics. The result was a significant increase in student enrollment in English 1A and in courses other than College Algebra, including Social Science Statistics and Personal Finance, which then improved outcomes for all students.

Similarly, the College has been working since 2017 to improve efforts using social media (Facebook, Twitter, and Pinterest) to inform and engage students and the rest of the College community (O2.4). Further, the Executive Team has a standing “Communications” item in order to specifically maintain constant communication with the campus and improve information-sharing.

The Quality Focus Essay related to Goal 1 on Communication also outlined other activities including integrating the use of Soft Chalk (O3.4), expanding mentoring for employee groups (O3.7), and the implementation of Task Stream as an information repository (O3.5). Soft Chalk, a self-authoring software program, was determined to be less dynamic than needed, and so its implementation was suspended. Mentoring is still a vital aspect of professional development planning, but it was not folded into the communications aspects of the College’s efforts. Taskstream was fully implemented as is being used for Program and Services Review and SLO assessment. The implementation is the first item on the College’s self-identified Action Improvement Plans. The College also identified wayfinding as a prioritized activity, and the College has implemented a “sign committee” to evaluate signage and work on plans for improvement (O2.9).



Goal 2: Maximize the College’s innovative student success initiatives by coordinating physical, fiscal, and student resources in order to optimize institutional capacity.

In order to address this objective, the College engaged in a variety of evaluations consistent with this direction. One of the most sustained and significant areas on which the College has focused is evaluating data and developing tools related to enrollment management (O1.1, O1.4). For instance, the deans and coordinators are regularly provided with a variety of data inputs in order to maximize efficiency from Institutional Research, including room utilization data. The research in this area suggests that the College could more effectively manage the use of larger lecture-style rooms. As a result, an evaluation of how rooms were designated for use by certain areas was initiated as part of the dialog regarding scheduling and planning, and deans were beginning a practice of trading rooms among the areas if they were planning to under-utilize a room that was designed for a larger class size.^{xxvi} The College did implement a room scheduling software; however, the issues with efficiency are more related to how spaces are assigned rather than the inventory system (O3.2). Space was only one area that was identified as an area that requires greater efficiency.

The growth of online learning also was identified as another access point that could optimize institutional capacity, primarily because it is unbound by space constraints. As a result, the College has steadily grown in distance education, even before the pandemic that began in March 2020, in order to maximize capacity for new students, including working adults and stranded workers. The trendline in online growth indicates that this strategy improved efficiency overall and improved access for students.^{xxvii}

Enrollment management is another area that was identified as an area for review (O3.4). Over the past two years, the College has made tremendous progress on identifying best practices that

support sound enrollment management practices. The College hired a consultant, a retired CIO with expertise in this area, to advise the CIO and provide extensive professional development to the deans and coordinators regarding best practices. In 2017, the average cost per FTES as the College was over \$1,900, and now that rate has been reduced to approximately \$1,500 per FTES as a result of setting targets, utilizing rooms more efficiently, growing online enrollments, and careful monitoring of budgets and efficiency measures.^{xxviii} Sophisticated tracking mechanisms have been put in place by the Office of Instruction, and that infrastructure provides stakeholders with real-time tools to monitor efficiency that affects scheduling and budgeting. The College is currently working to utilize more data-driven sources for scheduling in order to determine student demand such as curriculum mapping and student educational plans. That information will help the College establish a 4-year scheduling plan (O4.6).^{xxix}

The past two years have been spent on the establishment on evaluative tools for the scheduling process. That includes the establishment of criteria to assist in determining which classes can reasonably expected to remain “low-enrolled” and also criteria for adding sections to the schedule of classes and the necessary budget augmentations that follow O1.1, O1.2).^{xxx} Both of these situations involve resource management that is both coordinated and planful, and operating from a vetted set of standards is essential for effective operationalization.

