CHAFFEY COLLEGE INSTITUTIONAL SELF-EVALUATION REPORT 2022

Chaffey College

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Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Chaffey College
5885 Haven Avenue
Rancho Cucamonga, CA 91737

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
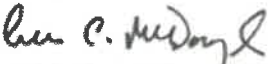
December 2022

Certification

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

From: Dr. Henry Shannon
Chaffey Community College District
5885 Haven Avenue
Rancho Cucamonga, CA 91737

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Signature		Date
Henry D. Shannon	Digitally signed by Henry D. Shannon Date: 2022.12.12 10:34:48 -08'00'	12/12/2022
Dr. Henry D. Shannon, Superintendent/President		Date
Lee C. McDougal		12/12/2022
Lee C. McDougal, Governing Board President		Date
Rousselle Douge		12-17-22
Rousselle Douge, Student Trustee		Date
Neil Watkins		12/07/2022
Neil Watkins, Academic Senate President		Date
Sarah Schmidt	Digitally signed by Sarah Schmidt Date: 2022.12.07 11:53:14 -08'00'	12/07/2022
Sarah Schmidt, Classified Senate President		Date
Laura Hope	Digitally signed by Laura Hope Date: 2022.12.07 11:28:53 -08'00'	12/07/2022
Laura Hope, Accreditation Liaison Officer/ Management Accreditation Tri-Chair		Date
Nicole DeRose		12/7/2022
Nicole DeRose, Faculty Accreditation Tri-Chair		Date
Hope Ell	Digitally signed by Hope Ell Date: 2022.12.07 11:28:41 -08'00'	12/07/2022
Hope Ell, Classified Accreditation Tri-Chair		Date

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A. Introduction

College History

Chaffey College represents the vision of George and William Chaffey, who founded the City of Ontario in the last quarter of the nineteenth century. Recognizing the need for an institution of higher learning, the Chaffey brothers donated land and established an endowment for a private college known as the Chaffey College of Agriculture. On March 7, 1883, the cornerstone of the College was laid at Fourth Street and Euclid Avenue in Ontario. Due to its meager financial resources, the College became an extension of the University of Southern California as an agricultural college that supported the local citrus and vineyard industries. The College then closed for brief period in the early 1900's. In 1906, the Chaffey endowment was legally separated from the University of Southern California and the reorganized Chaffey Union High School District became the beneficiary of the College Trust.

In 1916 the Chaffey Junior College of Agriculture was added as a postgraduate department to the high school. A separate junior college district was created in 1922, and in 1957 bonds were approved in support of a complete separation of the high school and District facilities. Property was acquired in Alta Loma, and a long-anticipated new District site opened its doors in the spring of 1960. Passage of Measure L in 2002 enabled the District to construct and renovate a number of buildings on the Rancho Cucamonga, Chino, and Fontana campuses. In 2018, Measure P was passed, which will provide $700 million for further construction projects. With this funding, the Fontana Campus will move to a larger site and a new campus will be built in Ontario. In 2021, Chaffey College was the recipient of a $25 million donation from philanthropist Mackenzie Scott to advance social justice and equitable outcomes.

The Chaffey Community College District serves the population of the Inland Empire in western San Bernardino County where the communities of Chino, Chino Hills, Fontana, Guasti, Montclair, Mt. Baldy, Ontario, Rancho Cucamonga (Alta Loma, Cucamonga, and Etiwanda), and Upland are located.

Chaffey College operates three primary campuses: the main campus in Rancho Cucamonga and two smaller campuses in Chino and Fontana. The District also offers educational programs at the California Institution for Women (CIW) and California Institution for Men (CIM) in Chino, which constitutes the Turning Point program. Both the CIW and CIM sites contain a series of classrooms. CIW has a dedicated Success Center that supports academic and student services, such as counseling and educational planning. While CIM does not have a dedicated Success Center, students have access to the same resources, such as tutoring and other academic support. In addition to these programs, the District offers dual enrollment throughout the service area and offers distinct programming at Fontana High School and Chino Valley Adult School. The Industrial Technical Learning (InTech) Center located in Fontana is a regional training center designed to train and upskill a workforce pipeline for business and industry in the Inland Empire region and provides training at no cost to all individuals. InTech is the first public-private partnership in the California Community College System.

Chaffey College offers a broad range of educational programs in traditional academic subjects for associate degrees, transfer preparation, workforce training, career technical education, health occupations, and community education programs.

Student Enrollment Data

Fig. 1: Annual Unduplicated Student Headcount, 2017-18 thru 2021-22
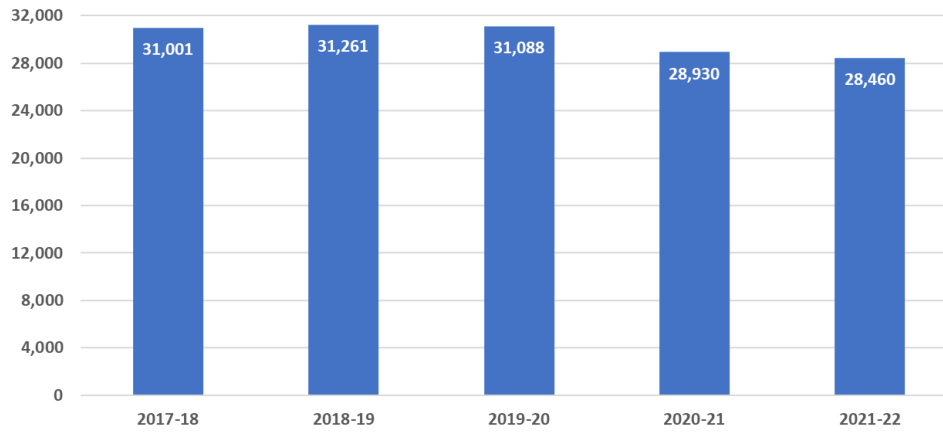
Source: California Community College Chancellor's Office MIS Data

Unduplicated student headcount remained relatively static from 2017-18 through 2019-20, varying by only 260 students over this period. The COVID-19 pandemic had a significant impact on student enrollment as unduplicated student headcount declined to 28,930 students in 2020-21, a 7.9% decline from the previous academic year. Annual unduplicated student headcount continued to decline slightly from 2020-21 to 2021-22 (470 fewer students, a 1.6% decline).

Table 1: Credit and Non-Credit Enrollments, 2017-18 thru 2021-22

Enrollment Type	2017-18	2018-19	2019-20	2020-21	2021-22
Credit Enrollments	131,807	132,913	132,730	120,338	110,809
Non-Credit Enrollments	16,366	14,515	12,625	5,256	5,812
Total Enrollments	**148,173**	**147,428**	**145,355**	**125,594**	**116,621**

Source: California Community College Chancellor's Office MIS Data

Table 2: Full-Time Equivalent Students (FTES) Generation, 2017-18 thru 2021-22

FTES Type	2017-18	2018-19	2019-20	2020-21	2021-22
Credit FTES	14,222	16,551	16,562	10,654	12,615
Non-Credit FTES	405	365	386	84	262
Total FTES	**14,627**	**16,916**	**16,948**	**10,738**	**12,877**

Source: CCFS-320 Annual Attendance Apportionment Report

From 2017-18 through 2019-20 a slight decline was observed in enrollment activity (1.9% decline). A sharp decline was observed during the first full year of the COVID-19 pandemic (2020-21) when 125,594 enrollments were recorded, a 13.6% decline from the 2019-20 academic year. Ongoing enrollment declines were observed in the 2021-22 academic year

(116,621 total enrollments, a 7.1% decline from the previous academic year). Over the past five years, non-credit enrollment activity has experienced more pronounced declines than credit enrollment activity. In 2017-18, non-credit enrollments represented 11.0% of total enrollment activity. By 2021-22, non-credit enrollment activity represented 5.0% of total enrollment activity. Observed declines in non-credit enrollment activity are largely attributable to declines in in-person Success Center access.

Most of the FTES generated in the summer 2017 and summer 2018 semesters were credited to the 2016-17 and 2018-19 fiscal year, respectively, resulting in a lower FTES generation reported in the 2017-18 fiscal year. Similar to headcount and enrollment patterns, after remaining relatively static over the next two fiscal years, a large FTES decline was observed in the first COVID-19 pandemic fiscal year (2020-21). Some FTES recovery was observed in the 2021-22 fiscal year when 12,877 FTES was reported, a 19.9% improvement over the prior fiscal year.

Table 3: Fall Semester Student Unit Load, Fall 2017 thru Fall 2021

Unit Load	Fall 2017 (N=23,409)		Fall 2018 (N=23,819)		Fall 2019 (N=23,559)		Fall 2020 (N=20,670)		Fall 2021 (N=19,470)	
	N	%	N	%	N	%	N	%	N	%
15+ Units	1,568	6.7	1,737	7.3	1,599	6.8	1,536	7.4	1,469	7.5
12 – 14.9 Units	4,555	19.5	4,758	20.0	4,754	20.2	4,141	20.0	3,540	18.2
9 – 11.9 Units	4,524	19.3	4,589	19.3	4,692	19.9	3,842	18.6	3,692	19.0
6 – 8.9 Units	6,023	25.7	5,736	24.1	5,648	24.0	5,016	24.3	4,583	23.5
3 – 5.9 Units	6,014	25.7	6,289	26.4	6,250	26.5	5,615	27.2	5,492	28.2
<3 Units	337	1.4	356	1.5	277	1.2	248	1.2	265	1.4
Non-Credit	388	1.7	354	1.5	339	1.4	272	1.3	429	2.2
% Full-Time	26.2%		27.3%		27.0%		27.5%		25.7%	
% Part-Time	73.8%		72.7%		73.0%		72.5%		74.3%	
Mean UA	8.21		8.24		8.21		8.16		7.97	
Median UA	8.00		8.00		8.00		7.00		7.00	

Source: California Community College Chancellor's Office MIS Data

Student unit load remained consistent from fall 2017 through fall 2020, with the mean units attempted by students deviating by only 0.08 units. Despite entering the first year of pandemic conditions, full-time student enrollment peaked in 2020-21 when 27.5% of students enrolled in 12.0 or more units. In the fall 2021 semester, a decline was observed in mean units attempted (7.97 mean units attempted by students) and in percentage of students who were enrolled full-time (25.7%). However, non-credit headcount peaked in fall 2021 when 429 students (2.2%) were exclusively enrolled in non-credit courses. Controlling for non-credit enrollment, full-time student enrollment in fall 2021 was 26.3%, comparable to other fall semesters.

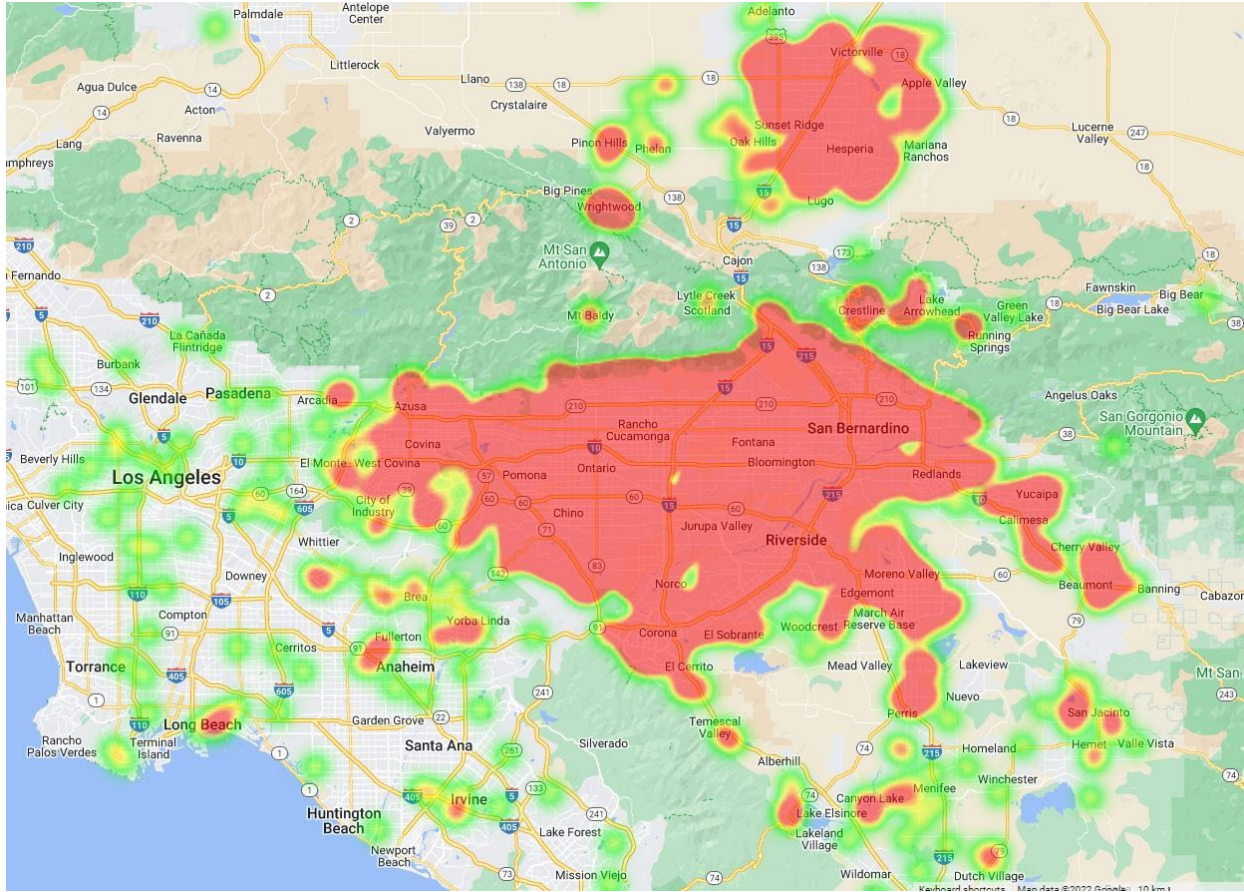**Fig. 2: Chaffey College Student Residence Heat Map, Southern California Area**

Table 4: Fall Semester Student Headcount by Residence, Fall 2017 thru Fall 2021

Student Residence	Fall 2017 (N=23,409)		Fall 2018 (N=23,819)		Fall 2019 (N=23,559)		Fall 2020 (N=20,670)		Fall 2021 (N=19,470)	
	N	%	N	%	N	%	N	%	N	%
Within District	16,397	70.0	16,642	69.9	16,535	70.2	13,930	67.4	12,430	63.9
Out of District	6,595	28.2	6,672	28.0	6,610	28.1	6,240	30.2	6,316	32.4
Out of State/Intl	415	1.8	504	2.1	414	1.7	498	2.4	639	3.3
Unknown	2	0.0	1	0.0	0	0.0	2	0.0	85	0.4

Source: California Community College Chancellor's Office MIS Data

As identified in Table 4, through fall 2019 approximately 70% of the Chaffey College student population resided within one of the seven service area cities. However, as the District: 1) entered into pandemic years; and 2) joined the CVC/OEI, out-of-district enrollment – particularly out-of-state enrollment – began to increase. By fall 2021, the percentage of total enrollment represented by service area cities had declined to 63.9%. Figure 2 provides a heat map of student enrollment by home residence. As this map indicates, Chaffey College serves a large number of students both within and outside the Chaffey College service area.

Table 5: Service Area City Student Headcount Distribution, Fall 2017 thru Fall 2021

City	Fall 2017 (N=16,397)		Fall 2018 (N=16,642)		Fall 2019 (N=16,535)		Fall 2020 (N=13,930)		Fall 2021 (N=12,430)	
	N	%	N	%	N	%	N	%	N	%
Chino	1,230	7.5	1,230	7.4	1,182	7.1	930	6.7	778	6.3
Chino Hills	505	3.1	543	3.3	478	2.9	479	3.4	401	3.2
Fontana	5,452	33.2	5,617	33.8	5,719	34.6	4,637	33.3	4,148	33.4
Montclair	521	3.2	514	3.1	474	2.9	439	3.2	373	3.0
Ontario	2,927	17.9	2,945	17.7	2,902	17.6	2,415	17.3	2,230	17.9
Rancho Cucamonga	4,458	27.2	4,499	27.0	4,511	27.3	3,933	28.2	3,516	28.3
Upland	1,302	7.9	1,293	7.8	1,269	7.7	1,093	7.8	980	7.9
Mt. Baldy	2	0.0	1	0.0	0	0.0	4	0.0	4	0.0

Source: California Community College Chancellor's Office MIS Data

Examining within district enrollment activity (Table 5), Fontana, Rancho Cucamonga, and Ontario continue to represent approximately 80% of all service area city enrollment.

Table 6 identifies the top 20 out-of-district feeder cities. While out-of-district enrollment is primarily from cities immediately to the east of the Chaffey College district, in the fall 2021 semester Chaffey College students resided in 379 unique out-of-district cities (see figure 2 for a visual representation of Chaffey College enrollment data in the Southern California region).

Table 6: Top 20 Out of District Feeder Cities, Fall 2021

City	#	%
Rialto	1,115	5.7%
San Bernardino	805	4.1%
Riverside	499	2.6%
Corona	362	1.9%
Bloomington	267	1.4%
Victorville	248	1.3%
Pomona	232	1.2%
Eastvale	193	1.0%
Hesperia	191	1.0%
Mira Loma	152	0.8%
Moreno Valley	136	0.7%
Claremont	131	0.7%
Redlands	94	0.5%
Los Angeles	93	0.5%
Highland	84	0.4%
Apple Valley	79	0.4%
Adelanto	54	0.3%
Diamond Bar	41	0.2%
West Covina	38	0.2%
Yucaipa	38	0.2%

Demographic Data

Student Demographic Data

Fig. 3: Annual Unduplicated Student Headcount Distribution by Gender, 2017-18 thru 2021-22
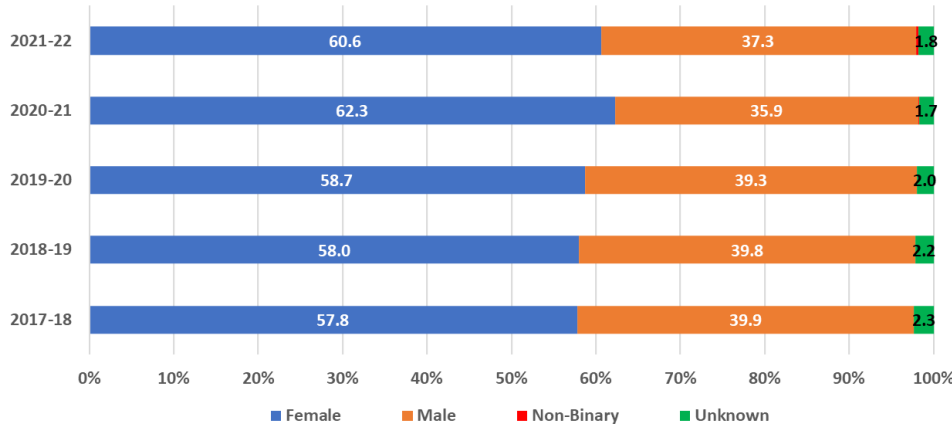
Source: California Community College Chancellor's Office MIS Data

Table 7: Annual Student Headcount by Gender, 2017-18 thru 2021-22

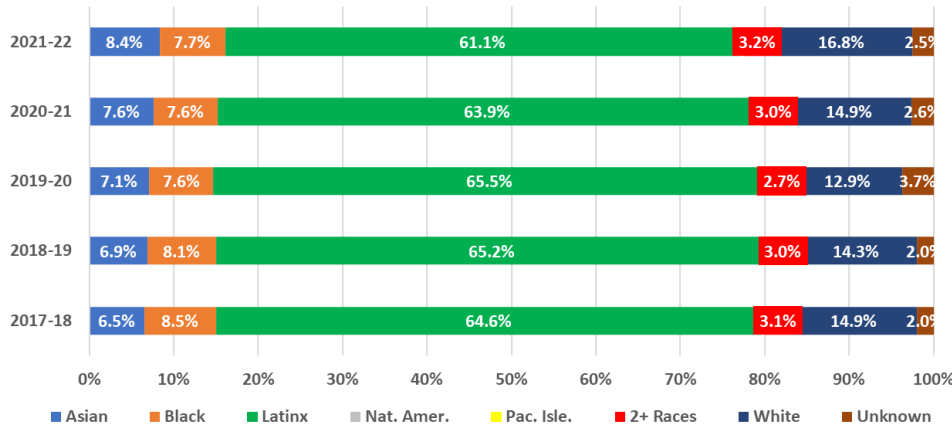| Gender	2017-18 (N=31,001)		2018-19 (N=31,261)		2019-20 (N=31,088)		2020-21 (N=28,930)		2021-22 (N=28,460)	
	N	%	N	%	N	%	N	%	N	%
Female	17,906	57.8	18,121	58.0	18,256	58.7	18,025	62.3	17,256	60.6
Male	12,384	39.9	12,456	39.8	12,203	39.3	10,387	35.9	10,621	37.3
Non-Binary	0	0.0	0	0.0	4	0.0	16	0.1	76	0.3
Unknown	711	2.3	684	2.2	625	2.0	502	1.7	507	1.8

Source: California Community College Chancellor's Office MIS Data

Through the 2019-20 academic year, female students represented approximately 58% of the total student population. However, in the first pandemic year (2020-21) Chaffey College experienced a large decline in male student enrollment (12,203 male students in 2019-20, 10,387 male students in 2020-21; a 14.9% decline in male student enrollment). The large decline in male student enrollment resulted in a change in student headcount distribution by gender with female students increasing to 62.3% in the 2020-21 academic year. In the 2021-22 academic year Chaffey College experienced some recovery among male students (a 2.3% increase) while the female student population declined by 4.3%. As a result, female students represented 60.6% of the total student population in 2021-22. It should also be noted that the number of students who identify as non-binary is beginning to increase while the number of students whose gender is unknown has been steadily declining.

Fig. 4: Annual Unduplicated Student Headcount Distribution by Race/Ethnicity, 2017-18 thru 2021-22

Source: California Community College Chancellor's Office MIS Data

Table 8: Annual Student Headcount by Race/Ethnicity, 2017-18 thru 2021-22

Race/Ethnicity	2017-18 (N=31,001)		2018-19 (N=31,261)		2019-20 (N=31,088)		2020-21 (N=28,930)		2021-22 (N=28,460)	
	N	%	N	%	N	%	N	%	N	%
Asian	2,023	6.5	2,161	6.9	2,199	7.1	2,192	7.6	2,397	8.4
Black	2,640	8.5	2,535	8.1	2,378	7.6	2,205	7.6	2,192	7.7
Latinx	20,025	64.6	20,389	65.2	20,378	65.5	18,481	63.9	17,375	61.1
Native American	52	0.2	51	0.2	66	0.2	60	0.2	49	0.2
Pacific Islander	67	0.2	75	0.2	80	0.3	74	0.3	70	0.2
Two or More Races	962	3.1	932	3.0	841	2.7	875	3.0	899	3.2
White	4,624	14.9	4,480	14.3	4,002	12.9	4,305	14.9	4,768	16.8
Unknown	608	2.0	638	2.0	1,144	3.7	738	2.6	710	2.5

Source: California Community College Chancellor's Office MIS Data

Annually, historically underrepresented student groups constitute 80-83% of the Chaffey College student population. Pre-pandemic, Asian, Latinx, Native American, and Pacific Islander groups experienced consistent numeric growth and gains in the percentage of the total student population that they represented. Over this same period, numeric and percentage declines were observed among Black, Multi-Ethnic/Racial, and White students. In the first year of the pandemic (2020-21), all groups (except Multi-Ethnic/Racial and White students) experienced numeric declines. The largest numeric declines were observed among Latinx (1,897 fewer students, a 9.3% decline) and Black (173 fewer students, a 7.3% decline) students. Groups that experienced the largest percentage declines were Latinx students (-9.3%) and Native American students (-9.1%). Continued numeric declines in 2021-22 resulted in further percentage declines among Latinx students (63.9% in 2020-21; 61.1% in 2021-22) and Pacific Islander students (0.3% in 2020-21; 0.2% in 2021-22). While numeric declines were observed among Black and Native American students, these declines did not result in percentage declines as a representation of the total student population.

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Table 9: Annual Student Headcount by Race/Ethnicity Within Gender, 2017-18 thru 2021-22*

| Race Within Gender	2017-18 (N=31,001) N	%	2018-19 (N=31,261) N	%	2019-20 (N=31,088) N	%	2020-21 (N=28,930) N	%	2021-22 (N=28,460) N	%
Female Students										
Asian	1,074	3.5%	1,127	3.6%	1,187	3.8%	1,258	4.3%	1,378	4.8%
Black	1,571	5.1%	1,468	4.7%	1,407	4.5%	1,404	4.9%	1,323	4.6%
Latinx	11,804	38.1%	12,113	38.7%	12,245	39.4%	11,823	40.9%	10,941	38.4%
Native American	24	0.1%	27	0.1%	42	0.1%	37	0.1%	30	0.1%
Pacific Islander	38	0.1%	45	0.1%	40	0.1%	41	0.1%	35	0.1%
Two or More Races	513	1.7%	520	1.7%	453	1.5%	518	1.8%	549	1.9%
White	2,572	8.3%	2,488	8.0%	2,261	7.3%	2,518	8.7%	2,659	9.3%
Unknown	310	1.0%	333	1.1%	621	2.0%	426	1.5%	341	1.2%
Male Students										
Asian	915	3.0%	995	3.2%	972	3.1%	901	3.1%	982	3.5%
Black	1,019	3.3%	1,009	3.2%	914	2.9%	766	2.6%	832	2.9%
Latinx	7,770	25.1%	7,849	25.1%	7,759	25.0%	6,350	21.9%	6,148	21.6%
Native American	22	0.1%	20	0.1%	19	0.1%	19	0.1%	15	0.1%
Pacific Islander	24	0.1%	28	0.1%	38	0.1%	31	0.1%	34	0.1%
Two or More Races	423	1.4%	394	1.3%	368	1.2%	335	1.2%	326	1.1%
White	1,951	6.3%	1,891	6.0%	1,658	5.3%	1,708	5.9%	2,027	7.1%
Unknown	260	0.8%	270	0.9%	475	1.5%	277	1.0%	257	0.9%
Unknown Gender Students										
Asian	34	0.1%	39	0.1%	40	0.1%	31	0.1%	30	0.1%
Black	50	0.2%	58	0.2%	57	0.2%	35	0.1%	30	0.1%
Latinx	451	1.5%	427	1.4%	373	1.2%	301	1.0%	247	0.9%
Native American	Sup	Sup	Sup	Sup	Sup	Sup	Sup	Sup	Sup	Sup
Pacific Islander	Sup	Sup	Sup	Sup	Sup	Sup	Sup	Sup	Sup	Sup
Two or More Races	26	0.1%	18	0.1%	19	0.1%	18	0.1%	17	0.1%
White	101	0.3%	101	0.3%	81	0.3%	76	0.3%	67	0.2%
Unknown	38	0.1%	35	0.1%	48	0.2%	35	0.1%	111	0.4%

Due to small cell sizes, non-binary student data disaggregated by race/ethnicity was suppressed
Source: California Community College Chancellor's Office MIS Data

A more discrete analysis of enrollment trends by race/ethnicity within gender revealed that the pandemic had the most pronounced impact on male students of color and Black female students. Among male students, Multi-Ethnic/Racial males (-22.9%), Latinos (-20.9%), and Black males (-18.4%) experienced the largest enrollment declines from 2017-18 to 2021-22 (NOTE: while Native American males experienced a 30.9% decline from 2017-18 to 2021-22, due to the small population size this represented a numeric decline of only seven (7) students). Black female students experienced a 15.8% decline in enrollment from 2017-18 to 2021-22. These declines are significant and parallel those at other California community colleges illustrating the impact of the pandemic on some of the District's most vulnerable populations.

From 2017-18 to 2021-22, Asian females (+28.3%), Asian males (+7.3%), Multi-Racial/Ethnic females (+7.0%), White males (+3.9%), and White females (+3.4%) experienced the largest percentage increases (NOTE: while Pacific Islander males experienced a 41.7% increase from

2017-18 to 2021-22, due to the small population size this represented a numeric gain of only ten (10) students).

Fig. 5: Fall Semester Unduplicated Student Headcount Distribution by Age Group, Fall 2017 thru Fall 2021
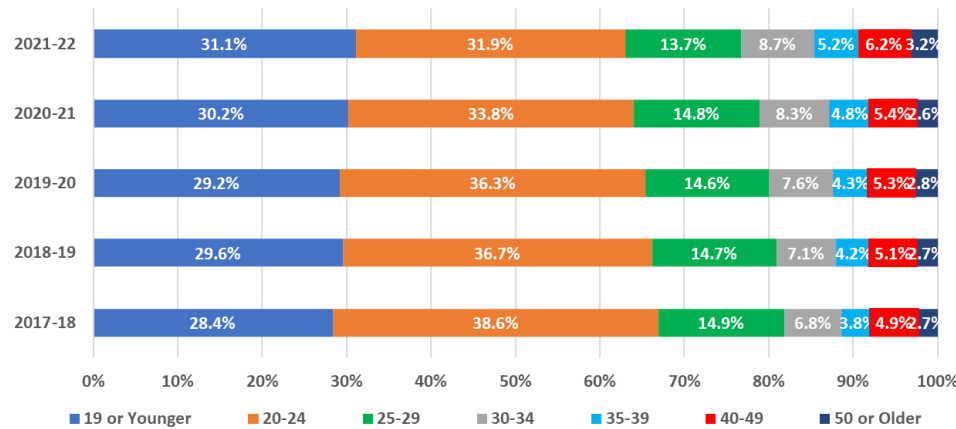
Source: California Community College Chancellor's Office MIS Data

Table 10: Fall Semester Student Headcount Distribution by Age Group, 2017 thru 2021

Age Group	Fall 2017 (N=23,409)		Fall 2018 (N=23,819)		Fall 2019 (N=23,559)		Fall 2020 (N=20,670)		Fall 2021 (N=19,470)	
	N	%	N	%	N	%	N	%	N	%
19 or Younger	6,643	28.4	7,050	29.6	6,882	29.2	6,236	30.2	6,050	31.1
20-24 Years Old	9,026	38.6	8,733	36.7	8,546	36.3	6,988	33.8	6,219	31.9
25-29 Years Old	3,486	14.9	3,500	14.7	3,432	14.6	3,061	14.8	2,665	13.7
30-34 Years Old	1,598	6.8	1,690	7.1	1,790	7.6	1,719	8.3	1,701	8.7
35-39 Years Old	882	3.8	994	4.2	1,021	4.3	997	4.8	1,016	5.2
40-49 Years Old	1,152	4.9	1,206	5.1	1,238	5.3	1,126	5.4	1,201	6.2
50 or Older	622	2.7	646	2.7	650	2.8	543	2.6	618	3.2

Source: California Community College Chancellor's Office MIS Data

Student age groups between 30 and 49 years old experienced numeric gains from 2017-18 to 2021-22. Students 30-34 years old increased by 6.4%; students 35 to 39 years old increased by 15.2%; and students 40 to 49 years old increased by 4.3%. The number of students 50 years of age or older remained relatively static (four fewer students in 2021-22 than in 2017-18, a 0.6% decline). As a result of these changes, all student age groups 30 or older now represent a larger percentage of the total student population than in 2017-18.

Students 20 to 24 years of age experienced the largest numeric (2,807) and percentage (-31.1%) declines from 2017-18 to 2021-22. Students 25 to 29 (821 fewer students, -25.6%) and 19 or younger (593 fewer students, -8.9%) also experienced large numeric and percentage declines. While numeric declines were observed among students 19 years of age or younger, as a percentage of the total student population this group increased from 2017-18 (28.4%) to 2021-22 (31.1%). Conversely, students 20 to 24 years of age (31.9%) and 25 to 29 years old (13.7%) now

constitute a smaller percentage of the total student population than in 2017-18. Like other colleges within the region, these declines are largely attributable to the pandemic and its effects.

Table 11: Student Educational Goal Distribution by Age Group, 2017-18 thru 2021-22

Educational Goal	2017-18 (N=31,001)		2018-19 (N=31,261)		2019-20 (N=31,088)		2020-21 (N=28,930)		2021-22 (N=28,460)	
	N	%	N	%	N	%	N	%	N	%
AA & Transfer	14,799	47.7	14,475	46.3	14,190	45.6	13,029	45.0	12,313	43.3
No AA & Transfer	3,276	10.6	3,221	10.3	3,098	10.0	2,746	9.5	2,512	8.8
AA Only	2,232	7.2	2,217	7.1	2,254	7.3	2,044	7.1	2,308	8.1
CTE Certification/ Career Develop.	2,260	7.3	2,330	7.5	2,400	7.7	2,071	7.2	2,026	7.1
College Preparation	1,272	4.1	1,337	4.3	1,411	4.5	1,588	5.5	1,807	6.3
Meet 4yr Require.	1,553	5.0	1,533	4.9	1,581	5.1	1,612	5.6	1,623	5.7
Exploratory/Other	1,331	4.3	2,033	6.5	2,177	7.0	2,169	7.5	2,273	8.0
Unknown/ Uncollected	4,278	13.8	4,115	13.2	3,977	12.8	3,671	12.7	3,598	12.6

Source: California Community College Chancellor's Office MIS Data

Examining students informed educational goal, from 2017-18 to 2021-22 the number of students who indicated that their intended goal was college preparation (+42.1%), meet 4-year requirements (+4.5%), explore career interests/other (+70.8%), or earn associate (AA) degree only (+3.4%) increased, while all other educational goal groups declined. The largest declines were observed among students who indicated that their educational goal was to transfer without earning an AA degree (-23.3%), earn an AA degree and transfer (-16.8%), or earn a CTE Certification/Career Development (-10.4%). Despite these changes over the past five years, approximately 58% of students indicated that their educational goal was to transfer or meet 4-year institution requirements.

Table 12: Special Population Annual Student Headcounts, 2017-18 thru 2021-22

Student Population	2017-18 (N=31,001)		2018-19 (N=31,261)		2019-20 (N=31,088)		2020-21 (N=28,930)		2021-22 (N=28,460)	
	N	%	N	%	N	%	N	%	N	%
Students with Disabilities	1,711	5.5	1,597	5.1	1,423	4.6	948	3.3	829	2.9
Extended Opportunities Programs & Services	1,018	3.3	1,112	3.6	1,106	3.6	939	3.2	945	3.3
Special Admit	1,074	3.5	1,601	5.1	1,801	5.8	2,587	8.9	3,089	10.9
Turing Point (Incarcerated)	170	0.5	128	0.4	161	0.5	178	0.6	138	0.5
Economically Disadvantaged	20,157	65.0	20,180	64.6	19,615	63.1	16,108	55.7	14,105	49.6
First Generation*	5,788	44.4	7,648	43.8	7,377	43.1	6,362	39.7	5,804	25.2
Foster Youth	394	1.3	548	1.8	590	1.9	408	1.4	476	1.7
UMOJA	125	0.4	248	0.8	135	0.4	64	0.2	83	0.3
Puente	0	0.0	24	0.1	33	0.1	31	0.1	25	0.1
Veterans/Military	380	1.2	357	1.1	314	1.0	270	0.9	214	0.8
Student Athletes	302	1.0	301	1.0	265	0.9	**	**	260	0.9

As this is a relatively new MIS data element (first reported in Fall 2017) and data does not exist for all students, the reported percentage is based upon students for whom data is available
**Due to the COVID-19 pandemic, team sports were not offered in the 2020-21 academic year*
Source: California Community College Chancellor's Office MIS Data

Many special student populations have been especially adversely impacted by the COVID-19 pandemic. Prior to the COVID-19 pandemic, Extended Opportunities, Programs and Services (EOPS), Turning Point (incarcerated), Economically Disadvantaged, First Generation, and UMOJA student populations remained relatively static or experienced growth through the 2019-20 academic year. By the 2021-22 academic year, all of these groups experienced significant declines, along with other student groups like Students with Disabilities, Veterans/Military, and Student Athletes. From 2017-18 to 2021-22, the student populations that experienced the largest declines were: Students with Disabilities (-51.5%); Veterans/Military students (-43.7%); UMOJA students (-33.6%); and Economically Disadvantaged students (-30.0%). While more students reported being first generation as a percentage of the total population, First Generation students declined from 44.4% in 2017-18 to 25.2% in 2021-22.

While most student populations experienced declines from 2017-18 through 2021-22, two groups experienced significant increases: Special Admit students (1,074 students in 2017-18, 3,089 students in 2021-22, 187.6% increase) and Foster Youth students (394 students in 2017-18, 476 students in 2021-22, a 20.8% increase).

Fig. 6: Number of Financial Aid Awards and Amount Awarded, 2017-18 thru 2021-22
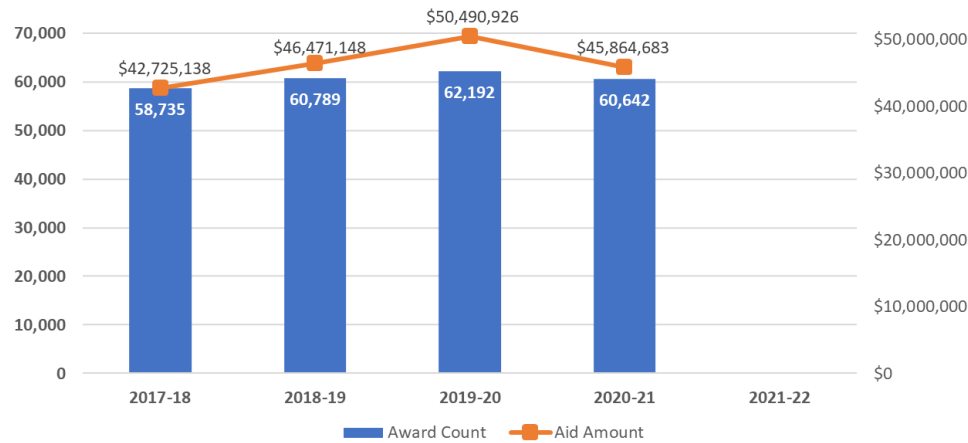
Source: California Community College Chancellor's Office Data Mart

Table 13: Financial Aid Recipients as a Proportion of the Total Student Headcount, 2017-18 thru 2021-22

| Student Population	2017-18 (N=31,001)		2018-19 (N=31,261)		2019-20 (N=31,088)		2020-21 (N=28,930)		2021-22 (N=28,460)	
	N	%	N	%	N	%	N	%	N	%
CC Promise Grant	18,390	59.3	18,109	57.9	18,273	58.8	15,786	54.6	14,050	49.4
Other Grants (including Pell)	7,655	24.7	8,612	27.5	9,165	29.5	9,589	33.1	7,648	26.9
Loans	33	0.1	46	0.1	33	0.1	34	0.1	88	0.3
Scholarships	454	1.5	740	2.3	503	1.6	433	1.5	303	0.9
Work Study**	222	0.7	256	0.8	234	0.8	0	0.0	34	0.1
Total Aid Recipients (Unduplicated)	18,656	60.2	18,522	59.2	18,708	60.2	16,514	57.1	14,951	52.5

*** Due to COVID-19 pandemic conditions, Work Study was not award to students in 2020-21*
Source: California Community College Chancellor's Office MIS Data

As figure 6 illustrates, after peaking in the 2019-20 academic year, the total number of annual financial aid awards and the amount awarded to students has gradually declined during pandemic years. The total number of financial aid awards (CC Promise Grant, other grants (including Pell), loans, scholarships, and work study) declined from 62,192 in 2019-20 to 55,056 in 2021-22, a 10.0% decline. The award amount also declined over this period, dropping from $50,490,926 in 2019-20 to $42,179,146 in 2021-22, a 16.5% decline. It should be noted that this does not include HEERF funds that were directly distributed to students. Over this same period, the unduplicated number of students who received one or more financial aid awards declined from 18,708 (60.2% of the student population) to 14,951 (52.5% of the student population), a 20.1% decline.

Course Offering Data (Primary Terms Only)

Fig. 7: Number of Sections Offered Annually (Primary Terms Only), 2017-18 thru 2021-22
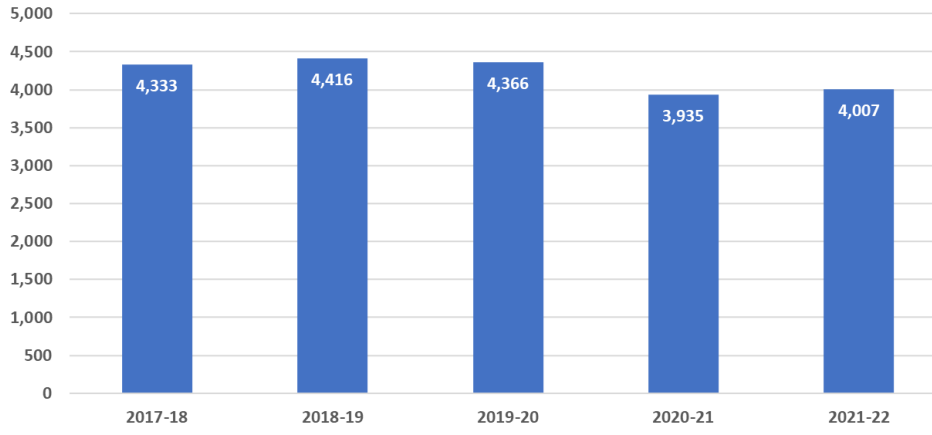
Source: California Community College Chancellor's Office MIS Data

Table 14: Section Offerings by Modality, 2017-18 thru 2021-22

Modality	2017-18 (N=4,333)		2018-19 (N=4,416)		2019-20 (N=4,366)		2020-21 (N=3,935)		2021-22 (N=4,007)	
	N	%	N	%	N	%	N	%	N	%
In-Person	3,806	87.8	3,761	85.2	3,530	80.9	124	3.2	345	8.6
Online	268	6.2	487	11.0	625	14.3	3,767	95.7	3,256	81.3
Hybrid	259	6.0	168	3.8	211	4.8	44	1.1	406	10.1

Source: California Community College Chancellor's Office MIS Data

Table 15: Section Offerings by Session Length, 2017-18 thru 2021-22

Session Length	2017-18 (N=4,333)		2018-19 (N=4,416)		2019-20 (N=4,366)		2020-21 (N=3,935)		2021-22 (N=4,007)	
	N	%	N	%	N	%	N	%	N	%
Full-Term	3,380	78.0	3,443	78.0	3,372	77.2	2,470	62.8	1,599	39.9
1st Fast Track	268	6.2	245	5.5	235	5.4	274	6.9	467	11.6
14-Week	114	2.6	120	2.7	145	3.3	499	12.7	974	24.3
2nd Fast Track	282	6.5	270	6.1	272	6.2	496	12.6	720	18.0
Other Session Length	289	6.7	338	7.7	342	7.8	196	5.0	247	6.2

Source: California Community College Chancellor's Office MIS Data

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Table 16: Section Offerings by Location, 2017-18 thru 2021-22*

Campus Location	2017-18 (N=4,333)		2018-19 (N=4,416)		2019-20 (N=4,366)		2020-21 (N=3,935)		2021-22 (N=4,007)	
	N	%	N	%	N	%	N	%	N	%
Rancho	2,780	64.2	2,743	62.1	2,582	59.1	46	1.2	467	11.7
Chino	538	12.4	552	12.5	520	11.9	30	0.7	123	3.0
Fontana	412	9.5	371	8.4	350	8.0	3	0.1	25	0.6
Exclusively Online	394	9.1	487	11.0	625	14.3	3,767	95.7	3,256	81.3
Other Location	209	4.8	263	6.0	289	6.6	89	2.3	136	3.4

* Hybrid sections credited to the physical location where the in-person session of the section meets
Source: California Community College Chancellor's Office MIS Data

From 2017-18 through 2019-20, the number of sections offered in the primary terms remained relatively static, varying by less than 2.0% annually. During the first pandemic year (2020-21), the number of sections offered declined by 9.9% from the previous academic year. A slight recovery was observed in 2021-22 when the number of sections offered increased by 1.8%.