In terms of fiscal resources, the College is still wrestling with total cost of ownership considerations and has not yet set a calendar for evaluating efficiency standards, as proposed in the QFE (O4.3, O2.3). However, a Budget Advisory has been established for reviewing this issue, and others, and more work is anticipated on this area over the next year.^{xxxi} Other newer committees are also taking up the goal of integrating resources, like grants and allocations, in order to maximize their use and effectiveness (O2.8). Further, the College is expanding its resource portfolio beyond traditional grants to include more community partnerships to support new or existing programming. For instance, Chaffey is currently working on a partnership with Amazon, a large local employer, to provide education to employees (O2.8, O3.7).

Additionally, the College has dedicated the past three years to guided pathways implementation. A critical step in that implementation included the development of program maps for each and every program. The program maps were developed and finalized in fall of 2019, and they now exist as part of “[program mapper](#)” on the College website and are organized into six Academic and Career Communities. Each map was established with the discipline faculty alongside counseling faculty. This data is now being utilized as part of the implementation of CRM Advise and “curriculum tracks,” a technological solution that will assist the College and counselors to efficiently establish comprehensive educational plans for all students, which was also a goal outlined in the QFE. Without a technological solution, the counseling faculty will be disadvantaged in efforts to ensure that all students have a comprehensive educational plan in place, and the data from those plans is central to the College’s capacity to plan and evaluate resources for scheduling (O2.1, O3.4, O4.6).

Further, the program mapping conversation has ignited local interest in curricular programmatic design, program discontinuance, and program viability. In 2017, the College initiated a program initiation process that incorporates the evaluation of resources needed in order for the program to begin and be sustained (O2.2).^{xxxii}

Student Services has also significantly expanded the support infrastructure with the expansion of Canvas and expansion of Cranium Café. Prior to the COVID-19 crisis, the Counseling Department had identified two faculty to begin modeling online counseling appointments. After the shift to entirely online services in March 2020, all counseling appointments, as well as financial aid and admissions services, have been expanded to online deliveries. All faculty and staff have been trained to provide support online, and those processes continue to be refined as part of the College’s online “Toolkit” and with the Student Support Hub that exists within Canvas. Investments in these resources were essential in order to maximize retention and success (O2.1).

The College has also made strides on incentivizing behaviors that promote better retention and successful completion (O2.5). In 2018, the College initiated the “Chaffey Experience” initiative, designed to link high touch support with students from sub-populations identified in the College’s Equity Plan. As part of a partnership with MDRC, Chaffey was selected to be part of a prototype project, along with three other colleges in California, that emulates the ASAP program at City University of New York (CUNY). Accordingly, the College planned for the development of “success teams” who provide direct support to students through monthly contacts with students providing them with information and referrals. In turn, students receive incentives for engaging with a success “coach.” These incentives are modest, gift certificates and discounts, but they affirm the continued engagement with the College and are designed to help keep students on track (O3.5). The effort is still in nascent stages and has not yet been researched fully; however, the College is in the process of refining that work and has assigned additional staff to build the prototype to a researchable scale as part of overall equity efforts. ^{xxxiii}

Over the past three years, the College has also successfully implemented a massive solar project, which aligns to objectives in the QFE addressing the need to “align and integrate environmental sustainability standards.” The issue of energy efficiency is very important to the College, especially given its commitment to diminishing the overall carbon footprint of the institution (O2.4). Chaffey College recognizes that sustainability is vital to achieving its mission of improving lives and our community. In 2013, the Governing Board adopted “Environmental Responsibility” as one of its core values ([BP 1400.6](#)). It states, “Chaffey College commits to the preservation, conservation, and responsible use of its resources.”

Sustainability was an area highlighted in the [Vision 2025 Facilities Master Plan](#) completed in 2015. As part of the institutional planning and shared governance process used in developing the master plan, a sustainability work group met in 2014 to identify specific targets and significant actions to advance conservation in six areas: energy, water, building materials, waste, transportation, and culture. The targets related to energy conservation focused on reducing grid-sourced electricity, improving efficiency, and pursuing alternate/renewable energy sources. The work group specifically identified building solar panel car covers as an action needed to achieve the energy conservation targets. ^{xxxiv}

In 2015, the Governing Board authorized the District to begin a Solar PV Feasibility Analysis. Newcomb Anderson McCormick (NAM), Energy Engineering and Consulting, was contracted to conduct the analysis which began with detailed examinations of the electrical loads, site

conditions, and existing infrastructure at all Chaffey College facilities. The information was evaluated to determine the following:

- Project Scope: number, location, and size of the solar PV projects
- Technical Feasibility of Construction
- Potential Costs
- Financial Benefits under Different Options
- Regulatory Requirements and Options that Provide the Most Effective Strategy

A comprehensive financial model was constructed to assess the net total benefit of the project to the District. After completing the analysis, NAM reported that the installation of a solar PV system is feasible and would financially benefit the District. Solar PV carport shade structures were determined to meet the existing conditions and needs of the District better than roof or ground mounted solar PV systems.

In 2016, a Request for Proposals (RFP) was issued for the solar PV project and a selection committee was formed with stake-holders from areas involved with facilities and sustainability. Five companies responded to the RFP and were ranked by the committee using a comprehensive evaluation matrix. The three highest ranked companies were then interviewed and evaluated by the selection committee. Borrego Solar was ultimately selected and construction on the 5.5 Megawatt solar PV system began in August 2017. The Chino solar carport system became operational in December 2017, followed by the Fontana campus in January 2018, and the Rancho Cucamonga campus in February 2018.

Since becoming operational, the solar PV system has generated over 18 million kilowatt hours of electricity. To calculate an estimate of the financial savings to the District, the total solar PV production for each year was determined using the Data Acquisition System (DAS) and multiplied by the average electricity billing rate for that year. The electricity billing rate was computed by averaging the monthly electricity billing and usage for each site.

$$\text{Kilowatt Hours (SolarPV)} \times \text{Average Electricity Billing Rate} = \text{Savings for Year}$$

The table below shows the estimated yearly savings to the District using the formula detailed above.

| Year | Kilowatt Hours | Average Billing Rate | Savings for Year |
|-------|----------------|----------------------|------------------|
| 2018 | 8,167,306 | \$0.153 | \$1,249,597.82 |
| 2019 | 8,331,111 | \$0.158 | \$1,316,315.54 |
| 2020* | 6,511,398 | \$0.136 | \$885,550.13 |

*2020 values are from January to July

Totaling the calculated savings for each year, the overall financial savings to the District can be determined.

Total Estimated Savings from Solar PV System = \$3,451,463.49

There are also many environmental benefits from utilizing clean renewable energy. Over the lifetime of the solar PV system, 16.8 million pounds of carbon dioxide (CO₂) have been avoided compared to natural gas fired electricity generation. Over 10 million gallons of water have been saved versus non-renewable electricity production (O4.5, O4.7).

Another benefit of the carport solar PV structures is providing shaded parking for students and staff. There are 94 shaded parking stalls at the Fontana campus, 240 at the Chino campus, and over 1,100 shaded stalls on the Rancho Cucamonga campus. Given the many hot days experienced in southern California, this is a significant benefit to students and staff (O4.1, O4.7).

The solar PV system also benefits curriculum as part of our Living Lab initiative.^{xxxv} The system is linked to a Data Acquisition System (DAS) which provides real time measurements of various performance and environmental factors including: electricity production, panel efficiency, solar irradiance, temperature, and wind speed. The DAS also displays infographics showing power production over time (days, weeks, months, years, and lifetime) and environmental equivalents related to power production (such as the amount of carbon dioxide or water off-set by using renewable energy). An overview of the DAS and its potential uses in curriculum was presented at the 2018 Living Lab Symposium. Data from the DAS has been used in statistics courses and many disciplines have expressed interest in incorporating this resource into instruction.

The financial savings and environmental benefits of the solar PV system are communicated to the District annually through the Environmental Sustainability Monitoring Report presented to the Governing Board^{xxxvi}(O4.7). Sustainability updates are also presented to the Green Earth Movement (GEM) Sustainability Committee and to Faculty Senate. Lastly, display monitors have been installed in high traffic areas on all three campuses which feature real-time infographics showing how much electricity has been produced to date and the environmental benefits of renewable versus non-renewable energy production.