Prior to the pandemic, the number of online sections offered increased by 133.2%. However, the percentage of hybrid sections offered declined by 18.5%. Driven by pandemic conditions, the percentage of online sections skyrocketed to 95.7% of all section offerings in 2020-21. As the District began the transition to a post-pandemic environment in 2021-22, the number of in-person section offerings increased by 178.2% over the prior year, while the number of hybrid sections increased by 822.7%. This also represents an increase of 56.8% over the 2017-18 academic year.

Full-term section offerings remained relatively static from 2017-18 through 2019-20, representing approximately 77-78% of all section offerings. The composition of section offerings changed dramatically during the pandemic as the District endeavored to schedule sections in a manner that met students' needs. In the 2021-22 academic year, approximately 60% of sections offered were in a length other than full-term, including approximately 25% that were offered as 14-week and almost 30% as either 1st or 2nd Fast Track (8-week sessions within the term).

In concert with increases in in-person and hybrid section offerings, offerings at physical campus locations have also increased. In 2021-22, approximately 19% of sections were fully or partially offered at a physical location. Section offerings at the Rancho Campus increased ten-fold; section offerings at the Chino Campus quadrupled; and section offerings at the Fontana Campus increased from three (3) in 2020-21 to 25 in 2021-22.

Socioeconomic Data

Service Area Data

Fig. 8: Population Trends by Service Area City, 2000 thru 2040
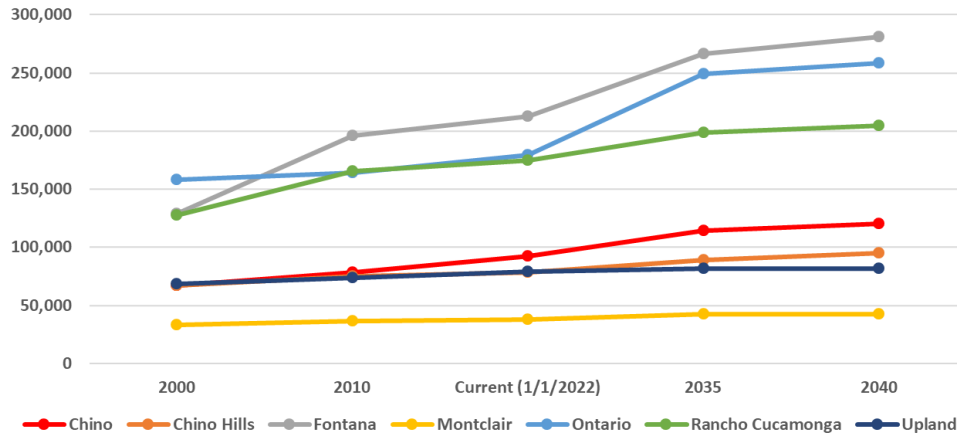
Sources: California Department of Finance, Demographic Research Unit, Reports E-1, E-4
Southern California Association of Governments (SCAG) 2016-2040 RTP/SCS Final Growth
*Projections by Jurisdiction*

Table 17: Service Area Cities Historical, Current, and Projected Population, 2017-18 thru 2021-22

Service Area City	2000	2010	Current (as of 1/1/2022)	2035	2040	Growth 2022 to 2040
Chino	67,168	77,983	91,998	114,200	120,400	30.9%
Chino Hills	66,787	74,799	77,964	89,000	94,900	21.7%
Fontana	128,928	196,069	212,809	266,300	280,900	32.0%
Montclair	33,049	36,664	37,846	42,300	42,700	12.8%
Ontario	158,007	163,924	179,516	248,800	258,600	44.1%
Rancho Cucamonga	127,743	165,269	174,476	198,300	204,300	17.1%
Upland	68,393	73,732	79,139	81,600	81,700	3.2%
Service Area Total	**650,075**	**788,440**	**853,748**	**1,040,500**	**1,083,500**	**26.9%**

Sources: California Department of Finance, Demographic Research Unit, Reports E-1, E-4
Southern California Association of Governments (SCAG) 2016-2040 RTP/SCS Final Growth
Projections by Jurisdiction

Since 2000, cities in the Chaffey Community College District service area have grown by 31.3%. A similar growth rate is projected from 2022 through 2040 when service area cities are projected to grow by 26.9%. By service area city, projected growth ranges from a low of 3.2% (Upland) to a high of 44.1% (Ontario). Numerically, it is anticipated that the projected growth will add approximately 230,000 additional residents to the Chaffey College service area.

**Fig. 9: Chaffey College and Service Area Population Comparison by Race/Ethnicity and Gender**
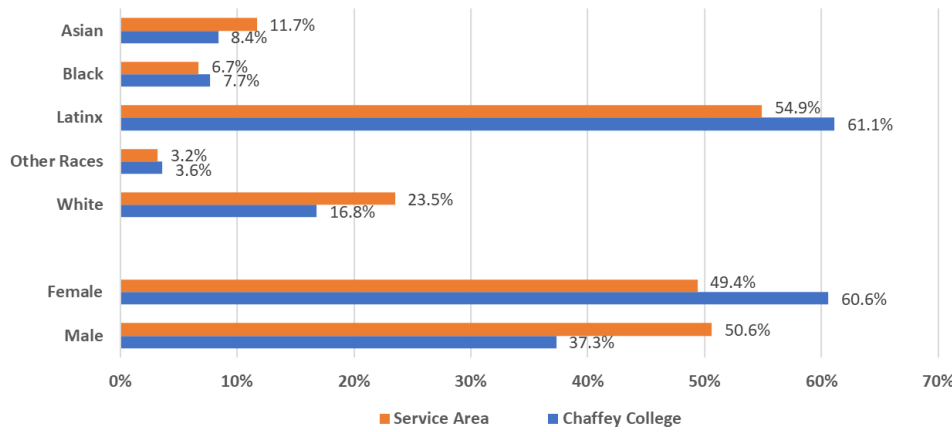
As figure 9 illustrates, in the 2021-22 academic year, Chaffey College served a higher percentage of Latinx (61.1%), Black (7.7%), and Other Race (3.6%) students compared to their representation in the service area community (54.9%, 6.7%, and 3.2%, respectively). Conversely, Chaffey College served a lower percentage of Asian (8.4%) and White (16.8%) students relative to their representation in the Chaffey College service area. Chaffey College also served a higher percentage of female students (60.6%) relative to their representation in the service area communities (49.4%).

As identified in figure 10 below, there is a wide range of affluence in the Chaffey College service area. Three cities – Chino Hills, Rancho Cucamonga, and Chino – exceed both the statewide ($78,672) and San Bernardino County ($65,761) median household income. Upland ($76,259) and Fontana ($75,681) are at the statewide household income level and exceed the county household income level. The other two service area cities – Ontario ($67,357) and Montclair ($63,245) – are at or below the county household income level and fall well below the statewide household income level. The disparity between the highest (Chino Hills) and lowest (Montclair) service area city household income levels is over $41,000.

Fig. 10: Median Household Income by Service Area City, 2020
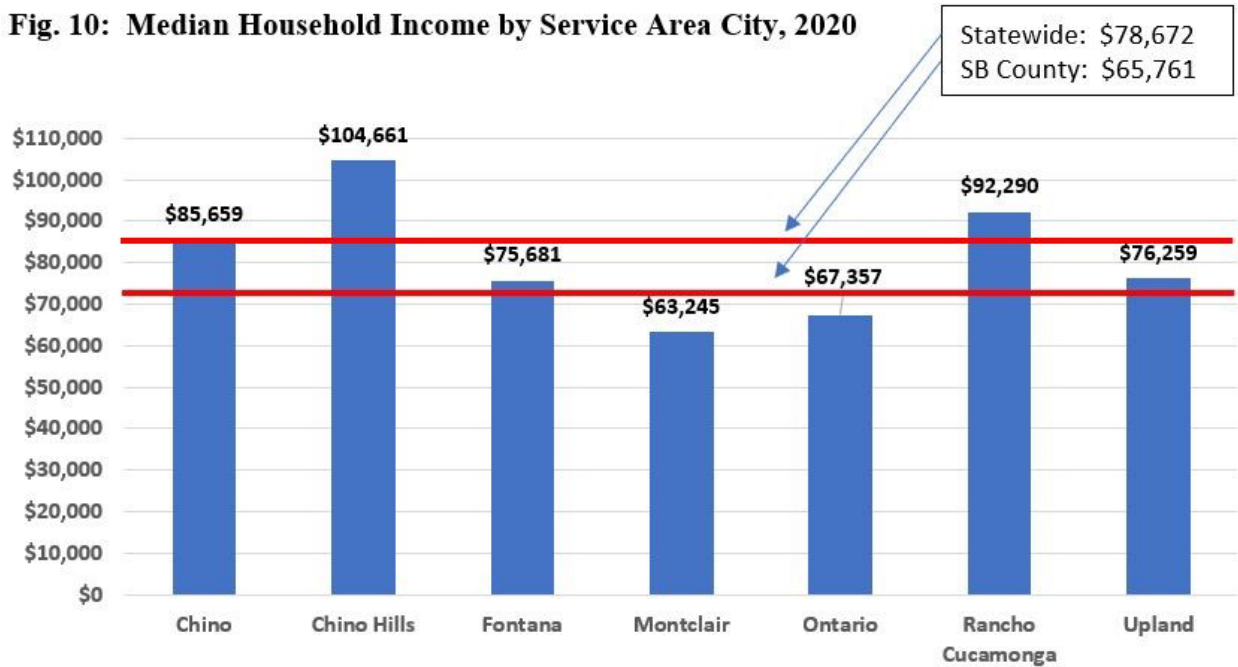
Statewide: $78,672
SB County: $65,761

Source: U.S. Census Bureau, 2020 ACS-5-Year Income, Poverty, and Employment Status Estimates (Select Economic Characteristics for California, Counties, and Incorporated Cities extracted by the Department of Finance Demographic Research Unit)

Fig. 11: Poverty Level by Service Area City, 2020
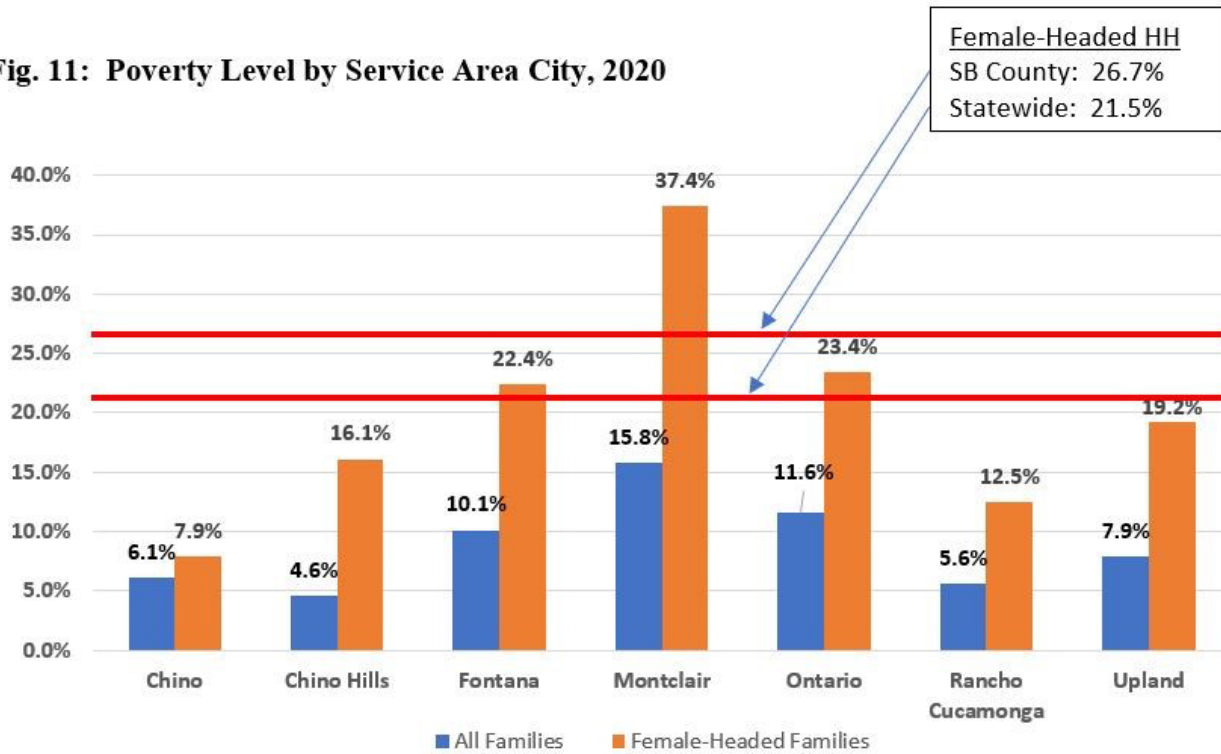
Female-Headed HH
SB County: 26.7%
Statewide: 21.5%

■ All Families ■ Female-Headed Families

Source: U.S. Census Bureau, 2020 ACS-5-Year Income, Poverty, and Employment Status Estimates (Select Economic Characteristics for California, Counties, and Incorporated Cities extracted by the Department of Finance Demographic Research Unit)

Similar to median household income, large disparities in family poverty level exist between service area cities. Observed differences by service area city are even more pronounced for female-headed households (no spouse present). The percentage of families below poverty level range from a low of 4.6% (Chino Hills) to a high of 15.8% (Montclair). Three cities – Fontana, Montclair, and Ontario – exceed the statewide family poverty level (9.0%), with Montclair also exceeding the county family poverty level (11.8%). Examining poverty level among female-headed households (no spouse present), poverty level within the Chaffey College service area ranges from a low of 7.9% (Chino) to a high of 37.4% (Montclair). Fontana, Montclair, and Ontario exceed the statewide poverty level for female-headed households (21.5%) with Montclair also exceeding the county poverty level for female-headed households (26.7%).

Table 18: Educational Attainment by Service Area City (Percentage of Adult Population 25 Years of Age or Older), 2020

Service Area City	Less Than HS Diploma	HS Diploma	Some College	AA Degree	BA Degree or Higher
Chino	18.7%	23.7%	25.8%	8.3%	23.5%
Chino Hills	6.4%	16.1%	19.2%	10.3%	48.0%
Fontana	23.2%	28.2%	22.9%	6.7%	19.0%
Montclair	26.2%	24.2%	24.7%	7.2%	17.7%
Ontario	24.3%	26.8%	22.3%	8.6%	18.0%
Rancho Cucamonga	8.6%	19.0%	25.4%	11.2%	35.8%
Upland	9.8%	21.5%	25.9%	10.2%	32.6%
SB County	19.3%	26.4%	24.3%	8.7%	21.3%
Statewide	16.1%	20.4%	20.9%	8.0%	34.6%

Source: U.S. Census Bureau, 2020 ACS-5-Year Educational Attainment Estimates
(Select Characteristics for California, Counties, and Incorporated Cities extracted by the Department of Finance Demographic Research Unit)

As table 18 indicates, a wide disparity exists by service area city in educational attainment. In Chino Hills (58.3%), Rancho Cucamonga (47.0%), and Upland (42.8%) over 40% of the adult population 25 years of age or older have earned a college degree (AA degree or higher). Conversely, in Montclair (53.0%), Fontana (51.4%), and Ontario (51.1%) over half of the adult population 25 years of age or older have attained a high school degree or less. In all three cities, these percentages are higher than those observed county-wide and statewide.

Fig. 12: Monthly Unemployment Rates: Service Area, County, and State January 2020 thru July 2022
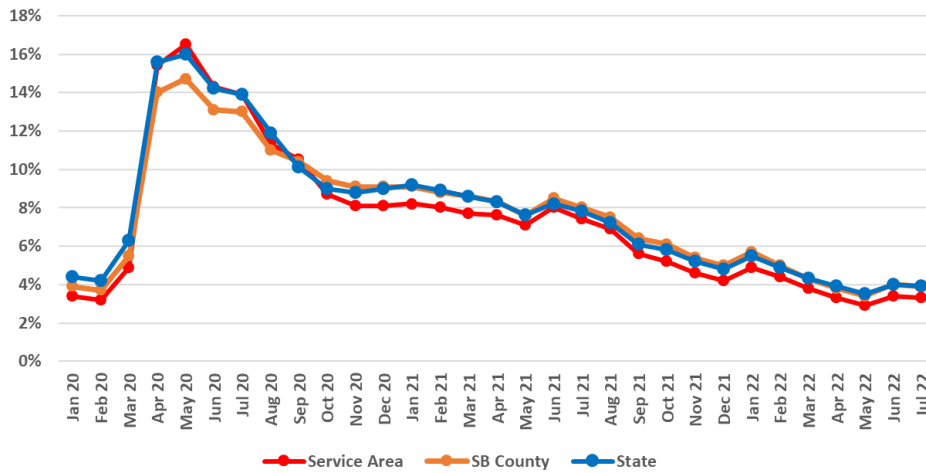
Source: California Economic Development Department, Labor Force and Unemployment Rate for Cities and Designated Places Area, Historical Data

At the onset of the COVID-19 pandemic (May 2020), the unemployment rate in the Chaffey College service area (16.5%) slightly exceeded both San Bernardino County (14.7%) and statewide (16.0%) unemployment rates. After experiencing monthly declines, by October 2020 the service area monthly unemployment rate was lower than both the county and state rate and has remained so since then. Despite experiencing slight increases in June 2021 and January 2022, service area unemployment rates continued to consistently decline through May 2022. After a slight increase in June 2022, the July 2022 service area unemployment rate is 3.3%, lower than the county and statewide unemployment rate (both at 3.9% in July 2022).

Labor Market Data

Rather than examining fastest and largest growing occupations in proximity to the Chaffey College service area, Chaffey College partnered with the regional Center for Excellence to identify occupations by labor market sector in 2022 that were in in-demand high quality occupations. In-demand high quality occupations are defined as:

- Occupations that are projected to have at least 100 annual job openings over the next five years
- Occupations that have a median wage of at least $24.36/hr. ($51,452 annually). This represents the regional self-sustainable hourly wage for a single adult with a child.

Occupations that meet both these criteria are considered in-demand high quality jobs. These occupations are not only in emerging fields that are forecasted to have a significant number of future regional openings but also lead to a thriving wage that can sustain a family and lead to economic stability and prosperity.

To facilitate long-range student and institutional planning that leads to successful attainment of these in-demand high quality jobs, occupations are reported by labor market sector. Typical educational level, annual job openings, median hourly earnings, and median annual earnings are reported for the top five in-demand high quality occupations in each labor market sector.

Table 19: 2022 In-Demand, High Quality Occupations in the Inland Empire (San Bernardino and Riverside Counties) by Labor Market Sector

Top Five In-Demand High Quality Occupations by Labor Market Sector	Educational Level	Annual Job Opening	Median Hourly Earnings	Median Annual Earnings
ADVANCED MANUFACTURING				
First-Line Supervisors of Production and Operating Workers	AA	496	$30.06	$62,515
First-Line Supervisors of Mechanics, Installers, and Repairer	AA	487	$38.42	$79,914
Industry Machinery Mechanics	AA	315	$30.64	$63,733
Industrial Engineers	BA	119	$38.60	$80,290
Mechanical Engineers	BA	100	$42.13	$87,632
ADVANCED TRANSPORTATION AND LOGISTICS				
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	AA	1,292	$28.42	$59,09
Transportation, Storage, and Distribution Managers	AA	273	$44.41	$92,374
Mobile Heavy Equipment Mechanics, Except Engines	AA	250	$30.32	$63,067
Logisticians	AA	207	$38.58	$80,238
Aircraft Mechanics and Service Techs.	AA	161	$35.48	$73,798
BUSINESS AND ENTREPENERSHIP				
General and Operations Managers	AA	1,921	$47.43	$98,651
First-Line Supervisors of Office and Administrative Workers	AA	1,634	$28.34	$58,944
Sales Representatives, Wholesale Manufacturing, Except Technical and Scientific Products	AA	1,388	$28.62	$59,531
Accountants and Auditors	BA	812	$34.75	$72,275
Management Analysts	BA	711	$38.42	$79,918

Top Five In-Demand High Quality Occupations by Labor Market Sector	Educational Level	Annual Job Opening	Median Hourly Earnings	Median Annual Earnings
ENERGY, CONSTRUCTION, AND UTILITIES				
First-Line Supervisors of Construction Trades and Extraction Workers	AA	876	$30.74	$63,947
Plumbers, Pipefitters, and Steamfitters	AA	710	$26.32	$54,750
Construction Managers	BA	525	$34.20	$71,140
Operating Engineers and Other Construction Equipment Operators	AA	518	$36.62	$76,167
Civil Engineers	BA	297	$52.03	$108,227
EDUCATION AND HUMAN DEVELOPMENT				
Elementary School Teachers, Except Special Education	BA	1,589	$44.51	$92,574
Secondary School Teachers, Except Special Education and CTE	BA	882	$42.91	$89,260
Middle School Teachers, Except Special Education and CTE	BA	420	$42.84	$89,098
Training and Development Specialists	BA	322	$31.04	$64,558
Social and Community Services Mngrs.	BA	259	$34.46	$71,683
HEALTH				
Registered Nurses	AA	2,382	$52.44	$109,072
Licensed Vocational Nurses	AA	789	$28.69	$59,683
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	BA	543	$25.70	$53,453
Medical and Health Services Managers	BA	490	$59.33	$123,398
Clinical Laboratory Technologists and Technicians	AA	182	$24.77	$51,517
INFORMATION & COMMUNICATIONS TECHNOLOGIES/DIGITAL MEDIA				
Software Developers and Software Quality Assurance Analysts and Testers	BA	552	$46.96	$97,680
Telecommunications Equipment Installers and Repairers, Except Line Installers	AA	354	$27.84	$57,905
Computer User Support Specialists	AA	293	$27.91	$58,056
Computer Systems Analysts	BA	201	$41.92	$87,191
Computer & Information Systems Managers	BA	180	$62.70	$130,417
PUBLIC SAFETY				
Police and Sheriffs Patrol Officers	AA	575	$50.40	$104,827
Correctional Officers and Jailers	AA	515	$40.98	$85,242
Firefighters	AA	284	$32.43	$67,461
First-Line Supervisors, Protective Service Workers	AA	161	$25.72	$53,499
Probation Officers and Correctional Treatment Specialists	BA	114	$41.59	$86,502

Top Five In-Demand High Quality Occupations by Labor Market Sector	Educational Level	Annual Job Opening	Median Hourly Earnings	Median Annual Earnings
RETAIL, HOSPITALITY, AND TOURISM				
Chefs and Head Cooks	AA	161	$26.46	$55,036
NOTE: no other occupations in this labor market sector met the strict in-demand high quality job criteria. However, a number of occupations were identified that were either in-demand OR had a median self-sustainable hour rate				
AGRICULTURE AND ADDITIONAL SECTORS				
Compliance Officers	BA	260	$35.17	$73,147
Paralegals and Legal Assistants	AA	246	$27.01	$56,191
Clergy	BA	234	$28.75	$59,805
Postal Service Mail Carriers	HS	216	$28.28	$58,828
Directors, Religious Activities and Education	BA	128	$27.13	$56,432

Source: *Inland Empire/Desert Region Center of Excellence, High Quality Occupations in the Inland Empire/Desert Region (Riverside and San Bernardino Counties, California), 2022*

Additional occupations exist in each labor market sector that are available to students in the local economy. In addition to in-demand high quality occupations in each labor market sector, Chaffey College also identifies and examines occupations that are either in-demand OR lead to a self-sustainable median hourly rate but not both.

Sites

Chaffey College, 5885 Haven Avenue, Rancho Cucamonga, CA 91737
Chaffey College Chino Campus, 5897 College Park Avenue, Chino, CA 91710
Chaffey College Fontana Campus, 16855 Merrill Avenue, Fontana, CA 92335
California Institution for Men (CIM), 14901 Central Avenue, Chino, CA 91710
California Institution for Women (CIW), 16756 Chino Corona Road, CA 92880
Rancho San Antonio Medical Plaza, 7777 Milliken Avenue, Rancho Cucamonga, CA 91730
Chino Valley Adult School, 12970 Third Street, Chino, California, 91710

Specialized or Programmatic Accreditation

Chaffey College has career technical programs in the Schools of Business and Applied Technology and Health Sciences that undergo external evaluation and are accredited by industry-specific agencies. Each program is noted below, along with the associated accrediting body's name and contact information.

Associate Degree Nursing (ADN) Program
The ADN program is accredited by the State of California Board of Registered Nursing (BRN), a division of the California Department of Consumer Affairs and the Accreditation Commission for Education in Nursing, Inc. (ACEN).

California Board of Registered Nursing (BRN)
P.O. Box 944210
Sacramento, CA 94244-2100
(916) 322-3350

Accreditation Commission for Education in Nursing, Inc.
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000

Aviation Maintenance Technology (AMT) Program
The Aviation Maintenance Technology program is approved by the Federal Aviation
Administration, which is a division of the United States Department of Transportation.

U.S. Department of Transportation Federal Aviation Administration
800 Independence Avenue, SW
Washington, DC 20591
1-866-TELL-FAA (1-866-835-5322)

Certified Nursing Assistant (CNA) Program
The Certified Nursing Assistant program is approved by the California State Department of
Health.

California Department of Public Health
PO Box 997377, MS 0500
Sacramento, CA 95899-7377
(916) 558-1784

Dental Assisting Program
The Dental Assisting program is accredited by the American Dental Association, Commission on
Dental Accreditation and by the Dental Board of California, a division of the California
Department of Consumer Affairs.

American Dental Association, Commission on Dental Accreditation
211 East Chicago Avenue
Chicago, IL 60611-2678
(800) 232-6108

Dental Board of California
2005 Evergreen Street, Suite 1550
Sacramento, CA 95815
(916) 263-2300

Emergency Medical Technician (EMT) Program
The EMT program is accredited locally through the California Emergency Medical Services
Authority through the County of San Bernardino.

Inland Counties Emergency Medical Agency (ICEMA)
1425 South "D" Street
San Bernardino, CA 92415-0060
(909) 388-5823

Radiologic Technology (Rad Tech) Program
The Rad Tech program is accredited by the California Department of Public Health, Radiologic Health Branch, and the Joint Review Committee on Education in Radiologic Technology.

California Department of Public Health, Radiologic Health Branch
P.O. Box 997414, MS 7610
Sacramento, CA 95899-7414
(916) 558-1784

Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
(312) 704-5300

Vocational Nursing (VN) Program
The VN program is accredited by the State of California Board of Vocational Nursing and Psychiatric Technicians (BVNPT), a division of the California Department of Consumer Affairs.

Board of Vocational Nursing and Psychiatric Technicians (BVNPT)
2535 Capitol Oaks Drive, Suite 205
Sacramento, CA 95833
(916) 263-7800

B. Presentation of Student Achievement Data and Institution-Set Standards

Student Achievement Data and Institution-Set Standards

Chaffey College has established institution-set standards that align with ACCJC reporting Standards and California Community College Chancellor's Office Vision for Success (VS) Goals. Chaffey College has also identified institution-set standards for additional metrics that align with the institutional mission. Table 1 below identifies Chaffey College's institution-set standards and their relationship to ACCJC Standards, VS Goals and Chaffey identified metrics.

Table 1: Relationship Between Chaffey College Institution-Set Standards and ACCJC Standards, Vision for Success (VS) Goals, & Chaffey Identified Metrics

| Institution-Set Standard | Addresses… | | |
	ACCJC Standards	Vision for Success (VS) Goals	Chaffey Identified Metrics
Course Completion Rates	X		
Transfer-Level English and Quantitative Reasoning Course Completion			X
Degree Completion (All Degrees)	X	X	
Degree Completion (ADTs Only)		X	
Certificate Completion (Chancellor's Office Approved Only)	X	X	
Mean Unit Accumulation (All Degree Earners)		X	
Mean Unit Accumulation (ADT Earners)			X
Fall Semester Transfers (CSUs and UCs Only)	X	X	
Employed in Field of Study		X	
Job Placement Rates	X		
Licensure Examination Pass Rates	X		

Specific to Vision for Success Goals established by the Chancellor's Office, Chaffey College also examines annual performance relative to targets set by the Chancellor's Office for 2022-23 and statewide progress on these metrics. Table 2 below identifies Chaffey's performance on VS Goals relative to statewide progress (2021-22) and 2022-23 Chancellor's Office Vision for Success goal targets.

Table 2: Chaffey College Performance on Vision for Success Goals Compared to 2022-23 Chancellor's Office Targets and Current Statewide Performance

Institution-Set Standard	2022-23 Target	Chaffey Performance	Statewide Performance
Degree Completion (All Degrees)	20%	28.3%	25.4%
Certificate Completion	20%	14.9%	52.7%
Degree Completion (ADTs Only)	35%	116.7%	61.9%
Fall Semester Transfers (CSUs and UCs Only)	35%	27.5%	6.9%
Mean Unit Accumulation (All Degree Earners)	-8 units	-6 units	-2 units
Employed in Job Related to Field of Study	76%	68.2%	70.8%

Student Course Completion

Student Course Completion	2017-18	2018-19	2019-20	2020-21	2021-22
Actual Performance	70.6%	70.4%	72.4%	70.2%	67.0%
Institution-Set Standard	70.0%	70.0%	70.0%	70.0%	70.0%
Aspirational Goal	72.0%	72.0%	72.0%	72.0%	72.0%
Difference Between Actual & Inst. Set Standard	0.6%	0.4%	2.4%	0.2%	-3.0%
Difference Between Actual and Aspirational Goal	-1.4%	-1.6%	0.4%	-1.8%	-4.0%

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.

Examining data from the 2017-18 through 2021-22 academic years, course completion rates exceeded the institution-set standard of 70.0% from 2017-18 through 202-21. It should be noted that 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 (75.7%) skewed the annual 2019-20 course completion rate (72.4%). 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 71.3% and the annual course completion rate would have been 70.5%.

Based upon prior year actual data and targets, the same institution-set standard (70.0%) and aspirational target (72.0%) were established for the 2021-22 academic year. However, in 2021-22, the actual completion rate was 67.0%, 3.0% below the institution-set standard and 5.0% below the aspirational goal. An examination by semester revealed a significantly lower completion rate in fall 2021 (64.4%) than in spring 2022 (68.4%). Additional analyses have also been conducted by course and student characteristics to inform discussions about the observed decline in completion rate.

In addition to examining overall course completion rate, as a standard practice the District also disaggregates data and examines course completion rate by student characteristics.

Completed Transfer-Level English and Math

Transfer-Level English AND Quantitative Reasoning Course Completion (1st Year Students)	2017-18	2018-19	2019-20	2020-21	2021-22
Actual Performance	3.8%	4.9%	11.8%	13.9%	9.8%
Institution-Set Standard	3.0%	4.5%	9.0%	12.0%	15.0%
Aspirational Goal	5.0%	6.0%	12.0%	15.0%	18.0%
Difference Between Actual & Inst. Set Standard	0.8%	0.4%	2.8%	1.9%	-5.2%
Difference Between Actual and Aspirational Goal	-1.2%	-1.1%	-0.2%	-1.1%	-8.2%

Operational Definition: Among first-time, no prior college experience students, the proportion who successfully complete a transfer-level English AND quantitative reasoning course in their first year. While the California Community College Chancellor's Office currently only includes courses with a 1701.00 (Mathematics, General) TOP Code in the identification of transfer-level math course completion, consistent with Chaffey's placement process the local definition has been expanded to include the following quantitative reasoning courses: Elementary Statistics (STAT-10); Social Science Statistics (SCSCI-10); Math Concepts for Teachers (MATH-4); and Personal Finance (ACCTGFS-30).

From 2017-18 through 2020-21, the proportion of students who completed a transfer-level English course AND a transfer-level quantitative reasoning course increased from 3.8% to 13.9%, a 265.8% increase. Over this period the percentage of first-time students who completed a transfer-level English course in their first year increased from 24.6% in 2017-18 to 35.4% in 2020-21, a 43.9% improvement. Examining quantitative reasoning courses, the percentage of first-time students who completed in their first year increased from 6.5% in 2017-18 to 17.7% in 2020-21, a 172.3% improvement. As the table above indicates, in 2021-22 the percentage of first-time students who successfully completed a transfer-level English AND quantitative reasoning course in their first year declined to 9.78%. Disaggregated by discipline, the percentages of first-time students successfully completing transfer-level English courses (29.5%) or quantitative reasoning courses (13.2%) also declined. The institution is exploring potential reasons for the observed decline and solutions to promote improved outcomes on this metric.

In addition to examining overall transfer-level English and quantitative reason course completion rate, as a standard practice the District also disaggregates data and examines transfer-level English and quantitative reasoning course completion rate by student characteristics.

Degree Completion

Degree Completion (Unduplicated Student Count)	2017-18	2018-19	2019-20	2020-21	2021-22
Actual Performance	2,247	2,311	2,428	2,423	2,174
Institution-Set Standard	1,969	2,166	2,383	2,335	2,181
Aspirational Goal	2,344	2,472	2,542	2,671	2,665
Difference Between Actual & Inst. Set Standard	278	145	45	88	-7
Difference Between Actual and Aspirational Goal	-97	-161	-114	-248	-491

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.

After observing an increase from 2017-18 to 2019-20 in the number of unduplicated students who earned an associate's degree (2,247 to 2,428, an 8.1% increase), the number of unduplicated degree earners remained relatively static in 2020-21 (five fewer degree earners) before declining by 249 students in 2021-22, a 10.3% decline from the previous year. Recognizing the uncertainty created by the COVID-19 pandemic and recovery, the District set more moderate expectations for the 2021-22 academic year, establishing a conservative recommended institution-set standard that was 10% lower than the 2020-21 institution-set standard. Conversely, the recommended 2021-22 aspirational goal was ambitious, establishing an annual gain of 10% over the 2020-21 academic year.

In addition to examining overall degree completions, as a standard practice the District also disaggregates data and examines degree completions by student characteristics.

ADT Degree Completion

ADT Degree Completion (Unduplicated Student Count)	2017-18	2018-19	2019-20	2020-21	2021-22
Actual Performance	1,124	1,229	1,306	1,469	1,323
Institution-Set Standard	912	1,180	1,290	1,264	1,307
Aspirational Goal	1,086	1,236	1,352	1,437	1,616
Difference Between Actual & Inst. Set Standard	212	49	16	205	16
Difference Between Actual and Aspirational Goal	38	-7	-46	32	-309

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

The unduplicated number of students who earned an ADT increased from 1,124 in 2017-18 to 1,306 in 2019-20, a numeric increase of 182 students that represented a 16.2% increase. The number of unduplicated ADT award earners increased 1,306 in 2019-20 to 1,469 in 2020-21, a 12.5% increase. Recognizing the uncertain conditions created by the COVID-19 pandemic, the District established more moderate expectations for the 2021-22 academic year, setting an institutional standard that was 5% higher than the prior three-year institution-set standard average. Despite an observed decline in the number of unduplicated ADT award earners in 2021-22, Chaffey College exceeded the 2021-22 institution-set standard. The District continues to set ambitious annual aspirational goals, establishing an annual gain of 10% over the prior year performance as the aspirational target.

In addition to examining overall ADT degree completion rate, as a standard practice the District also disaggregates data and examines ADT degree completion rate by student characteristics.

Certificate Completion

Certificate Completion, Chancellor's Office Approved (Unduplicated Student Count)	2017-18	2018-19	2019-20	2020-21	2021-22
Actual Performance	1,597	1,340	1,683	1,169	1,042
Institution-Set Standard	1,357	1,679	1,430	1,649	1,052
Aspirational Goal	1,615	1,757	1,498	1,727	1,286
Difference Between Actual & Inst. Set Standard	240	-339	253	-480	-10
Difference Between Actual and Aspirational Goal	-18	-417	185	-442	-244

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.

With the exception of the 2019-20 academic year when an increase in unduplicated Chancellor's Office award earners was observed, the District has observed a steady decline in unduplicated Chancellor's Office approved certificate earners. After increasing by 343 students (a 25.6% increase) from 2018-19 to 2019-20, the District established an institution-set standard in 2020-21 that was only 2% lower than the actual outcome in 2019-20. The District failed to achieve this standard as the number of unduplicated certificate earners in 2020-21 dropped to 1,169 students, a decline of 514 students (-30.5%). In response to this decline, the District established an institution-set standard in 2021-22 that was 10% lower than the actual outcome observed in 2020-21. The District once again observed a decline in unduplicated certificate earners, although the decline was commensurate to the institution-set standard (ten students below the institution-set standard, a 10.9% decline).

In addition to examining overall certificate completion rate, as a standard practice the District also disaggregates data and examines certificate completion rate by student characteristics.

Mean Unit Accumulation (All Degree Earners)

Mean Unit Accumulation All Degree Earners	2017-18	2018-19	2019-20	2020-21	2021-22
Actual Performance	87.4	85.0	82.7	87.8	82.6
Institution-Set Standard	91.5	87.4	85.0	82.7	87.8
Aspirational Goal	79.0	79.0	79.0	79.0	79.0
Difference Between Actual & Inst. Set Standard	-2.4	-2.4	-2.3	5.1	-5.2
Difference Between Actual and Aspirational Goal	6.0	6.0	3.7	8.8	3.6

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. Among students who earned a degree in an annual period, the District identified the cumulative number of units earned by award earners at the end of the semester that the award was conferred.

After declining from 87.4 in 2017-18 to 82.7 in 2019-20, the District observed an increase in the mean number of units completed by 2020-21 degree earners (87.8 mean units earned at the time the award was conferred). Exploring this population, it appears that many students returned to Chaffey in the 2020-21 academic year to replace EW grades earned in the spring 2020 semester. In addition to taking the course(s) need to complete the award (which was then credited to the 2020-21 academic year), many of these students enrolled in additional courses, possibly in order to maintain financial aid requirements. After this anomalous year, in 2021-22 unit accumulation returned to 2019-20 levels (82.6 mean units earned by associate degree earners in 2021-22). As an ongoing aspirational target, the District has established the Vision for Success goal of 79.0 mean units accumulated as its target.

In addition to examining overall mean unit accumulation for all degree earners, as a standard practice the District also disaggregates data and examines mean unit accumulation of degree earners by student characteristics.

Mean Unit Accumulation (ADT Degree Earners)

Mean Unit Accumulation ADT Degree Earners	2017-18	2018-19	2019-20	2020-21	2021-22
Actual Performance	84.9	81.7	79.9	83.8	76.5
Institution-Set Standard	88.9	84.9	81.7	79.5	83.8
Aspirational Goal	79.0	79.0	79.0	78.0	79.0
Difference Between Actual & Inst. Set Standard	-4.0	-3.2	-1.8	4.3	-7.3
Difference Between Actual and Aspirational Goal	5.9	2.7	0.9	5.3	-2.5

Operational Definition: In order to identify all ADT awards, award data was pulled from Ellucian, the District's student information system. Among students who earned an ADT award in an annual period, the District identified the cumulative number of units earned by ADT earners at the end of the semester that the award was conferred.

Similar to the pattern observed among all associate degree earners, a decline in mean units accumulated among ADT earners was observed from 2018-19 to 2019-20, followed by an increase from 2019-20 to 2020-21. After declining from 84.9 units in 2017-18 to 79.9 in 2019-20, mean units accumulated by ADT award earners increased to 83.8 in 2020-21. An exploration

of this population revealed the same enrollment behavior pattern was observed among all associate degree earners. This increase led the District to establish a conservative institution-set standard in 2021-22 that mirrored the actual performance outcome in 2020-21 (83.8). However, in examining actual performance outcome in 2021-22, ADT earners not only exceeded the institution-set standard but also exceed the aspirational target (79.0, which again had been consistently established across all years as it represented the Vision for Success (VS) goal for this metric). Since the improvement in 2021-22 mean unit accumulation reflects a significant gain over prior years, future recommended aspirational targets will be set at 75.0 mean units accumulated.

In addition to examining overall mean unit accumulation of ADT degree earners, as a standard practice the District also disaggregates data and examines mean unit accumulation of ADT degree earners by student characteristics.

Fall Semester Transfers (CSUs and UCs)

Fall Semester Transfers (CSUs and UCs)	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Actual Performance	859	1,073	1,077	1,322	1,161
Institution-Set Standard	935	816	1,019	1,023	1,190
Aspirational Goal	1,082	945	1,180	1,185	1,388
Difference Between Actual & Inst. Set Standard	-76	257	58	299	-29
Difference Between Actual and Aspirational Goal	-223	128	-103	137	-227

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.

Since admissions thresholds are established by the CSU and UC systems and are outside of the District's control, the District has consistently established conservative institution-set standards of 5% below the prior year actual performance outcome. In the fall 2021 semester, the actual performance outcome was 29 students below the institution-set standard. An examination of fall 2020 and fall 2021 CSU enrollment data revealed that while applications to CSUs from Chaffey College were down 6.9% and admissions were down 9.3%, the percentage of eligible students who actually enrolled at a CSU in the fall semester declined by 13.2%.

In addition to examining the overall number of fall semester transfers to CSUs and UCs, as a standard practice the District also disaggregates data and examines fall semester transfers to CSUs and UCs by student characteristics.