In March of 2020, Chaffey Community College District was the recipient of the 2019 Board of Governors Energy and Sustainability Award for overall best project for a medium district for its PV installation project.^{xxxvii}

The Quality Focus Essay also notes objectives that include assessing the strengths and weaknesses of efficiency efforts, and those efforts are occurring; however, they still need to be integrated into a “sustainability plan” as outlined in the objectives (O1.5, O1.6, O2.4). This goal also includes an objective and activity to “optimize foundation sequences (Math, English, and ESL). As a result of AB 705, the College has eliminated the foundation sequences in Math and English, and the evaluation of those efforts are addressed in the next segment of the report. ESL has revised its curriculum, integrating skills and shifting to non-credit. However, since that curricula are scheduled for the first time in fall of 2020, research has not yet been conducted to determine the impact (O2.7).



Goal 3: Create new supports and interventions to close the achievement gaps for all disproportionately affected groups.

In 2016, The College identified equity as one of its most persistent challenges and most important goals. To that point, Chaffey had already incorporated several scaled innovations including the Success Centers at all sites and the GPS Centers at all campus. These efforts provided powerfully formative support infrastructure for students to receive academic support and planning assistance like registration and scholarship support. These efforts also had a meaningful difference on equitable outcomes, but disparities still persisted, especially among some students of color, economically disadvantaged and first-generation students, LGBTQ students, and students who access Disabled Programs and Services (DPS). Disproportionate impact on these students were the basis for the College’s Equity Plan and continues to drive the emphasis on equity-based programming and professional development (O1.1, O1.3). At the September 2020 Governing Board Meeting, the Board will adopt the inclusion of several previously unacknowledged groups in legislation that will also be supported by equity programming and funds: LatinX, first generation, and formerly and currently incarcerated students. This reflects the ongoing nature of the College’s review of students’ needs (O1.7, O4.3, O4.5).^{xxxviii}

The following tables provides an overview of a variety of efforts with metrics and funding currently occurring at the College:

| # | Metric | Description | Vision for Student Success | Student Equity | Student Centered Funding Formula | Guided Pathways | Perkins | Strong Workforce |
|-----|--|--|----------------------------|----------------|----------------------------------|-----------------|---------|------------------|
| 1 | Access | Among all applicants who applied to the college, the proportion who enrolled in the identified year | | X | | | | |
| 2 | Completion | The course success rate (% of enrollments with a C grade or higher) of students in the identified year | | X | | X | | |
| 3 | Fall-to-Spring Persistence | The proportion of students who persisted from the fall semester to the spring semester in the identified year | | | | X | | |
| 4/5 | Unit Threshold Completion | The proportion of students who completed 15 (fall semester) and/or 30 (academic year) degree-applicable units in the identified year | | | | X | | |
| 6 | Transfer Level Math & English Completion | The proportion of first-time students who completed a transfer level English AND Math course in their first year | X | X | X | X | | |
| 7 | CTE Students Who Completed 9 or More Units | The proportion of CTE students who completed nine or more CTE units in the identified year | | | X | | X | X |
| 8/9 | Degree Attainment | Number of students who earned: 1) an AA, AS award; or 2) an ADT award in the identified year | X | | X | | X | X |
| 10 | Certificate Attainment | Number of students who earned a Chancellor's Office approved certificate in the identified year | X | | X | | X | X |

| # | Metric | Description | Vision for Student Success | Student Equity | Student Centered Funding Formula | Guided Pathways | Perkins | Strong Workforce |
|-------|-------------------------------------|--|----------------------------|----------------|----------------------------------|-----------------|---------|------------------|
| 11 | VSS Student Success Goal Attainment | The number of students who earned a degree or Chancellor's Office approved certificate in the identified year | X | X | | | | |
| 12/13 | Unit Accumulation of Degree Earners | The average number of degree-applicable units earned by: 1) AA and AS degree earners; and 2) ADT degree earners | X | | | X | X | X |
| 14 | Transfer | The number of students who transferred to a CSU or UC in the identified year | X | X | X | | X | X |
| 15 | Employed in Field of Study | Proportion of former students who report that their job is closely or very closely related to their field of study | X | | | | | |
| 16 | Median Annual Earnings | Sum of median annual earnings for the four quarters immediately following the academic year of exit | X | | | | X | X |
| 17 | Median Change in Earnings | The median % change between the 2 nd quarter earnings in the years prior to/after enrollment at the institution | X | | | | X | X |
| 18 | Attained Living Wage | Attained regional living wage for a single adult in the year following academic exit (excludes transfer students) | X | | X | | X | X |