Employed in Field of Study

Employed in Field of Study	2022 Survey	2021 Survey	2020 Survey	2019 Survey	2018 Survey
Actual Performance	67.3%	74.6%	71.2%	68.2%	68.2%
Institution-Set Standard	65.0%	65.0%	65.0%	65.0%	65.0%
Aspirational Goal	67.7%	70.7%	78.3%	73.4%	71.6%
Difference Between Actual & Inst. Set Standard	2.3%	9.6%	4.9%	3.2%	3.2%
Difference Between Actual and Aspirational Goal	-0.4%	3.9%	-8.4%	-5.2%	-6.6%

Operational Definition: Data for employment in field of study is culled from responses to the annual Career Technical Education (CTE) Outcomes Survey. As such, a lag time exists between survey release year (represented in the table above) and the cohort year (e.g., students reported in 2021 were enrolled in 2018-19). Students were surveyed if they: earned a certificate of six or more units, earned a CTE degree, or earned nine or more CTE units in the cohort year; were not enrolled in the subsequent academic year; and did not transfer to a postsecondary educational institution. The reported percentages only reflect students who responded to the CTE Outcomes Survey. As part of the methodology employed by the California Community College Chancellor's Office, students are considered to be employed in their field of study if they self-report that their current job is "very close" or "close" to their coursework and training.

After peaking on the 2019 survey, the percentage of students who self-reported that the job they were able to secure was closely related to their program of study has steadily declined in subsequent years. Due to potential fluctuations in the economy, the accuracy of self-reported data, pandemic-related conditions, and other factors, the District has consistently established an annual institution-set standard of 65.0%. The District has consistently exceeded this institution-set standard in all reporting years. The aspirational target is also consistently set with an annual improvement rate of 5% over the prior year actual performance outcome.

Licensure Examination Pass Rates

Program	Type of Exam	Inst. Set Standard	2018-19 Pass Rate	2019-20 Pass Rate	2020-21 Pass Rate
Associate Degree Nursing	State	85.0%	95.2%	98.6%	92.5%
Aviation Maintenance Technology, Airframe	National	85.0%	100.0%	100.0%	100.0%
Aviation Maintenance Tech., Power Plant	National	85.0%	100.0%	100.0%	100.0%
Certified Nursing Assistant	National	75.0%	98.0%	N/R	N/R
Dental Assisting	State	84.0%	N/R	N/R	100.0%
Emergency Medical Technician	State	60.0%	87.1%	90.1%	60.7%
Radiologic Technology	National	90.0%	100.0%	100.0%	100.0%
Vocational Nursing	National	75.0%	75.5%	68.1%	77.3%

N/R: Not Reported (program is on hiatus)

Job Placement Rates

Program	Inst. Set Standard	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate	2020-21 Pass Rate
Accounting	72.6%	84.6%	85.9%	77.3%	76.4%
Automotive Technology	77.5%	84.4%	84.4%	85.7%	81.6%
Aviation Maintenance Technology, Airframe	79.1%	75.0%	75.0%	70.0%	83.3%
Aviation Maintenance Tech., Power Plant	83.6%	82.6%	82.6%	81.3%	88.0%
Business Administration	67.5%	76.9%	76.9%	87.3%	71.1%
Business Management	78.8%	77.3%	77.3%	72.7%	82.9%
Business, Paralegal	70.5%	80.7%	80.7%	74.1%	74.2%
Business Technologies	42.7%	72.9%	72.9%	65.8%	*44.9%*
Child Development and Education	73.7%	90.0%	90.0%	70.2%	77.6%
Computer Information Systems	71.3%	78.6%	78.6%	72.0%	75.0%
Computer Infrastructure and Support	83.1%	79.2%	*100.0%*	*100.0%*	87.5%
Computer Networking	81.9%	82.0%	79.2%	78.3%	86.2%
Criminal Justice	81.6%	89.4%	82.0%	87.5%	85.9%
Culinary Arts	81.0%	95.2%	90.1%	83.9%	85.3%
Dental Assisting	65.4%	94.4%	95.2%	87.5%	*68.8%*
Education	88.3%	81.8%	94.4%	77.8%	92.9%
Electronics and Electronic Technology	63.4%	91.3%	87.5%	40.0%	*66.7%*
Fashion	88.5%	65.4%	91.3%	90.9%	93.2%
Fire Technology	72.2%	85.2%	65.4%	66.7%	76.0%
Gerontology	86.6%	83.3%	85.2%	95.0%	91.2%
Hospitality	69.6%	82.4%	83.3%	*66.7%*	73.3%
Marketing and Distribution	87.4%	69.2%	81.5%	88.0%	92.0%
Nursing, Associate Degree	71.3%	91.8%	*66.7%*	83.3%	75.0%
Nursing, Vocational	88.1%	81.4%	91.8%	94.7%	92.7%
Pharmacy Technician	88.8%	86.4%	81.4%	83.3%	93.5%
Photography	86.4%	72.20%	86.4%	91.7%	90.9%
Radio and Television	61.5%	83.3%	72.2%	64.3%	*64.7%*
Radiologic Technology	82.2%	92.6%	83.3%	80.0%	86.5%

Cells in blue reflect less than 10 cases and are subject to variance

C. Organization of the Self-Evaluation Process

Accreditation Liaison Officer: Laura Hope

Accreditation Tri-Chairs: Hope Ell (C), Nicole DeRose (F), Laura Hope (A)

Accreditation Oversight Committee Members:
Sharon Awad (C), Hope Ell (C), Valeen Gonzales (C), Julie Sanchez (C), Sarah Schmidt (C),
Nicole DeRose (F), Shannon Jessen (F), Laura Picklesimer (F), Steve Shelton (F), Cindy Walker (F),
Misty Burruel (A), Jason Chevalier (A), Jim Fillpot (A), Yolanda Friday (A), Laura Hope (A),
Robert Rundquist (A)

Section G. Institutional Analysis Tri-Chairs			
Standard I	**Standard II**	**Standard III**	**Standard IV**
Sarah Schmidt (C)	Valeen Gonzales (C)	Sharon Awad (C)	Julie Sanchez (C)
Laura Picklesimer (F)	Shannon Jessen (F)	Cindy Walker (F)	Steve Shelton (F)
Jason Chevalier (A)	Robert Rundquist (A)	Yolanda Friday (A)	Misty Burruel (A)

Classified Professionals:
Trisha Albertson (IV), Shireen Awad (II), Joseph Cascio (I), Carla Castellaw (II),
Kevin Curwin (II), Tim Dominquez (III), Alyssa Kraus (IV), Lissa Napoli (IV),
Olympia Olaluwoye (I), Jason Schneck (III), Ryan Sipma (II), Eva Ramirez (III),
Megan Robles (II), Melissa Ruiz Bulosan (I), Sarah Schmidt (III), Yubel Svensson (III),
Vicky Valle (III)

Faculty:
Jonathan Ausubel (IV), Angela Burk-Herrick (I, II, IV), Angela Cardinale (I, II, III),
Elizabeth Encarnacion (I), Ryan Falcioni (I), David Karp (I), Julie Law (II), Ava Nguyen (III),
Bruce Osburn (III), Rose Ann Osmanian (II), Terezita Overduin (II), Jacob Peck (II),
Selene Pineda (II), David Rentz (I), Melissa Sakoonphong (II), Neil Watkins (III, IV)

Administration:
Troy Ament (III), Myriam Arellano (III), Lisa Bailey (III), Isabel Bogue (III), Timi Brown (II),
Misty Burruel (II), Patrick Cabildo (III), Tomeika Carter (III), Jason Chevalier (III),
Kim Erickson (III), Jim Fillpot (I, II, IV), Mike Fink (III), Susan Hardie (III), Eric Houck (III),
Teresa Hull (I), Matt Morin (I), Amy Nevarez (I), Sarah Riley (III), Janeth Rodriguez (II),
Leticia Romo (III), Diana Sanchez (II), Alisha Serrano (III)

Governing Board:
Deanna Olivares-Lambert (IV)

Students:
Andrea Leon Garcia (IV)

(C) Classified Professionals   (F) Faculty   (A) Administration

ACCREDITATION 2023 TIMELINE	
November-December 2021	Standard chairs work on committee composition

January 2022 (Flex)	Standard specific meetings
	
	January 6: Standard III, 3:00-4:30
	
	January 7: Standard II, 9:00-10:30
	               Standard I, 11:00-12:30
	               Standard IV, 2:00-3:30

January-April 2022	Standard workgroups collect evidence
February-March 2022	Check in meeting – Standard workgroups and Accreditation Tri-Chairs
April 15, 2022	Complete evidence collection
April 18-May 17	Evidence compiled into 1st ISER Draft
May 18, 2022	1st ISER Draft circulated to campus constituents
May 2022-August 2022	Writing process continues
August 2022	Refined ISER Draft ready to circulate August 10: Convocation Accreditation Update August 11: Accreditation Forum #1, 10:00-12:00
August-September 2022	2nd ISER Draft circulated to constituents
September 2022	Edits to draft ISER September 9: Accreditation Forum #2, 11:00-12:30 September 20: Accreditation Forum #3, 2:30-4:00
October 2022	First reading to Governing Board
November 2022	Second reading and approval to Governing Board
December 15, 2022	**ISER due to ACCJC**

D. Organizational Information

Chaffey Community College District
Management Organizational Chart
2022 – 2023

- Governing Board
  - Superintendent/President — Henry D. Shannon

Associate Superintendent, Business Services and Economic Development — Lisa Bailey
- Interim Executive Director, Fiscal and Audit Services — Patrick Cabildo
  - Accounting Administrator — Myriam Arellano
  - Interim Internal Auditor — Timothy Dominguez
- Executive Director, Business Services — Kim Erickson
  - Accounting Administrator — Myriam Arellano
  - Interim Director, Purchasing Services — Ashira Murphy
  - Administrator, Campus Store — Dawn Hatfield
  - Administrator, Payroll — Kim Mascarenas
- Chief Technology Officer — Michael Fink
  - Manager, Administrative Application Services — Isabel Bogue
- Executive Director, Human Resources — Susan Hardie
  - Human Resources Manager — Vacant
- Chief Legal Officer & General Counsel — Ryan L. Church
- Director, Center of Excellence Region 9 — Michael Goss
- Director Diversity, Equity, & Inclusion — Tomeika Carter
- Executive Director/Dean, Economic Development and Partnerships — Sheneui Weber
  - Director, Economic Development — Sandra Sisco
  - Manager, Apprenticeships & Grants and Acting Deputy Director, Econ. Dev. — Natalie Weaver
  - Student Experience and Career Training Expert and Acting Deputy Director, Econ. Dev. — Irene Gishwiller

Associate Superintendent, Administrative Services and Emergency Operations — Troy Ament
- Director, Facilities/Physical Plant — TBD
  - Manager, Facilities Development — Sarah Riley
  - Manager, Maintenance — Richard Levine
  - Assistant Manager, Maintenance and Operations — TBD
  - Manager, Grounds — Sergio Lopez
  - Supervisor, Operations — Aissa Nason
  - Sustainability and Environmental Safety Officer — Sam Gaddie
- Interim Chief of Police — Cheryl Newman-Tarwater
  - Interim Campus Police Captain — Audley Francis
  - Law Enforcement/Public Safety Training Expert — Ray Bercini
- Bond Program Manager — Samir Shah

Associate Superintendent, Instruction & Institutional Effectiveness — Laura Hope
- Dean, Social & Behavioral Sciences — Cory Schwartz
- Director, Child Development Center — Vacant
- Dean, Institutional Research, Policy & Grants — Jim Fillpot
- Director, Grant Development & Management — Ray Cuellar
- Dean, Business and Applied Technology — Yolanda Friday
- Dean, Visual & Performing Arts — Misty Burruel
- Director/Chief Curator, Museum Gallery — Rebecca Trawick
- Dean, Kinesiology and Nutrition — Michael McClellan
- Dean, Strong Workforce Preparation — Sheneui Weber
- Director, Grant Development and Management — Ray Cuellar
- Dean, Chino Campus — Teresa Hull
- Interim Dean, Math and Science — Michael Wangler
- Dean, Language Arts — Jason Chevalier
- Dean, Health Sciences — Eric Sorenson
- Dean, Fontana Campus — Amy Nevarez
- Project Director, Upward Bound — Elizabeth Almanza
- Dean, Instructional Support — Garrett Kenehan
- Dean, Institutional Effectiveness — Robert Rundquist
- Assistant Dean, Intersegmental Partnerships and Deliveries — Matthew Morin
- Assistant Director, Adult Education Pathways — Laura Alvarado

Associate Superintendent, Student Services & Strategic Communications — Alisha Rosas
- Director, Marketing & Public Relations — Mark Vidal
  - Administrator, Creative Services — Nilsa Robertson
  - Communications Manager — Melissa Pinion
- Director, Student Equity and Engagement — Albert Rodriguez
- Director, Social Wellness — Jennifer Henry
- Dean, Student Affairs — Christopher Brunelle
- Director, Health Center — Vacant
- Dean, Counseling and Athletics — Michael McClellan
  - Director, Disability Programs & Services — Jacob Peck
  - Director, EOPS, CARE, CalWORKs, NextUp — Diana Sanchez
  - Director, Athletics — Timi Brown
- Interim Executive Director, Enrollment & Support Services — Janeth Rodriguez
  - Director, Admissions & Records and Student Engagement — Alisha Serrano
  - Director, Financial Aid — Patricia Bopko
  - Director, Transfer Center — Ruth-Ann Valencia

Interim Director, Foundation, Community Partnerships, and External Relations — Heather Nishioka
- Director, Advancement — Vacant

On an annual basis the District Executive Team meets to discuss and make recommendations regarding any organizational changes that will be required and reflected in the organization chart. Those changes can include additions of managers based on growing needs, changes in reporting structures to promote alignment and efficiency, and modifications that reflect emerging needs that change the District's priorities. The revised organizational chart is annually introduced at the Management Retreat conducted each summer.

E. Certification of Continued Compliance with Eligibility Requirements

Institutions applying for accredited status are expected to include in their Institutional Self-Evaluation Report information demonstrating continued compliance with the eligibility requirements. Chaffey College has separately addressed Eligibility Requirements 1, 2, 3, 4, and 5 in the Institutional Self Evaluation Report. The remaining Eligibility Requirements are addressed in the District's response to the relevant sections of the Accreditation Standards in footnote form where relevant.

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Chaffey College is a public, two-year community college operating under the authority of the State of California, the Board of Governors of the California Community College, and the Governing Board of the Chaffey Community College District as stipulated in Board Policy 1100 (The Chaffey Community College District). The Chaffey Community College District was formed and approved by the voters in 1922. The District was first accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) in 1952 and has been fully accredited since that time. The District has the authority to award degrees and certificates under the auspices of the California Community College Board of Governors.

Evidence
- ER1.1 Chancellor's Office – List of Colleges
- ER1.2 Board Policy 1100
- ER1.3 ACCJC List of Accredited Colleges

Conclusion
The District has continually complied with Eligibility Requirement 1, Authority. The District is authorized to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Chaffey College began in 1883 as the Chaffey College of Agriculture and was briefly affiliated with the University of Southern California. In 1916, the Chaffey Junior College of Agriculture was added as a post-graduate program of the Chaffey Union High School District. In 1922, a separate community college district was created. The District has operated continuously since

that time, providing quality services to the surrounding communities. The District was first accredited in 1952 and has maintained continuous accredited status ever since. Students are enrolled full and part-time in credit programs. All courses offered on each of the District's campus locations are delineated in the Schedule of Classes and are posted on the District's website.

Evidence
- ER2.1 Chaffey Accreditation Webpage
- ER2.2 2022-23 Chaffey College Catalog
- ER2.3 Fall 2022 Schedule of Classes

Conclusion
The District has continually complied with Eligibility Requirement 2, Operational Status. The District is operational, with students actively pursuing its degree and/or certificate programs.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

As of spring 2022, the District had 43 academic and 156 career technical program areas that lead to degree and certificate completion; all but one (Radiologic Technology AS degree) are two academic years in length. The District also offers 34 Associate Degrees for Transfer and two Associate in Science for University of California Transfer Pathway degrees. The Chaffey College Catalog lists all requirements for the Associate Degrees—including Associate of Arts (A.A.), Associate of Science (A.S.), and Associate Degrees for Transfer (A.A-T or A.S-T) in the programs of study section. All degrees require at least 60 units and include a general education component as well as concentration within a major (see Standard II.A.5). A student enrolled full-time can complete the requirements in two academic years. Details on graduation unit requirements, scholarship, competency, residence, and course descriptions are also included in the Catalog. Additional information regarding transfer, major departmental requirements, and California State University General Education (CSUGE) and Intersegmental General Education Transfer Curriculum (IGETC) courses that satisfy lower-division general education requirements at any California State University and University of California are also listed.

Evidence
- ER3.1 Programs of Study
- ER3.2 Graduation Requirements and Transfer Information

Conclusion
The District has continually and consistently complied with Eligibility Requirement 3, Degrees. A substantial portion of the District's educational offerings are programs that lead to degrees, and a significant portion of its students are enrolled in them.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Governing Board hires the Superintendent/President as a full-time employee of the District. Board Policy 2420 (Superintendent/President Support to the Governing Board), Board Policy 2430 (Delegation of Authority to the Superintendent/President), and the job description for the Superintendent/President establish that the president serves as secretary to the Board and has the requisite authority to administer board policies. The Chaffey Community College District Governing Board appointed the current Superintendent/President, Dr. Henry Shannon, on September 1, 2007.

Evidence
- ER4.1 Dr. Henry Shannon – Biographical Information
- ER4.2 Board Policy 2420
- ER4.3 Board Policy 2430
- ER4.4 Job Description, Superintendent/President

Conclusion
The District has continually complied with Eligibility Requirement 4, Chief Executive Officer. The District has a chief executive officer appointed by the Governing Board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. The Superintendent/President may not serve as chair of the Governing Board. The District informs the Commission immediately when there is a change in the District's chief executive officer.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Each year, Chaffey College undergoes an external financial audit performed by a certified public accountant. The audit firm conducts the audit using generally accepted accounting principles. The District's Audit Report is presented annually to the Governing Board. The annual audit includes an audit of internal controls and state and federal compliance, and the audits are submitted to the Chancellor's Office for additional oversight. Additionally, the District's internal auditor monitors and reviews internal control mechanisms to ensure continuous compliance (see Standards III.D.5, III.D.6, and III.D.7).

During fiscal years 2017 through 2021, Chaffey College received an unmodified opinion regarding federal awards. The District's three-year Cohort default rate is 10.2%, which meets the

federal requirement (<30%). Default rates for fiscal years 2016, 2017, and 2018 are 10.1%, 5.3%, and 3.7%, respectively.

The Student Financial Aid Assistance Cluster (Title IV) was selected as the major program tested by auditors each of these years. There were no material weaknesses or significant deficiencies identified in the results of their audit.

The District's internal control mechanisms separate responsibilities for approval, disbursement, and delivery of student financial aid and include appropriate checks and balances as stipulated in Title IV (see Standard III.D.15). The Financial Aid Office coordinates the approval process and provides assistance to students completing and submitting their Free Application for Federal Student Aid (FAFSA) forms. Chaffey College delivers students' refunds with BankMobile Disbursements, a technology solution powered by BMTX, Inc.

Evidence
- ER5.1 Adopted Budget Book 2022-23
- ER5.2 Completed Audits, 2017-21
- ER5.3 Cohort Default Rates
- ER5.4 Student Refund Software Contract (BankMobile)

Conclusion
The District has continually complied with Eligibility Requirement 5, Financial Accountability. Annual audits are conducted by independent certified public accountants. The District also has an internal auditor who routinely checks and monitors internal control systems. The District has maintained continuous compliance with all Title IV requirements.

F. Certification of Continued Institutional Compliance with Commission Policies

Chaffey College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV. Evidence of continued compliance can be found on the Chaffey College website.

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

The institution has made an appropriate and timely effort to solicit third-party comment in advance of a comprehensive evaluation visit.

- Chaffey College provided individuals the opportunity to make third-party comments about the evaluation visit through three key delivery methods: online, in writing, and verbally.

- Interested Parties have been encouraged to file their comments in writing, signed, and accompanied by affiliation with a return address and telephone number.

The institution cooperates with the review team in any necessary follow-up related to the third-party comment.

- The District has not received any notification of third-party comments and remains poised to work with the visiting team and with the Commission should any third-party comments of concern come to light.

The institution demonstrates compliance with the Commission *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions as to third-party comment.*

- Chaffey College has provided the correct link to the community and to the public so that third-party comment can meet the Commission requirements.

- The Superintendent/President has led in meeting this expectation to inform the public in ample time for adequate comment before the commission (five weeks before the scheduled Commission consideration).

Conclusion
The District complies with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to Third-Party Comment.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-Set Standards).

- The District has established institution-set standards.

- The institution-set standards were established as part of the participatory governance process.

- Successful course completion is one of the measures of analysis and is also a target under the Vision for Success benchmarks.

- The District has also set standards of institutional performance for fall-to-fall retention, degrees and certificates awarded, and transfer to four-year districts and universities.

The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers (Standards I.B.3 and Section B. Presentation of Student Achievement Data and Institution-Set Standards).

- The first iteration of institution-set standards at the program level was a review of pass rates in programs for which students must pass licensure examinations in order to work in their fields of study.

- Based on this examination, standards and stretch goals were set by deans, coordinators, and College Planning Council.

- Institution-set standards for program completion were established in fall 2015 and reviewed/revised on a yearly basis through College Planning Council.

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements (Standard I.B.3, Standard I.B.9).

- The District evaluates progress in fulfilling its mission and meeting the goals and outcomes of its Strategic Plan.