A full examination of ongoing efforts up to 2018 can be found in an overview from Institutional Research, and the College continues to enhance students' experience and improve equitable outcomes. Some of those notable efforts include reductions in total unit accumulation and

significant improvements in overall completions and awards, which reached record heights in 2020 (O1.7).^{xxxix}

As an overview of some of the areas that the College has improved equitable outcomes, the following positive trends have been observed:

Students with Disabilities:

- Completion of 9 CTE Units
- 30 Unit Completion (First Year)
- ADT Degree Attainment
- Median Change in Annual Earnings

First Generation Students:

- 15 Unit Completion (First Semester)
- 30 Unit Completion (First Year)
- Completed Transfer-Level Math and English
- AA/AS Degree Attainment
- ADT Degree Attainment
- Certificate Attainment
- VSS Goal Attainment
- Transfers to CSUs/UCs

Foster Youth Students:

- Completion of 9 CTE Units
- Unit Accumulation of Degree Earners

Pell Recipients:

- Completed Transfer-Level Math and English

Promise Grant Recipients:

- Completed Transfer-Level Math and English

Economically Disadvantaged Students:

- Completed Transfer-Level Math and English

Veterans:

- Median Change in Annual Earnings

LGBTQ+ Students:

- Median Annual Earnings

However, other challenges persist among the same student populations in other categories and among other distinct student groups from those above. The following list includes areas that the College continues to engage additional efforts in order to diminish disproportionate impact:

African American Students:

- Success Rates
- Fall-to-Spring Persistence Rates
- 30 Unit Completion (First Year)
- Completion of Transfer-Level Math & English
- AA/AS Degree Attainment
- ADT Degree Attainment
- Certificate Attainment
- Transfers to CSUs/UCs
- Attained a Living Wage

Latinx Students:

- 15 Unit Completion (First Semester)

Multi-Racial/Ethnic Students:

- Transfers to CSUs/UCs
- Attained a Living Wage

Female Students:

- Median Change in Annual Earnings

Students 25 to 29:

- Access Rate
- 30 Unit Completion (First Year)
- Unit Accumulation of Degree Earners
- Median Change in Annual Earnings

Students 30 to 34:

- Access Rate
- 30 Unit Completion (First Year)
- Unit Accumulation of Degree Earners
- Transfers to CSUs/UCs
- Median Change in Annual Earnings

Students 35 to 39:

- Access Rate
- Unit Accumulation of Degree Earners
- Median Change in Annual Earnings

Students 40 to 54:

- Access Rate
- 15 Unit Completion (First Semester)
- 30 Unit Completion (First Year)
- Unit Accumulation of Degree Earners
- Transfers to CSUs/UCs
- Median Change in Annual Earnings

Students 55 or Older:

- Access Rate
- AA/AS Degree Attainment
- Median Change in Annual Earnings

Students with Disabilities:

- 30 Unit Completion (First Year)
- Completed Transfer-Level Math and English
- Unit Accumulation of Degree Earners
- Transfers to CSUs/UCs
- Employment in Field of Study
- Median Annual Earnings
- Attained a Living Wage

Foster Youth:

- Success Rates
- AA/AS Degree Attainment
- Certificate Attainment
- Transfers to CSUs/UCs
- Median Annual Earnings
- Median Change in Annual Earnings
- Attained a Living Wage

LGBTQ+ Students:

- Completion of 9 CTE Units

Another effort that operationalizes some of the objectives in the Quality Focus Essay includes the development of the Chaffey Cultural and Social Justice Center (CCSJ) (O1.4). In 2017, as a result of equity dialog throughout the campus community, the College initiated the CCSJ. Patterned after other centers in which ally-ship, affinity, and cultural celebration and sensitivity are programmed, Chaffey identified a location in the AD building and hired staff to begin programming that would support some local populations that experience disproportionate impact. Some of this programming includes direct support for UMOJA, the development of “Girl Talk” and the Brothers’ Forum. The CCSJ was also an integral partner with the faculty in the development of the College’s inaugural Hip Hop Summit that celebrated and informed the social and cultural contributions of hip hop performance. The Center is currently evolving, as a result of the pandemic, into a virtual center, offering a wide variety of outreach efforts designed to support conversation and learning that results in a sense of belonging for all students, which is a well-researched component of student success, especially among disproportionately impacted students. ^{x1} Before the pandemic, the College had hired a Director of Special Populations which is consistent with an objective expressed in the QFE. However, it was determined that hiring a Director for the CCSJ will better amplify the programming and operations to achieve the goals outlined in the QFE. The College is currently concluding a recruitment for this position (O3.6).

The CCSJ is also the home of Panther Care, a program designed to provide students with support for basic needs. That support consists of emergency funds to help students out of situations that threaten their well-being, health, and safety. The College uses Foundation resources to provide individual grants for up to \$350 per student based on their application and statement of need. Students are also provided with food through the Panther Pantry, which provides food basics for families and individual students in need. The Panther Pantry distributes food monthly to students who express a need. Resources from the Pantry are derived from local employee donations and community partners. The CCSJ is also responsible for providing referrals to community partners to help with housing and other services, depending on the students’ needs.

The CCSJ is also in the process of implementing a regular legal clinic to support students who need help with justice-involved issues affecting legal status, family issues, and expunging criminal convictions. These issues often interfere with students' capacity to find employment, and the College is pairing its paralegal program, with the assistance of local attorneys, to provide legal assistance that is free and readily available. Addressing basic students' physical, social, and psychological needs was not a part of the College's original QFE; however, students increasingly communicated their concerns, and the College's participation in a survey regarding basic needs brought the importance of these issues into focus (O4.3, O4.4).^{xli}

Similarly, AB 705 has been a central aspect of the College's strategic movement toward more equitable outcomes, though this issue was not noted in the QFE. The timelines of the legislation and the research surrounding the issue illustrating disproportionate impact on poor students and students of color demanded that this direction was prioritized. To answer the call of this 2017 legislation, the English and mathematics departments made changes to enroll almost all students in transfer-level courses. In addition, the Business Department also developed and articulated a personal finance course that meets Area II B computational literacy requirements for the California State University system for non-STEM majors.^{xlii}

The English Department implemented an effort in which PALS (Personal Assistants for Learning) were embedded in every English 1A class. The faculty's proposal was funded by a \$1 million dollar grant from the California Community College Foundation, and preliminary results are promising, especially as it relates to more equitable outcomes. Initial research indicates that eighty-eight percent (88.4%) of students who met with a PAL at least one time successfully completed ENGL-1A. Comparatively, about fifty-six percent (55.9%) of students who did not meet with a PAL successfully completed the course. The groups who experienced the greatest benefit of PAL participation on their success were African American students, Hispanic students, non-traditional students (ages 35 and older), and women. The likelihood of success increased by over 60% for each of these groups when they met with a PAL at least once.^{xliii} More research will be conducted, and other departments with disproportionate impact issues are considering a modified version in order to augment success rates.

The College also greatly diversified quantitative reasoning offerings for students, expanding mathematics/statistics and social science statistics while also implementing the personal finance option in addition to opening access to College Algebra. In examining "through-put" results, in the fall 2019 semester, 1,266 first-time students generated a grade on record in a quantitative reasoning pathway course, approximately 32.4% of all first-time students. This represents a 348.9% increase over Fall 2018 when 282 first-time students accessed a quantitative reasoning pathway course. Since we had about 1,000 fewer first-time students this fall semester than last fall semester, the percentage gain is even greater (5.7% last fall, 32.4% this fall, a 468.4% increase). Personal finance appears to be the best pathway for many students who accomplish their quantitative reasoning requirement, without a prerequisite, at a rate of almost 68%. Institutional Research is continuing to track the success rates in all of these gateway areas so that the College can continue to evaluate effectiveness.