- College Planning Council evaluates and discusses the District's performance on the goals and outcomes.

- Disaggregated student performance metrics are included in Program and Services Review, and questions guide units to consider reasons for underperformance in various areas.

The institution analyzes its performance as to the institution-set standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level (Standard I.B.4).

- Disaggregated student performance metrics are included in Program and Services Review.

- Programs are evaluated on the extent to which they have aligned with the District's strategic plan, analyzed student performance, and used the results of learning assessment for programmatic improvement.

Conclusion
The District complies with the Commission Policy on Standards and Performance with Respect to Student Achievement.

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2;668.9.

Credit-hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure) (Standard II.A.9).

- The District conforms to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree.

- Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor's Office and are published in its Program and Course Approval Handbook.

- The District has written policies and procedures in place for determining a credit hour that meets commonly accepted academic expectations.

- All programs and courses are approved under the California Education Code and administrative regulations promulgated thereunder. The Academic Senate has established a curriculum approval process that takes into consideration the federal regulations and Title IV expectations for financial aid.

- Board Policy codifies minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum.

- The Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum 60-unit requirement.

The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution) (Standard II.A.9).

- The District conforms to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree.

- All programs and courses are approved under the California Education Code and administrative regulations promulgated thereunder. The Academic Senate has established a curriculum approval process that takes into consideration the federal regulations and Title IV expectations for financial aid.

- Board Policy codifies minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum.

- The Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum unit requirement.

Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition) (Standard I.C.2).

- Tuition is a uniform rate per unit with additional fees for labs where relevant or appropriate. Otherwise, tuition is consistent.

Any clock-hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice (Standard II.A.9).

- The District does not offer clock-hour based courses.

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

- The District conforms to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree.

- Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor's Office and are published in its Program and Course Approval Handbook.

- The District has written policies and procedures in place for determining a credit hour that meets commonly accepted academic expectations.

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- Board Policy codifies minimum accepted program length for associate degrees as 60 semester units of course credit in a selected curriculum.

- The Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum unit requirement.

Conclusion

The District complies with the Commission Policy on Institutional Degrees and Credits.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Transfer policies are appropriately disclosed to students and to the public (Standard II.A.10).

- Board Policies and Administrative Procedures on the transfer of credit are available on the District's website.

- The Chaffey College Catalog describes the evaluation process and the necessary forms to complete the process.

- The District's website provides students with the Transcript Evaluation Application Form and a list of approved Transcript Evaluation Agencies. Students are encouraged at every stage in the process to meet with a counselor and transcript evaluators for evaluation.

Policies contain information about the criteria the institution uses to accept credits for transfer (Standard II.A.10).

- District policies require courses awarded as credit to satisfy degree requirements to be from an institution accredited by either the U.S. Department of Education or the Council on Postsecondary Accreditation.

- Administrative Procedures specify the policies and criteria for the transfer and award of credit between the District and other institutions of higher learning and define the guidelines for acceptance of degree-applicable coursework completed at other colleges and for military service transfer credit.

- Board policy establishes the criteria for acceptance of upper division coursework to meet associate degree requirements and policy on the use of upper-division coursework to satisfy transfer curriculum (IGETC or CSU GE).

The institution complies with the Commission Policy on Transfer of Credit.

- To evaluate and grant transfer credit, faculty, counselors, students, and staff use a common articulation system (ASSIST) to determine course-to-course articulation for general education and major requirements.

- The California Community Colleges Chancellor's Office Course Identification Numbering System (C-ID) is used to articulate the District's courses with the California State University system and to streamline transfer among institutions.

- Counselors and transcript evaluators use the Transfer Evaluation System (TES) database for coursework taken within institutions of higher education in the United States.

Conclusion
The District complies with the Commission Policy on Transfer of Credit.

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

For Distance Education:
The institution demonstrates regular and substantive interaction between students and the instructor.

- The District employs a Dean of Institutional Effectiveness who oversees and supports online instructional programs and support services, including online, hybrid, correspondence (when needed), and web-enhanced instruction for both credit and non-credit classes.

- The District has an authentication process through the learning management system (Canvas) which maps to the District's LDAP directory and requires students to input a unique username and password.

- The Dean of Institutional Effectiveness and the Distance Education team supports professional development for the District's learning management system (Canvas) and effective strategies in online learning.

- The District's collective bargaining agreement with the Faculty Association includes a requirement of all faculty who teach in hybrid and online formats to complete the District designed training for these modalities.

- All of the District's course offerings, regardless of delivery, follow the same Course Outline of Record (COR). Further, online and hybrid COR's must undergo a rigorous evaluation by the Curriculum Committee specific and separate for those modalities.

- Discipline faculty in academic programs complete Program and Services Review, which includes success and enrollment metrics disaggregated for online as well as face-to-face modes of delivery.

- The District significantly revised Administrative Procedure 4105 (Distance Education) to institutionalize and more comprehensively define regular and substantive interaction.

The institution demonstrates comparable learning support services and student support services for distance education students (Standards II.B.1, II.C.1).

- All class offerings, regardless of delivery mode, follow the same COR.

- The District has established an automated process through the Student Information System (SIS) for course creation and section enrollments with the learning management system (Canvas).

- The District supports various learning integrations (LTIs) into Canvas that make it possible to connect other web applications and resources to ensure a comparable learning and support environment for online students.

- Discipline faculty in academic programs complete Program and Services Review, which includes success and enrollment metrics disaggregated for online as well as face-to-face modes of delivery.

- Dialog about success in online courses takes place during faculty meetings; in discussions between coordinators, deans, and the Associate Superintendent of Instruction and Institutional Effectiveness; and in the Distance Education Committee which meets monthly.

- Student Services departments review program efficiency and effectiveness with the delivery of online support as part of the discussions. The Student Support Hub is integrated directly into Canvas and offers live student support services, including access to Financial Aid, Admissions and Records, Counseling, Success Centers, and the Library. This hub is regularly updated and was recently redesigned based on needs assessment data.

The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.

- The District uses Canvas as its learning management system for online, hybrid, and web-enhanced classes. Canvas provides secure login for both faculty and students.

- The District has an authentication process through Canvas which maps to the District's LDAP directory and requires students to input unique usernames and passwords.

For Correspondence Education:
The institution demonstrates comparable learning support services and student support services for correspondence education students (Standards II.B.1, II.C1). This modality is only used on an emergency basis as the requirements of the correctional facilities dictate as a result of pandemic-related outbreaks.

- The District strives to offer a comparable experience for incarcerated students, which includes direct access to financial aid, counseling, and tutoring services via the framework of exchange of instructional packets as well as face-to-face and online interactions when possible.

- Library instruction and services are provided through a collection of resources appropriate to assignments delivered via flash drive. Research librarians collect a broad range of resources to reflect the spectrum of information available to students in the community – from credible academic resources to unreliable popular culture sources – in order to mimic the process of filtering information that students would normally experience with broader access.

- Chaffey College Success Center services are established in all incarcerated facilities in order to provide a "home base" for learning and student support services staffed by District faculty and support personnel that deliver such services at other campuses as well.

- Educational planning and counseling services are delivered to students via online interactions. Students meet with a counselor a minimum of twice per term to check progress-on-goal, upcoming term enrollment, and time-to-completion.

The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic grade.

- The District works closely with California Department of Corrections and Rehabilitation (CDCR) Education staff to identify and enroll students into courses. Student rosters are monitored and updated each semester to verify accurate enrollment and participation.

- In addition to Chaffey student tracking through District processes, each student is provided coursework that is tracked by CDCR housing unit, CDCR ID, Chaffey Student ID, and name by section and instructor. Completed work is returned through the CDCR Postsecondary Education teachers assigned to the Chaffey College Turning Point Program in order to ensure the work is completed by students. Completed packets are then delivered to the Turning Point Coordinator and/or designee and then circulated to the appropriate instructor of record.

Overall:
The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings (Standard III.C.1).

- In terms of distance education, Instructure Canvas is a cloud-based learning management system with a guaranteed uptime of 99.9%. Maintenance windows are scheduled by Instructure during non-peak periods to ensure consistent access for students and faculty. Help Desk services are maintained internally by District staff as well as 24/7 support through the vendor. In addition to Help Desk support to maintain and sustain distance education, a dedicated DE team includes one full-time faculty member and four full-time classified professionals.

- The District has established an automated process through the Student Information System (SIS) for course creation and section enrollments with the learning management system (Canvas).

- Canvas has single sign-on (SSO) through the Chaffey College portal to ensure easy access for students. Help Desk services are maintained internally by District staff to ensure reliable access and troubleshooting support.

- Current Chaffey College students have access to Chromebooks and Wi-Fi hotspots in addition to technology infrastructure on campus in order to ensure equitable access to online environments and learning opportunities.

- In terms of correspondence education, continuous communication through virtual platforms occurs between CDCR Education Principal, Postsecondary Education teachers, and Chaffey College personnel (primarily Zoom and Microsoft Teams). Under supervision by CDCR staff, these mechanisms are used for direct contact with students when possible and appropriate.

- All correspondence and incarcerated students have access to computers in order to fulfill the rigor of college-level program requirements. Computers have been issued by the District in the past but are now being directly issued by CDCR for any student involved with a college program.

- Starting in fall 2022, Chaffey College programs within CIW/CIM are utilizing a CDCR version of Canvas in all courses and as a delivery mechanism for learning and student support services.

The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

- The District employs a Dean of Institutional Effectiveness who oversees and supports online instructional programs and support services, including online, hybrid, and web-enhanced instruction for both credit and non-credit classes.

- The Dean of Institutional Effectiveness supports professional development for the District's learning management system (Canvas) and effective strategies in online learning.

- All of the District's class offerings, regardless of delivery, follow the same COR with appropriate addenda for distance education and correspondence education.

Conclusion
The District complies with Commission Policy on Distance Education and Correspondence Education.

Evidence
- FDE.1 Administrative Procedure 4105

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the Chaffey College Catalog and online.

- Board Policies and Administrative Procedures are accessible on the District's website under the Governing Board link.

- Board Policy 5500 (Standards of Student Conduct), Administrative Procedure 5520 (Student Discipline Procedures), and Administrative Procedure 5530 (Student Rights and Grievances) define key terms for the complaint process (e.g., complaint and discrimination) and use terms under federal and state laws and the categories of

discrimination. In addition to prohibited discrimination, other student complaints and grievances are described in Administrative Procedures promulgated under the rules, which are available online at the District's website.

- To facilitate the complaint process, the Board Policies and Administrative Procedures on complaints are found in the Chaffey College Catalog and the Student Handbook. The key components of the procedures are explained.

- The language in the Catalog and the Student Handbook describes the purpose of student grievances and directs a student to contact the Dean of Student Affairs.

- The forms for generating a student grievance are also on the District's website.

The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

- The student complaint files are available in the Office of Student Life for the team to review.

The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

- The District remains prepared for any questions that the team members may have about the complaint files, procedures, or policies.

The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities (Standard I.C.1).

- The District lists all of the required information from the ACCJC on the District's main Accreditation webpage.

- The District lists all of the programmatic accreditors and organizations that accredit, approve, or license the institution and identifies links for any student complaints.

The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions*.

- Board Policies and Administrative Procedures are accessible on the District's website under the Governing Board link.

- Board Policy 5500 (Standards of Student Conduct), Administrative Procedure 5520 (Student Discipline Procedures), and Administrative Procedure 5530 (Student Rights and Grievances) define key terms for the complaint process (e.g., complaint and discrimination) and use terms under federal and state laws and the categories of discrimination. In addition to prohibited discrimination, other student complaints and grievances are described in Administrative Procedures promulgated under the rules, which are available online at the District's website.

- To facilitate the complaint process, the Board Policies and Administrative Procedures on complaints are found in the Chaffey College Catalog and the Student Handbook. The key components of the procedures are explained.

- The language in the Catalog and the Student Handbook describes the purpose of student grievances and directs a student to contact the Dean of Student Affairs.

- The forms for generating a student grievance are on the District's website.

Conclusion
The District complies with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

Evidence
- FSC.1 Board Policy 5500
- FSC.2 Administrative Procedure 5520
- FSC.3 Administrative Procedure 5530
- FSC.4 Catalog Student Complaints
- FSC.5 Student Handbook Student Complaints

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1)(vii); 668.6.

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies (Standard I.C.2).

- Integrity is assured through having multiple people across the District review major documents such as the Catalog and Schedule of Classes. Subject matter experts review publications and advertising pertaining to specific areas.

- The Chaffey College Catalog accurately provides the District's official name, address, telephone numbers, and website addresses. The Catalog also provides the Mission Statement, purpose and objectives, and entrance requirements and procedures. All of these items can also be found in the Schedule of Classes.

- The Catalog is revised and reissued every year. The Schedule of Classes is published three times per year (fall/spring and summer). Inaccuracies and ambiguities are corrected promptly with errata noted.

- Chaffey College staff and faculty who are well versed in District admissions procedures and programs handle student recruitment.

The institution complies with the Commission Policy on *Institutional Advertising, Student Recruitment, and Representation of Accredited Status.*

- The District ensures all publications and advertising disseminated to the public are clear, accurate, and free of any misrepresentations. All documents and webpages are reviewed for accuracy and completeness.

- The use of the term "accredited" is used only in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation on Accredited Status. It is stated accurately and fully in a comprehensive statement that identifies the accrediting body by name. No program is referred to as "this program is accredited" unless it has a specific accreditation, such as the nursing programs.

The institution provides required information concerning its accredited status (Standard I.C.12).

- The District lists all of the required information from the ACCJC on the District's main Accreditation webpage.

- The District lists all of the programmatic accreditors and organizations that accredit, approve, or license the institution and identifies a link for any student complaints.

Conclusion
The District complies with the Commission Policy on Institutional Disclosure and Advertising and Recruitment Materials.

Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED) (Standard III.D.15).

- The District ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.

- The Financial Aid Office conducts compliance requirement checks on an annual basis by following the US Department of Education's Federal Student Aid assessment guide. Financial aid staff also attend regular conferences, workshops, and on-site and web trainings offered by the US Department of Education and Professional Financial Aid Association to ensure the District complies with current Title IV financial aid regulations.

- For fiscal years 2017 through 2021, the District received an unmodified opinion over federal awards. The Student Financial Aid Assistance Cluster (Title IV) was selected as the major program tested by auditors each of these years. There were no material weaknesses or significant deficiencies identified in the results of those audits. The federal financial aid programs are audited for compliance annually by an external auditing firm. Corrective action will be performed in relation to any deficiencies noted to ensure compliance.

If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements (Standard III.D.15).

- The USDE has not identified any issues with the District's financial responsibility, including student financial aid responsibility.

If applicable, the institution's student loan default rates are within the acceptable range defined by the ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range (Standard III.D.15).

- The District has contracted with a third-party servicer, Ascendium Education Solutions, for outreach and counseling activities to assist students with default prevention services and loan counseling.

- The District's three-year Cohort default rate is 3.7%, which meets the federal requirement (<30%). Default rates for fiscal year 2018, fiscal year 2017, fiscal year 2016 are 3.7%, 5.3%, and 10.1%, respectively.

If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required (Standard III.D.16).

- The District's contractual relationships to offer and receive educational, library, and student support services are appropriate for an institution of higher education. The District purchases subscriptions from the Community College Library Consortium of California, and renews formal membership agreements on an annual basis.

- Contracting practices and agreements support the District mission, goals, and priorities and are in compliance with board policies and administrative regulations.

- District polices ensure the integrity of such agreements.

- Purchasing practices are reviewed as part of the annual audit and Program and Services Review processes.

- This review includes statistical testing of expenditures for contracts. There have been no exceptions cited for contractual agreements with external agencies.

The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.*

- The District ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.

- For fiscal years 2017 through 2021, the District received an unmodified opinion over federal awards. The Student Financial Aid Assistance Cluster (Title IV) was selected as the major program tested by auditors each of these years. There were no material weaknesses or significant deficiencies identified in the results of those audits. The federal financial aid programs are audited for compliance annually by an external auditing firm.

Corrective action will be performed in relation to any deficiencies noted to ensure compliance.

- The District has designated personnel with signing authority for contracts and such contracts include details regarding the work to be performed or the services to be provided, the period of the agreement, and delineate responsibilities for the District and the contracted organization.

<u>Conclusion</u>
The District complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

<u>Evidence</u>
- FC.1 <u>Default Prevention Services (Great Lakes Higher Ed) Contract</u>
- FC.2 <u>Cohort Default Rates</u> (ER5.3)

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Chaffey College reevaluates its Mission Statement every six years, in accordance with the District's regular planning cycle (I.A.1.1) and consistent with the Accreditation review process. College Planning Council (CPC), the District's designated cross-functional representative governance and planning group, leads the effort of review and revision (I.A.1.2) in order to make a recommended draft to the Governing Board for final evaluation and approval. The District engaged in this review cycle in fall of 2021 and officially changed its Mission Statement as of December 9, 2021 (I.A.1.3).

The revisions from this cycle represented a conscious decision to elevate equity and equitable outcomes as the forefront of the Mission Statement, heighten the emphasis on workforce preparation, and articulate the outcome for all students to advance their social and economic mobility. This dialog occurred shortly after the District's Educational Master Plan (Vision 2030) had been created, and CPC deliberately ensured that the Mission Statement aligned to the conclusions and themes captured in the Educational Master Plan (I.A.1.4).

The updated Chaffey Mission Statement now reads as follows:

Chaffey College improves lives and our communities through education with a steadfast commitment to equity and innovation to empower our diverse students who learn and thrive through excellent career, transfer, and workforce education programs that advance economic and social mobility for all.

Analysis and Evaluation

The Standards require that the mission include these elements:

[1] The mission describes the institution's broad educational purposes, [2] its intended student population, [3] the types of degrees and other credentials it offers, and [4] its commitment to student learning and student achievement.

Each of these elements is enumerated in the Chaffey Mission Statement below:

Chaffey College [**1**] improves lives and our communities through education with a steadfast commitment to equity and innovation to empower [**2**] our diverse students who [**4**] learn and thrive through [**3**] excellent career, transfer, and workforce education programs that advance economic and social mobility for all.

Further, Board Policy1200 (Institutional Mission) contains guidance for the District's Mission Statement. Board Policy 1200 illustrates that the District followed the law, ER6, and Standard I.A.1 when reviewing the Mission Statement and adopted the revision upon its scheduled review.

2. **The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

Evidence of Meeting the Standard

The Educational Master Plan (Vision 2030) (I.A.2.1) illustrates how the District consistently and meaningfully uses quantitative and qualitative internal and external evidence to inform the development of strategic goals. An extensive assessment of external scan data, internal scan data, and campus voices in the Profile section of the Educational Master Plan led to the development of subsequent sections that identified challenges and opportunities and led to the development of the Chaffey Goals. The Chaffey Goals are found in Chapter 5 of the Educational Master Plan.

The Chaffey Goals were intentionally designed to directly align with the Mission Statement and data that the District needed to prioritize for student success. As stated in the Educational Master Plan, "the development of this master plan began with an analysis of data and trends, including...comparisons of the District's performance to its Mission."

Institution-set standards that support the Mission Statement (e.g., degree and certificate attainment, transfer, and employment in a field related to students' program of study) are evaluated on an annual basis and annual floor and aspirational targets are established for the upcoming academic year (I.A.2.2). The Governing Board is also included in the annual review of the District's progress on various benchmarks and Strategic Plans.

The District's annual Program and Services Review (PSR) process requires programs to thoughtfully reflect on how they are meeting measurable Chaffey Goals. Programs engaged in comprehensive writing are provided with enrollment, success and retention rate, and FTES trend

data, which is further disaggregated by student characteristics (race/ethnicity, gender, age, economically disadvantaged status, first generation status, and student disability status (I.A.2.3). As the example illustrates, program stakeholders are given disaggregated data and must comment on that data as part of their program planning processes.

Programs are also provided with information about the number of sections in their discipline that incorporate zero cost textbook options (I.A.2.4). Trend data about number of degrees and certificates awarded and unit accumulation at time of award by unique program code are also provided.

The District also engages external partners to gather and evaluate external data. For instance, partnering with the Center of Excellence, career technical education programs are also able to explore labor market projection data that includes, but is not limited to, the following: projected occupational openings, regional supply data, and median wage data (I.A.2.5) used to assist programs in developing their visionary improvement goals for the next three years. Programs who directly serve learning and students must, for instance, address trends in equity data to guide future directions for improvement. Such data is required when programs are initiated and also utilized in advisory committee discussions and among program stakeholders to inform curricular reforms (I.A.2.6).

To ensure that course and program planning meets the needs of students, the District is moving towards a long-term, future-oriented scheduling process. This process is driven by the establishment of FTES targets at the school and Academic and Career Community (ACC) level that examine historical FTES trends by school and department within school. Utilizing tools developed by the Office of Instruction, data is further disaggregated by modality and session length (I.A.2.7). Utilizing a combination of these resources, the District establishes meaningful course planning goals that are responsive to the course-taking behavior and educational needs of students (I.A.2.8).

The District has also recently invested in dashboard technology to translate these data elements into readily accessible and visually simple artifacts that all stakeholders can use for planning. Within the last year, as part of the planning process for the Office of Instruction and the Office of Institutional Research, the District invested in the purchase and training of tools that would support data visualization and culminated into a dashboard platform the District calls "IDEA," which stands for Information, Data, Evidence, and Action (I.A.2.9). The first phase of this implementation includes student data, illustrating success, retention, and achievement outcomes to assist in programmatic planning. The next phases of implementation will include data regarding scheduling elements, workforce impact, and other key indicators.