Despite the growth in non-STEM opportunities, College Algebra still dominates the transfer-level math offerings. To support students in their learning, the mathematics faculty developed a

non-credit companion course for students if they choose to flex this option. Unfortunately, enrollments for this course are low because students remain unclear about the purpose. The mathematics faculty are continuing to explore other innovations to ensure that more students are successful at transfer-level. The College continues to evaluate all of the quantitative reasoning success rates in relationship to disproportionate impact on sub-population.

Another important objective expressed in the equity portion of the QFE is the inclusion of professional development for employees who participate in hiring panels. Since 2016, the College has initiated what is locally called “BLOOM” training. The Faculty Success Center took the lead in establishing a condensed and focused training at scale for all employees, but especially faculty, serving on hiring committees. The “Bloom” training, as it is known on campus, is so named after the adage that the College is dedicating to the notion that all of our students should “bloom” where they are. It is also an acronym for the program goals: Bringing Light to Others and Ourselves through Multiculturalism (BLOOM).

The Bloom program at Chaffey College trains the campus community on diversity and unconscious bias. The program’s design is a train the trainer model which educates and informs faculty and staff on diversity awareness, race and ethnicity differences, and unconscious biases. The program consists of four fundamental units and a fifth is under development. This has helped the college look into its biases in screening, question development and search placements. The college’s executive team has been trained in three of the four modules. The result of the program has been greater institutional awareness and accountability in removing barriers to hiring for diversity (O3.3).

To date, approximately 765 faculty and staff have participated in the training, and the results have included a perceptible commitment to social justice and equity as part of the guided pathways and AB 705 implementation, as well as the overall experience of students. As a result, diversity-related training in the Faculty Success Center has also increased. For instance, the College instituted the use of the “Black Minds Matter” online module, as well as other speakers and student panels to foster greater courage and honesty on these topics. The training is currently going through a transformational stage as the effort becomes more of a joint effort between the CCSJ and the Faculty Success Center. In 2019, for instance, the new faculty hires represented increases in the following demographics: African America, 27%; Asian & Pacific Islander, 26%, and Latinx, 11%. Those trends are also illustrative of changes since 2016 as the College strives to employ more faculty, staff, and administration of color and from diverse backgrounds. This semester, the College will launch more compressed modules that are aligned with digital badges associate with critical multicultural skills like implicit bias training and curricular diversity. Because of the importance of including basic needs in College programming, implementing diversity training, and implementing AB 705 requirements, some of the objectives and activities outlined in the QFE in this section were not prioritized. Some of these include more organizational elements around assessing recruitment strategies, expanding mentoring student mentoring, updating the student application, and implementing a campus climate survey (O1.2, O1.5, O2.5, O3.1, O3.2). These efforts will be incorporated into current planning efforts now that students’ fundamental needs are being more substantively met. Equity remains a top priority for the College, so much so that it was intentionally placed as the first “Chaffey Goal” in

the Educational Master Plan.^{xliv} College constituents have already been discussing ways to incorporate equity into the College's mission statement.

Chaffey College continues to endeavor to improve in all of the ways that most impact students and their achievement, advancing its promise to improve lives through education. Efforts described in this report continue to be refined and amplified while new efforts are also being cultivated. The College has already begun to prepare for the next accrediting visit. Faculty and staff will likely have a great deal to show for efforts to continuously improve.

Fiscal Reporting

| General Fund Performance | 18/19 | 17/18 | 16/17 |
|----------------------------------|-------------------|-------------------|-------------------|
| Revenues | \$ 112,635,314.00 | \$ 104,089,900.00 | \$ 102,291,713.00 |
| Expenditures | \$ 111,735,004.00 | \$ 103,952,121.00 | \$ 99,964,740.00 |
| Salaries and benefits | \$ 95,406,079.00 | \$ 89,436,463.00 | \$ 86,395,229.00 |
| Surplus/Deficit | \$ 900,310.00 | \$ 137,779.00 | \$ 2,326,973.00 |
| Surplus/Deficit as % of Revenues | 0.80% | 0.13% | 2.27% |
| Primary Reserve Ratio | 19.46% | 20.05% | 20.72% |

Other Post-Employment Benefits

| | | |
|---|------------------|-----------------|
| Total OPEB Liability (TOL) | \$ 10,106,428.00 | \$ 9,319,400.00 |
| Net OPEB Liability (NOL) | \$ 3,036,267.00 | \$ 3,880,493.00 |
| Funded Ratio (FNP/TOL) | 69.96% | 58.36% |
| NOL as Percentage of OPEB Payroll | 4.40% | 5.69% |
| Amount of annual contribution to SC and NOL | \$ 1,874,676.00 | \$ 3,385,533.00 |

Old Model

Other Post-Employment Benefits

| | |
|---|-----------------|
| AAL | \$ 9,430,493.00 |
| Fund Ratio Actuarial Value of Plan Assets/AAL | 56% |
| ARC | \$ 945,302.00 |
| Amount Contributed to ARC | \$ 1,841,533.00 |

Appendix

Evidence Cited in the Mid-Term Report

- ⁱ [Examples of Program and Services Review in Taskstream](#)
- ⁱⁱ [College benchmarks and Institutionally-Set Standards](#)
- ⁱⁱⁱ [Examples of disaggregated data in PSR](#)
- ^{iv} [Examples of faculty evaluation forms illustrating commitment to SLO activities and Regular Effective Contact in DE](#)
- ^v [College Planning Council Agenda](#)
- ^{vi} [Job descriptions of new DE positions](#)
- ^{vii} [DE Professional Development Plan](#)
- ^{viii} [Faculty Senate Minutes illustrating adoption of CVC-OEI rubrics](#)
- ^{ix} [DE Curriculum Recommendations & Curriculum Committee notes on Part B of local DE approval](#)
- ^x [POCR team notes](#)
- ^{xi} [Screen shot of DE Hub/training modules](#)
- ^{xii} [Mathematics Communications Plan](#)
- ^{xiii} [DE Monitoring Report 2019](#)
- ^{xiv} [DE Monitoring Report 2020](#)
- ^{xv} [Copy of MOU regarding DE Certification](#)
- ^{xvi} [DE Coaches and Schedule](#)
- ^{xvii} [Link to Student Online Toolkit](#)
- ^{xviii} [PSR Evaluation Rubric](#)
- ^{xix} [PSR Executive Summary 2019](#)
- ^{xx} [Communications Committee Recommendation](#)
- ^{xxi} [Screenshot of virtual offices in Canvas](#)
- ^{xxii} [Screenshot of Student Support Hub](#)
- ^{xxiii} [Copy of Student Survey Research Report](#)
- ^{xxiv} [Website strategy](#)
- ^{xxv} [Screenshot of “forced acknowledge” for AB 705](#)
- ^{xxvi} [Large Classroom Enrollment Study](#)

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|---------|--|
| xxvii | <u>DE Monitoring Report 2019</u> |
| xxviii | <u>FTES Tracking Examples</u> |
| xxix | <u>Four Year Plan Principles</u> |
| xxx | <u>Planning Criteria for Low Enrolled and Augmentations</u> |
| xxxi | <u>Budget Advisory Minutes</u> |
| xxxii | <u>Program initiation Board Policy</u> |
| xxxiii | <u>Information on the Chaffey Experience and Student Success Teams</u> |
| xxxiv | <u>Sustainability Work Group Notes</u> |
| xxxv | <u>Living Lab projects on campus</u> |
| xxxvi | <u>Sustainability Report</u> |
| xxxvii | <u>Press report on Sustainability Award</u> |
| xxxviii | <u>September Board Item, Equity Plan Update</u> |
| xxxix | <u>IR Equity Overview</u> |
| xl | <u>Examples of flyers from CCSJ</u> |
| xli | <u>Equity, Outreach, and Communications Board Report</u> |
| xlii | <u>AB 705 Quantitative Reasoning Data</u> |
| xliii | <u>PALs Data</u> |
| xliv | <u>Educational Master Plan</u> |