Institutional Research is also moving toward a data coaching model, where Chaffey analysts can be assigned to Academic and Career Communities to help them leverage and apply data to inform improvement efforts that directly impact students' experiences and outcomes. Further, the Office of Institutional Research has reinvigorated a common practice utilized for at least a decade before the pandemic called "Did You Know." These are evidence-based newsletters published by the Institutional Research team informing the campus community about various innovations and trends important for college completion and the District's priorities (I.A.2.10).

The District is also working with the Gardner Institute through a local partner, Growing Inland Achievement, to map potential obstacles or "speedbumps" for students who are on a transfer path to the District's largest feeder university, California State University San Bernardino. The charts reveal that the level of complexity and design of some programs may be unintentionally affecting transfer. These charts, called Stankey flow charts, are part of an overall review of impediments to transfer being undertaken by the Guided Pathways Steering Committee and Curriculum Committee (I.A.2.11). Currently, Curriculum Committee is leading discussions regarding the implications of "complexity" in various programs that appear to inhibit transfer.

Analysis and Evaluation

While numerous examples and data sources exist that illustrate how the District meets this Standard, the Educational Master Plan, Chaffey Goals and Strategic Plans, PSR process, and planning tools for scheduling typify how the District develops strategic goals based upon evidence, incorporates evidence in annual planning processes (the PSR process), and utilizes data to meet the educational needs of students (schedule planning process).

While data is a centerpiece for internal review and decision-making, the District has also observed that supporting the process of utilizing data can be challenging. For instance, programs are provided with a variety of data points as part of the PSR process, but some programs provide less meaningful reflection than others. The District wants to encourage thoughtful review. As a result, the District has determined that a "data coaching" model will be part of the function of Institutional Research and will be updating job descriptions and training for the research team to support this endeavor.

3. **The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

Evidence of Meeting the Standard

The District engages in a robust Program and Services Review (PSR) process. Reviews are conducted on a cohort basis and follow a template specific to the area; administrative, instructional, or student support. Each program engages in a comprehensive review process every three years and participates in an annual update the other two years. This process includes a peer evaluation in which improvement plans and resource requests are reviewed and validated so that they can move to the allocation phase. Programs must also identify the ways in which previous allocations contributed to improvement plans implemented as part of the prior cycle.

Structurally, every review requires programs to select the "Chaffey Goals" that directly align to their program's purpose (I.A.3.1, page 1). Those goals are derived from the District's Mission Statement and Educational Master Plan (Vision 2030) (I.A.3.2). Further, programs must also identify the ways in which their programs align to the District's Strategic Plans, which are focused on specific efforts designed to improve student outcomes and experiences and advance the District's mission.

The District's resource allocation efforts are primarily managed by the Resource Allocation Committee (RAC). This committee uses the results from PSR to determine how District funding will be allocated. RAC utilizes a handbook which outlines the process of approving requests. The PSR team evaluates and validates requests, which are then reviewed and considered by RAC. RAC utilizes the following guiding principles to prioritize funding: institutional effectiveness, efficiency, equity, and currency (I.A.3.3, page 15).

The roles and connections among these processes are illustrated in the District's Integrated Planning Model (I.A.3.4). The District is also working to integrate other funding sources into the allocation process and align those efforts with PSR so that planning can become both comprehensive and holistic.

Analysis and Evaluation

The District has documented its Mission Statement and has articulated "Chaffey Goals" to ensure the Mission Statement is achieved. The goals are documented and used in several planning documents, such as the Educational Master Plan, the District's Strategic Plans, the Program Service and Review process, and RAC requests/approvals. The Chaffey Goals are the centerpiece of all planning and resource allocation efforts as they serve as the guiding principles by which decisions and priorities are made.

4. **The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

Evidence of Meeting the Standard

Board Policy 1200 (Institutional Mission) (I.A.4.1) contains the Mission Statement and the requirement for it to be reviewed "regularly." College Planning Council (CPC) completes the review cycle in alignment with the Accreditation process and updates the Mission Statement, as needed, every six years (I.A.4.2). The current Mission Statement was updated in 2021 and was previously revised in 2015.

The District website (I.A.4.3) is regularly updated and includes the Mission Statement. Further, the Mission Statement is also included on all business cards and is physically available in framed reminders throughout all campus sites. It is also prominently displayed in reports to the community and internal reporting (I.A.4.4).

Analysis and Evaluation

The District widely publishes the Governing Board approved Mission Statement through the District website. The Board Policy calls for regular evaluation and revision of the Mission Statement. CPC initiated the regular review of the Mission Statement and drafted a revision that was submitted to the Governing Board for review and approval (submitted to the Governing Board for review in November 2021; adopted by the Governing Board in December 2021).

Conclusions on Standard I.A: Mission

Chaffey College is a mission-driven institution that maintains its focus on the commitment to social and economic mobility for all students. The District's processes and decision-making are structurally and practically aligned to the Mission Statement. The transparent connections to the Mission Statement, the Chaffey Goals, and the Strategic Plans all reinforce the principles used in resource allocation.

Improvement Plan(s)

The District is planning to incorporate data coaching functions into the staff of Institutional Research. As discussed in IA.2, the District would like to improve the engagement with data through a data coaching model in which stakeholders not only have access to data, but also develop the skills to engage and apply it. This priority is also reiterated in Chaffey's Quality Focus Essay. Deeper data analysis will require training and additional resources over time. The first step was to develop the dashboard technology, which gave stakeholders greater access to real-time data, and the next steps include data coaching which began with the deans' retreat in July of 2022 (I.A.1 IP).

Activities	Responsible Parties	Intended Outcome	Timeline for Completion	Measurement of Success
Revise Institutional Research job descriptions to include data coaching	Institutional Research and Office of Instruction	Create a support network among the researchers to provide data coaching	Fall 2022	The conclusion of a successful recruitment for a research analyst who can help to begin the data coaching effort
Develop opportunities for stakeholders to learn about how to access data and its uses	Institutional Research and Office of Instruction	Ensure that stakeholders can utilize and apply new data tools and sources	Spring 2023 through Fall 2023	A calendar of trainings for faculty and staff about how to access and use data for programmatic improvement
Develop data coaching support for Program and Services Review (PSR)	Institutional Research and Office of Instruction	Develop deeper reflection and analysis regarding programmatic and student data in PSR	Fall 2023	Integration of data coaching principles into PSR trainings

Evidence List
I.A.1.1   Board Policy 1200
I.A.1.2   Mission Statement Narrative Rationale
I.A.1.3   December 9, 2021 Governing Board Minutes
I.A.1.4   Educational Master Plan-Goals and Mission Statement Review

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality
1. **The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement**

Evidence of Meeting the Standard

The District engages a variety of sources when evaluating efforts, discussing outcomes, and planning improvements. Equity indicators are reviewed and discussed by a variety of stakeholder groups. Specifically, President's Equity Council, College Planning Council, Academic Senate, and the Program and Services Review (PSR) Committee all engage elements of substantive dialog regarding equitable outcomes.

Data and dialog from these groups fostered District-wide focus on several growing efforts, including Zero and Low-Cost Textbooks (ZTC), computer and Wi-Fi support during the pandemic, and scheduling changes to increase access to shorter term lengths (14-week and Fast Track).

ZTC efforts began with a planning grant provided by the California Community College Chancellor's Office in 2016. At that time, District stakeholders were vaguely aware of some of the benefits of reducing material barriers for students, but it wasn't until 2018-2019 that the District started capturing local data on the student impact. Local studies conducted by Institutional Research showed that many students who are often disproportionately impacted by

racial and socioeconomic barriers were much more likely to succeed when textbook costs were no longer a factor (I.B.1.1).

The research illustrates that success rates were approximately 10% higher for ZTC classes, but more importantly, the impact on equitable outcomes was even more dramatic. The research showed that success rates for the following populations were positively impacted once the cost barrier was addressed: African American, LatinX, Pacific Islander, students with disabilities, and students from two or more races (I.B.1.2).
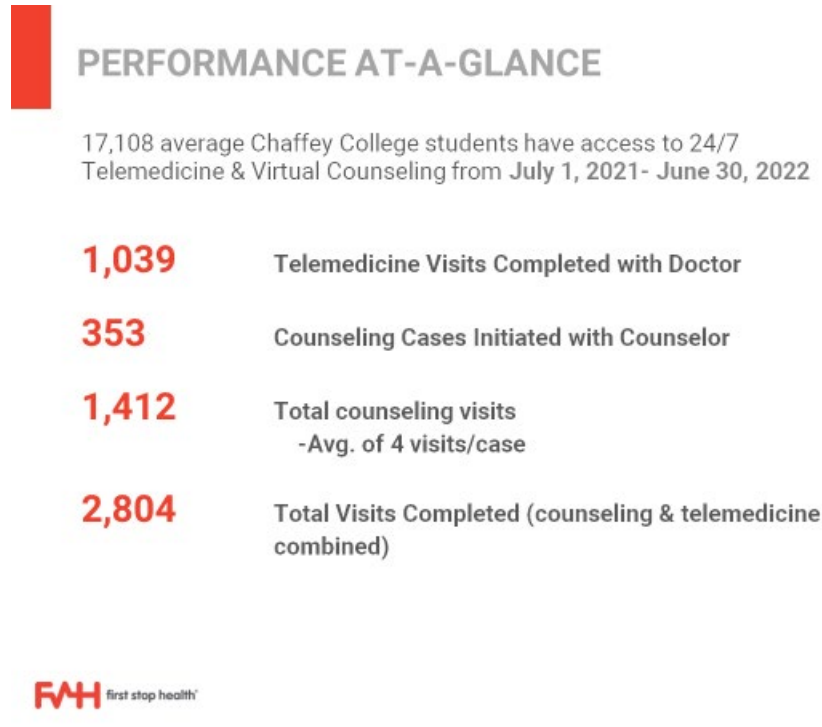
That research was shared with the Academic Senate, the educational program coordinators, and the deans. As a result of that dialog, the Office of Instruction and the Academic Senate made a joint commitment in the summer of 2021 to prioritize ZTC options for students over the next few years.

Once the research was widely discussed, the District engaged a plan to assign two faculty leads and seven faculty coaches from each general education area to support instructional efforts and growth in this area. The team used data to focus on highly subscribed courses within the general education pattern so that students could complete the first year of their transfer studies with minimal costs. The team also collaborated with the Campus Store to identify courses with high-cost texts that could benefit from an inexpensive textbook rental program. Simultaneously, the District also worked with Institutional Research to identify a data element at the section level so that students could search the Schedule of Classes for ZTC courses (I.B.1.3). The effort was also included in the District's Strategic Plan for Equity. In fall 2022, ZTC offerings comprised 40% of overall sections.

From these initial steps and the initial dialog about data, in fall 2022, just two years after the initial data from 2020 was shared, the District went from approximately 100 ZTC sections to over 1,000 with a plan to exponentially increase ZTC sections over the next two years in order to make the general education pattern of courses free for all students. All of these efforts also occurred during the pandemic as a result of District-wide focus on data used for innovation, and improvement.

In another example, to track students' experience, the District engaged in robust student surveys to use state and federal resources to support their continued enrollment and achievement. Immediately, District leaders initiated a Chromebook loan program with the knowledge that many students may not have the hardware to effectively participate in online learning during the crisis. Through survey results, students shared their concerns that while the computers supported their learning, they were in desperate need of Wi-Fi access because it was often scarce or non-existent at home. A variety of groups discussed the data and supported next steps to ameliorate the stresses on students. Using those results, Student Services activated a plan to issue wireless internet access to all students who requested it. Follow-up surveys indicated that those efforts effectively ameliorated student's need for internet access (I.B.1.4). Student Services, informed by survey results, also expanded Panther Pantry access and other referral services since so many students, over 40%, indicated that they were struggling with their living conditions or struggling with health issues themselves or health issues with a loved one. To support that issue, the District implemented remote health care access, which is now highly subscribed for both physical and
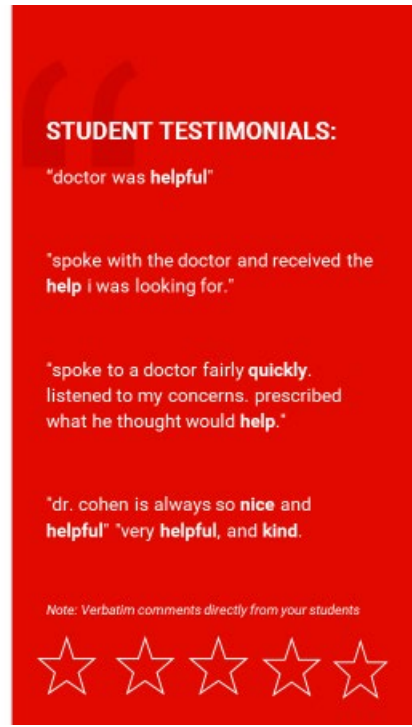
mental support, and will continue into endemic status. The following table indicates the level of use for the District's telehealth services which are becoming increasingly popular:

PERFORMANCE AT-A-GLANCE

17,108 average Chaffey College students have access to 24/7 Telemedicine & Virtual Counseling from July 1, 2021- June 30, 2022

1,039 Telemedicine Visits Completed with Doctor

353 Counseling Cases Initiated with Counselor

1,412 Total counseling visits
-Avg. of 4 visits/case

2,804 Total Visits Completed (counseling & telemedicine combined)

FSH first stop health

STUDENT TESTIMONIALS:

"doctor was **helpful**"

"spoke with the doctor and received the **help** i was looking for."

"spoke to a doctor fairly **quickly**. listened to my concerns. prescribed what he thought would **help**."

"dr. cohen is always so **nice** and **helpful**" "very **helpful**, and **kind**.

Note: Verbatim comments directly from your students

Finally, as a result of the national dialog about race and social justice that occurred between 2019 and 2021, the Superintendent/President also introduced a vision for Chaffey College called the 10-Point Plan. The 10-Point Plan was designed to build structural frameworks that support equity at Chaffey College. Those efforts included the inclusion of a Diversity, Equity, Inclusion and Accessibility (DEIA) officer for the District, forums, hiring practices improvements, curricular reforms, climate survey, and an emphasis on mental health (I.B.1.5). Almost all of the efforts outlined by the Superintendent/President will have been completed by fall 2022, and the follow-up regarding impact and future efforts begins in earnest (I.B.1.6).

The District is also actively tacking a sense of belonging as a contributor to overall student success and achievement. As a result of a climate survey that underscored a lower sense of belonging and valuation among African-American/Black students and multi-racial students, the District launched an annual conference called "Black and Brown Minds Mattering." The annual conference, in its inaugural year, will feature presentations and speakers who speak directly to the experiences of being a person of color and a college student (I.B.1.7). This is one of a constellation of efforts that also include the development of the Chaffey College Center for Cultural and Social Justice, which has been developing over the past several years and now includes robust offerings on a variety of topics and issues to support all of the identities that Chaffey's students claim (I.B.1.8).

Analysis and Evaluation

The District meets the Standard of sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement through the PSR cycle as well as through committees. Some of these dialogues are initiated within and through the following groups: Guided Pathways Committee, Outcomes and Assessment Committee, the Faculty Success Center, College Planning Council, Academic Senate, Bringing Light to Ourselves and Others through Multiculturalism (BLOOM) trainings, and Academic and Career Communities. Additionally, the District's equity programs/Center for Culture and Social Justice was recently realigned to include the Panther Pantry, Foster Youth, Montclair to College, PUENTE, UMOJA, system-impacted students, and Veterans and continues to serve as one of several primary resources for undocumented students. The President's Equity Council also serves as a guiding initiator of sustained dialog regarding student outcomes and improvements.

Lastly, President Shannon's 10-Point Plan on equity (initiated on March 22, 2021), the corresponding statements of support from Academic Senate and Classified Senate, and ongoing training like the Caring Campus program, show the District's ongoing commitment to equitable outcomes for all and for the success of Chaffey students. Nearly all the directions outlined in the 10-Point Plan have been completed, and they engage almost every major organizational area of the College. The 10-Point Plan has resulted in a clearer sense of purpose for the college community regarding the District's commitment to equity. Progress reports are provided to the Governing Board and to the campus community on a regular basis.

2. **The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

Evidence of Meeting the Standard

The Outcomes and Assessments Committee's (OAC) mission is to aid the District by providing support to assess outcomes geared toward program improvement. The OAC webpage (I.B.2.1) identifies and defines four levels of student learning outcomes: institutional learning outcomes (ILOs), program learning outcomes (PLOs), course learning outcomes (CLOs), and student support outcomes (SSOs). Instructional program learning outcomes include ILOs, PLOs, and CLOs, while student and learning support services include ILOs and SSOs. The graphic below illustrates the relationships among these outcomes.

Alignment of Learning Outcomes

INSTRUCTIONAL PROGRAMS: Learning Outcomes, also known as student learning outcomes (SLOs), should align across three levels: institutional, program, and course.

Institutional Learning Outcomes (ILOs)
Broad categories of competencies
Students achieve outcomes, regardless of academic program of study, upon completion of
Chaffey College's certificate or degree programs.

Program Learning Outcomes (PLOs)
PLOs should align with at least one ILO
Students achieve outcomes upon completion of their program

Course Learning Outcomes (CLOs)
CLOs should align with PLOs
Students achieve outcomes upon completion of a
course.

Alignment of Learning Outcomes

STUDENT SUPPORT PROGRAMS: Learning outcomes, also known as student learning outcomes (SLOs), should align across two levels: institutional and student support.

Institutional Learning Outcomes (ILOs)
Broad categories of competencies
Students achieve outcomes, regardless of academic program of study, upon completion of
associate degree or certificate programs.

Student Support Outcomes (SSOs)
SSOs should align with at least one ILO
Students achieve outcomes after a service or academic support
resource or participating in a student support program.

PLOs for all instructional programs are published annually in the Chaffey College Catalog on the Academic Map tab of each degree and certificate (I.B.2.2). CLOs are consistently provided to students on course syllabi (I.B.2.3). SSOs are described for each area in Taskstream and evaluated during the PSR process (I.B.2.4).

An Outcomes and Assessment Student Learning Outcomes report containing data from the learning outcomes section of the PSR Report for 2022 (I.B.2.5) was prepared in June 2022. In August 2022, the OAC discussed some of the outcomes of the overall report and upcoming training (I.B.2.6). This report was also reviewed by the Guided Pathways Steering Committee on October 4, 2022 as part of the overall objectives of embedding ILOs in every course. The outcome of that review includes recommendations to programs regarding their assessments and support, if needed, through training or other resources.

Program learning outcomes are assessed at least once every three years, which aligns to the Program and Services Review (PSR) cycle, and results of learning outcomes assessments are reviewed and discussed by each department/area when writing their comprehensive PSR (I.B.2.7). Section 6 of the Sociology Department's 2021 PSR form (I.B.2.8) and the Closing the Loop portion of the Library's 2020 PSR Learning Outcomes Form (I.B.2.9) demonstrate how programs are not only assessing SLOs, but also are using SLO assessment results to make improvements in instructional and student support areas, respectively. These examples are

emblematic of the structural reflection required for all programs every three years. The OAC also summarizes the findings from these discrete analyses and provides an overview of those findings (I.B.2.5).

Analysis and Evaluation

The District defines student learning outcomes for all instructional programs and student support services. Program assessment results are used to make programmatic improvements and inform planning and improvement during the PSR process. The assessment process aligns with the District's Mission Statement and goals and coincides with the three-year PSR cycle. During the two interstitial years, programs are required to provide an annual update regarding their programs. These data are collected to remind programs of their goals and also provide an opportunity for resource allocation if anything significant has changed for the program since its last review.

3. **The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

Evidence of Meeting the Standard

The District engages in a regular review of institution-set standards through College Planning Council (CPC), a shared governance committee that includes administrator, faculty, classified, and student representation (I.B.3.1). Performance outcomes on institution-set standards are reported annually and institution-set ("floor") and stretch ("aspirational") targets are established for the following academic year (I.B.3.2). CPC also provides oversight regarding changes in those results or standards (I.B.3.3).

All measures are operationally defined and are consistent with definitions established by the California Community Colleges Chancellor's Office, ACCJC, and other reporting entities. Through CPC, the District engages in robust conversations about meaningful institutional outcomes and whether the identified institution-set standards align with the institutional mission. For job placement and analysis, individual departments provide targets for their own programs, which are ultimately included in the comprehensive report. An analysis is reported for each institution-set standard that reflects an evidence-based approach to goal setting. The aspirational targets reflect the institution's commitment to continuous improvement, "stretching" the institution to strive to achieve higher performance outcomes.

Analysis and Evaluation

Since 2014, Chaffey College has established and maintained institution-set standards for student achievement and has reported those goals to ACCJC. Those standards are reviewed and approved by CPC on an annual basis per the annual planning schedule. For each outcome measure the institution provides evidence on actual performance, institution-set standards, stretch goals, and the difference between actual and institution-set/stretch goals. Evidence is provided

for the most recent five years. The institution-set standards reside on the District website in order to ensure that they are publicly available to the community the District serves.

4. **The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

Evidence of Meeting the Standard

Chaffey College has a long and rich history of using evidence for informed decision-making to support student learning and achievement through Program and Services Review (PSR), as described in I.B.3, but also in other formats. One recent example of this is the development and systemic assessment of Academic, Community, and Employability Skills (ACES). ACES assessment augments the current student learning outcomes review process and aligns to the District's institutional learning outcomes (ILOs) as well. This alignment supports the philosophy that the District's ILOs also reinforce employability skills, given that students are seeking an education to improve their quality of life and economic stability.

Spearheaded by the District's Outcomes and Assessment Committee (OAC), ACES are modeled after the New World of Work (NWoW) outcomes. The OAC developed standardized rubrics to assess skill outcomes associated with ACES/NWoW outcomes. The District concluded that assessing learning for courses, programs, and the institution did not fully incorporate skills attainments that were essential for employability, and employability is often the students' most immediate educational goal. ACES assessments and digital badges accomplish that by promoting alignment between course assignments and employability skills (I.B.4.1).

The badging structure allows students to track their own progress toward key employability goals and gives them ideas about how to articulate that learning to potential employers. This video demonstrates how the process works for students and enhances the assessment of their learning and its relevance to their future plans (I.B.4.2).

The District's PSR process now directs programs to develop 3-year plans for direct assessment of ILOs in all their courses utilizing the ACES skill rubrics in Canvas. Although Chaffey College is only in the first phase of implementation, over 27,000 student skill assessments have occurred between July 2021 and February 2022. Outcome reports are available for all disciplines that examine the number and percentage of skills assessments that result in skill mastery by course and by employability skill (I.B.4.3).

ACES data are also available in an interactive dashboard format and includes the additional ability to disaggregate data by student characteristics. Through this process, faculty can examine specific skill attainment and mastery at multiple student and course characteristic levels. In addition, the dashboard allows aggregation of ACES-ILO assessment results to inform changes to the student experience at the program level, in their Academic and Career Community, and District-wide. With the inclusion of ACES-ILO assessment in the PSR process, the District has made significant gains in systematizing employability skills assessment and has created an evidence-based process to assess student-learning and document the relationship between student learning and student achievement.

College Planning Council (CPC) also annually examines student performance on strategic plan outcome metrics by student equity and achievement (SEA) characteristics (I.B.4.4 and I.B.4.5). Those results are also reported to the Chaffey College Governing Board. Examining student characteristics such as race/ethnicity, gender, age, student disability status, first generation status, economically disadvantaged status, foster youth status, LGBTQ+ status, and veteran status, the District examines longitudinal data on 18 metrics that relate to: Vision for Success (VS); Student Equity; the Student-Centered Funding Formula (SCFF); Guided Pathways; and Perkins and Strong Workforce funding. Metrics cover the student experience, ranging from access, course completion, degree and certificate attainment, transfer, and employment. Exploring multiple year outcomes, the analyses provide the District with an overview of student achievement and performance at multiple points in their educational journey and identifies potential areas of disproportionate impact.

Finally, as part of its internal review process, the District assesses the efficacy of its practices through an annual Committee Self-Evaluation Survey (I.B.4.6). The survey obtains reflective feedback from committees in four key areas: 1) equity-minded practices and evidence-based decision-making; 2) committee processes; 3) committee interaction and collaboration; and 4) committee outcomes. Committees are also prompted to submit two examples of how the committee's actions have addressed the purpose/mission of the committee and how the committee intends to improve and/or fulfill its purpose/mission in the future. Results of these findings are explored annually by CPC as a means of examining and improving internal processes in support of student learning and achievement.

Analysis and Evaluation

The District has a clearly documented means of assessing student acquisition of ACES by student and course characteristics. Student performance outcomes on 18 metrics that are linked to strategic plan outcomes are disaggregated by student characteristics. The SLO report (I.B.4.7) highlights and tracks the assessment activity, alignment, and future planning of SLO efforts across the campus. In fall of 2022, the OAC will discuss the report and make recommendations to the appropriate governance bodies regarding any areas that need further review or support. As the report also indicates, the OAC has included a set of "next steps" for its work regarding learning outcomes going forward as well.

Through Chaffey College's Information, Data, and Evidence in Action (IDEA) interactive dashboards, administrators, faculty, and staff can examine, from a District-wide level down to a course-specific level, the learning outcomes that are being assessed and the level of mastery that students are demonstrating (developing, emerging, achieving, or mastering). Both skill assessment and level of learning outcome acquisition can be examined by student characteristics, enriching conversations around learning outcomes assessment and acquisition and ensuring that outcomes are reflected on through a lens of diversity, equity, and inclusion.

Institutional Effectiveness
5. **The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

Evidence of Meeting the Standard

The Program and Services Review (PSR) process provides a clear relationship between program-level Visionary Improvement Plan (VIP) goals and Chaffey Goals (I.B.5.1). The strategic planning process utilized to create VIP goals and responsive action plans is delineated and concrete examples are provided for instructional programs, student services, and administrative areas. Training materials identify the relationship between VIP goals and action plans, operationalizing program-level actions in meaningful, measurable ways that can be used by PSR reviewers to determine annual progress on VIP goals and how the VIP goals fulfill the District's mission. College Planning Council (CPC) approved the Strategic Plans that align to the Chaffey Goals in the fall of 2022. They will also be incorporated into PSR, and participants will be required to align their plans to both the Chaffey Goals and the Strategic Plans (I.B.5.2, pages 11-13).

As part of the PSR process, Academic, Community, and Employability Skills (ACES) outcomes are identified and measured utilizing an institutionally established rubric (I.B.5.3) developed by the District's Outcomes and Assessment Committee (OAC). Student mastery of approximately 40 employability skills can be measured and assessed at the student, course, program, and institutional level. Using the IDEA dashboard affords the District the ability to disaggregate and explore data by both student (demographic) and course (e.g., modality, session length, etc.) characteristics (I.B.5.4).

To additionally assess student achievement, CPC reviews and establishes annual institution-set standards. As part of this process, the District examines the prior year's actual performance on several measurable outcomes and sets baseline and "stretch" targets for the upcoming academic year.

Chaffey has a standard practice of disaggregating all data by student equity and achievement (SEA) characteristics (e.g., race, gender, age group, disability status, economically disadvantaged status, first generation status, etc.). This is exemplified by the dashboards created by the Office of Institutional Research which provide an opportunity to review performance outcomes by both student and course characteristics, including the intersection of these characteristics (e.g., differences in success rates by race within modality) (I.B.5.5).

To ensure that the "student voice" is included as evidence that informs decision-making (an issue that was magnified by pandemic conditions), the Office of Institutional Research has established a systemic calendar of student surveys (I.B.5.6) that will commence in the fall 2022 semester. In addition to external partnerships (e.g., with the RP Group; with the Hope Lab), examples of calendared surveys include, but are not limited to, survey of individuals who applied but didn't enroll; withdrawal survey; persistence surveys; program/resource usage/satisfaction surveys; and

various leaver surveys with specific student populations (e.g., CTEOS survey; transfer and graduate exit surveys). All surveys will include qualitative, open-ended questions to ensure that students have an opportunity to provide more specific feedback.

As part of the 10-Point Plan, Chaffey College also engaged the assistance of the Community College Equity Assessment Lab (CEAL) to assist in the development of a climate survey (I.B.5.7) to assist the District in future plans regarding equity and creating a sense of community and belonging. The results revealed that African-American/Black students and multi-ethnic students were less likely to feel valued or a sense of belonging. Those results will inform the next generation of equity efforts, as a sense of belonging already figures prominently in the District's Equity Plan and Strategic Plan.

Analysis and Evaluation

The evidence illustrates how the District's PSR process relates to Chaffey institutional goals, how program-level VIP goals are established, and how measurable actions are developed and reported. Included within the PSR process is an assessment of ACES data by program and course-level. ACES data affords stakeholders the opportunity to explore student mastery of learning outcomes at a student, course, program, and institutional level. Student achievement is documented through the institution-set standards approved by CPC, which establish base and aspirational targets and assesses actual performance on several evidence-based outcome measures. Mixed methods (quantitative and qualitative) data collection will provide additional evidence that can be disaggregated by both student and course/program/service characteristics.

Further, CPC designates an annual "checkup" on the Strategic Plans associated with the Chaffey Goals and the Educational Master Plan. In 2020, the District developed an updated Educational Master Plan (Vision 2030). In 2021-22, the District initiated Strategic Plans associated with each of the Chaffey Goals.

6. **The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

Evidence of Meeting the Standard

Chaffey College utilizes course learning outcomes (CLOs) in addition to Academic, Community, and Employability Skills-Institutional Learning Outcomes (ACES-ILO) to disaggregate and analyze various learning outcomes at both the course and institutional level (see Standard I.B.4). ACES-ILO data are disaggregated to analyze by student characteristics such as race, ethnicity, gender, age, economically disadvantaged status, first generation status, disability status, etc. The Outcomes and Assessment Committee (I.B.6.1) has earnestly endeavored in a variety of ways to disaggregate learning outcomes data at the course and program levels. However, those efforts have proved challenging and inordinately cumbersome for the faculty. As a result, the ACES-ILO data are currently the best vehicle for disaggregation and are tracked through IDEA, the District's data visualization platform (I.B.6.2).

Program and Services Review (PSR) responses identify and contemplate outcomes and achievements of student subpopulations as well. This data, alongside the PSR process, cycles through all programs offered at Chaffey College to implement strategies to allocate resources to mitigate gaps. Through the PSR process, the District evaluates the efficacy of these strategies on a 3-year cycle to maintain efficacy of student success and evaluate overall program health. For instance, the example from the Sociology program indicates a review of the outcomes associated with various demographic groups, and the faculty outline specific steps to address the needs of those populations such as textbook transformation and coordinating with support areas in order to address disproportionate impact (I.B.6.3).

In addition to PSR, the District regularly monitors progress regarding Strategic Plans and the Chaffey Goals. On an annual basis, College Planning Council (I.B.6.4) reviews progress on these efforts on an institutional scale to verify progress has been made or recalibrate planning to address emerging needs with activities. Disaggregation is a consistent element of town hall meetings, Board reports, and training.

Analysis and Evaluation

The evidence showcases materials that all departments follow to evaluate and assess course, program, and institutional learning outcomes. The PSR example highlights the ways in which departments use data to strategize and mitigate gaps for all student demographics. The ACES-ILO data displays current and future goals toward disaggregating data on subpopulation level and how that data will be utilized to identify performance and address strategies for mitigation on a subpopulation level.

The Chaffey Goals and Strategic Plans are consistently evaluated with a commitment to disaggregation to better align with the Equity Plan and mutually reinforce the activities and outcomes designated in holistic planning efforts.

All these elements include the evaluation of resource support through the Resource Allocation Committee and the District's implementation of its Equity Plan, as well as funding from other resources like the Strong Workforce Program and Perkins funding.

7. **The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

Evidence of Meeting the Standard

Administrative Procedure 2410 (Board Policies and Administrative Procedures) (I.B.7.1) affirms the purpose and process for evaluation of Board Policies and Administrative Procedures. The District subscribes to the Community College League of California (CCLC) Policy & Procedure Service and routinely utilizes the guidance as part of the shared governance discussions that occur during each review. The CCLC regularly provides the District with its recommendations for adopting or amending policies and procedures.

In addition, any employee, student, or member of the public may initiate a policy/procedure review by submitting a request or recommendation in writing to the Office of the Superintendent/President or designee. The cyclical review calendar (I.B.7.2) states the review timeline and constituents. The District reviews all its Board Policies and Administrative Procedures on a six-year review cycle. All reviews are currently on track for continuous evaluation, updates, and approvals.

The Dean of Institutional Research, Policy, and Grants typically initiates the review to the constituent governance groups including the Academic Senate, the Classified Senate, the Associated Students of Chaffey College, the Chaffey College Faculty Association, and the Classified Staff Employees Association. Once updates are recommended through the process, they are submitted to President's Cabinet (I.B.7.3) for approval and recommendation to the Governing Board for ratification as appropriate. Further, the Board is engaged in the process through a designated liaison from the Board who coordinates with the Dean of Institutional Research, Policy and Grants to discuss recommended changes on which the Board will decide.

As previously discussed, PSR is the primary vehicle for reviewing and evaluating effectiveness and supporting planning for improvement. Programs engage these processes on an individual basis. The PSR Committee then organizes an overall evaluation of responses, validates requests based on the rationale and its alignment to the Chaffey Goals, and provides feedback regarding responses (see Standard I.B.5).

Governance processes are also reviewed annually using a locally developed assessment instrument that committee chairs facilitate with each of the governance groups they lead. The results of the assessment are intended to inform future activity, organizational priorities, and measure overall effectiveness.

For instance, in the review process for College Planning Council, the tri-chairs learned that participants and members did not know how to add an item (I.B.7.4, page 8) to the agenda, since they have traditionally been planned by the tri-chairs. As a result, the tri-chairs will add a "floor item" to every agenda so that the members have a way to pose additions to the agenda (2021 CPC Committee Evaluation). The survey also indicated weaknesses with onboarding new members, so that has also been addressed by including an orientation during the first meeting of the fall semester, which occurred in September 2022 (I.B.7.5).

Analysis and Evaluation

Consistent with Administrative Procedure 2410 (Board Policies and Administrative Procedures), the Chaffey College Governing Board establishes and evaluates Board Policies and Administrative Procedures (BPs/APs) on a six-year cycle, which are reviewed by the Superintendent/President, senior management, President's Cabinet, and all relevant constituent groups to ensure legal compliance, consistency with the institutional Mission Statement, and currency with institutional and departmental changes.

Chaffey College's Policies and Procedures are delineated in the following Chapters:

Chapter One: The College
Chapter Two: The Governing Board
Chapter Three: General Institution
Chapter Four: Instruction
Chapter Five: Student Services
Chapter Six: Business and Fiscal Affairs
Chapter Seven: Human Resources

The Policies and Procedures in each of these chapters are reviewed regularly by the appropriate governance committees on campus, and reviews and updates are informed by guidance from the Community College League of California through the leadership of the Dean of Institutional Research, Policy, and Grants.

To date, Chaffey College has 185 Board Polices and 196 Administrative Procedures. Board Policies and Administrative Procedures are created as needed to respond to newly emerging or modified educational, governmental, or other legislative action. Among the 185 Board Policies and 196 Administrative Procedures, only five (5) Board Policies and seven (7) Administrative Procedures still need to be reviewed and approved or adopted (i.e., 97.2% of Board Policies and 96.4% of Administrative Procedures have been approved or adopted).

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Institution-set standards (I.B.8.1) are communicated internally and to the public through the District's website. More detailed analyses of institution-set standards and Vision for Success Goals are also conducted and distributed campus-wide through Chaffey's committee structure. This document identifies annual institution-set standards and aspirational goals, as well as Chaffey's performance on these metrics. Operational definitions and analyses are reported for each metric, providing additional context for decision-makers. This document also provides a map illustrating the relationship between student success metrics and major initiatives (e.g., Vision for Success, Student Equity, Guided Pathways, Student Centered Funding Formula, etc.), providing committees and decision-makers with information on how metrics relate to functions under their oversight. The Governing Board is engaged in dialogue on Vision for Success Goals and institution-set standards when progress on performance outcomes are presented at an annual Governing Board study session (I.B.8.2).

Through College Planning Council, the District also engages in an annual evaluation of committee processes (I.B.8.3). Committees engage in a self-assessment of equity-minded practices; evidence-based decision-making; committee processes; committee interaction and collaboration; and committee outcomes. This self-reflection process – conducted as a committee with input from all committee members – affords individual committees an opportunity to reflect on committee practices and engage in continuous improvement. At the institutional level, lowest rated areas are identified as potential opportunities for institutional training and professional

development, and it's expected that committees use the results to improve engagement and effectiveness.

Analysis and Evaluation

Chaffey College measures its overall effectiveness, including strengths and weaknesses, by its progress on the Chaffey Goals. The goals, as established through the shared governance process in College Planning Council and approved by the Governing Board in the Educational Master Plan, articulate the areas that the District aspires to improve.

On an annual basis, a variety of stakeholders engage in a review of the progress on each goal, and the Strategic Plans associated with each goal are also regularly reviewed. Additionally, the District also formulates and widely circulates an annual report summarizing the outcomes of the Program and Services Review process (I.B.8.4). This report, in addition to the annual review of the Chaffey Goals, provides a holistic and comprehensive snapshot of the progress of the District and areas that need increased attention.

The District also engages in regular committee evaluation processes to evaluate the effectiveness of the governance process campus wide. Those results are captured in a comprehensive survey instrument that is also shared with stakeholders so that the District is not only focused on the outcomes of improvement, but the process of improvement.

9. **The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

Evidence of Meeting the Standard

Administrative Procedure 3250 (Institutional Planning) (I.B.9.1) articulates the District's administrative policies regarding engagement in continuous, broad based, systematic evaluation and planning. The Policy references College Planning Council (CPC) as the leading governance body to drive long and short-range institutional planning. The instruments for this planning are articulated in the District's Integrated Planning Model below:

Chaffey College Integrated Planning Model
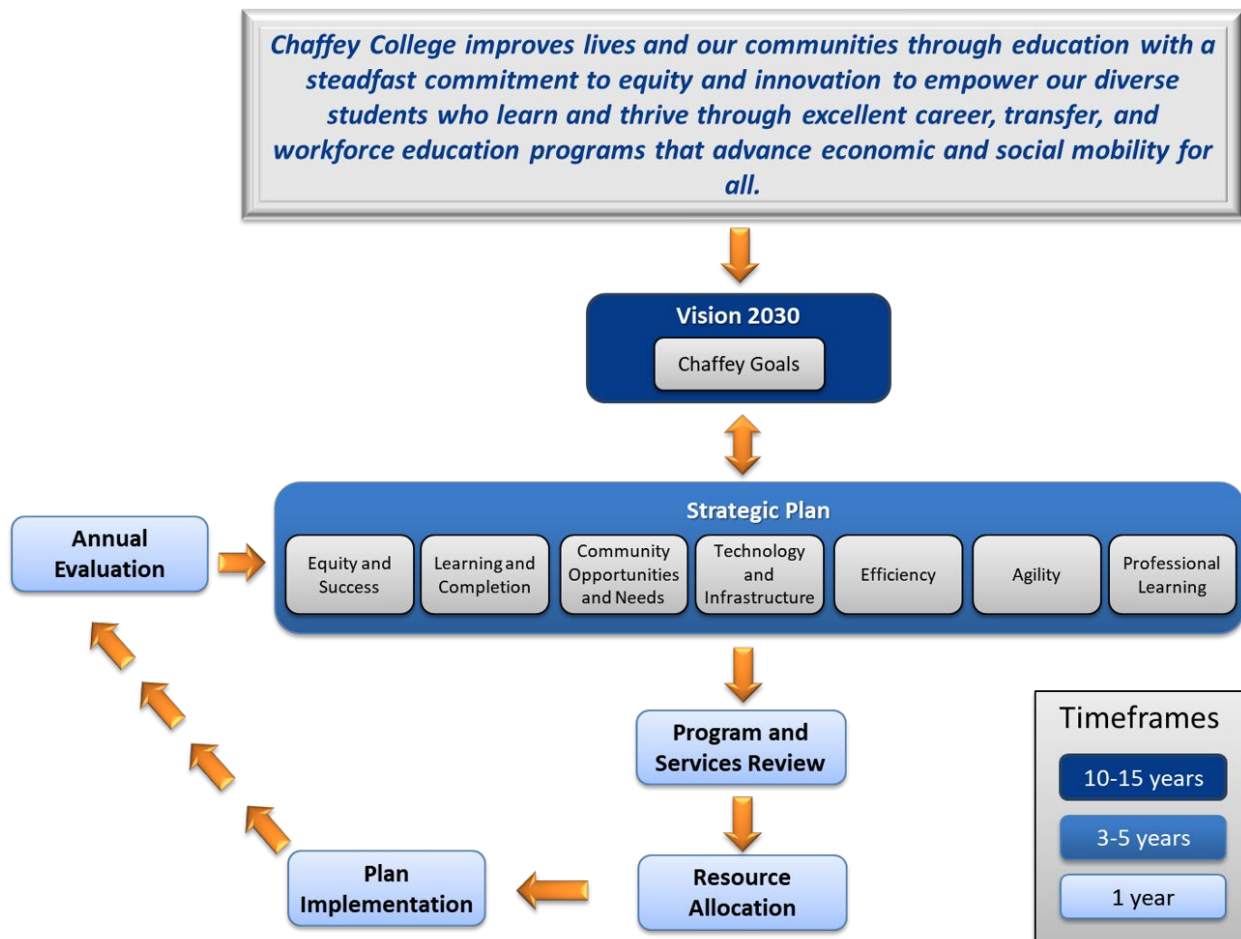
As the diagram illustrates, Chaffey's planning process begins with the Mission Statement. All activities follow and flow from that commitment. The Mission Statement informs Educational Master Plan (Vision 2030), and its priorities, as well as the District's Chaffey Goals. The Chaffey Goals are both goals and value statements that articulate the priorities of the District and connect structurally to the Educational Master Plan (Vision 2030) (I.B.9.2). To advance the Chaffey Goals, Chaffey has established a series of Strategic Plans that articulate the specific steps that the District will take in order to activate those goals. At a programmatic level, Program and Services Review (PSR) (I.B.9.3) requires that every single area review their efficacy and requests for resources in light of the Chaffey Goals and the Strategic Plans. They must align their narratives and requests at the beginning of the process in order to align their efforts to the larger institutional endeavors of the Chaffey Goals. Once the PSR Committee evaluates each submission and validates their requests, those requests move to the Resource Allocation Committee (RAC) (I.B.9.4) and to the faculty and classified professionals prioritization process. Once human, financial, and physical resources are allocated, programs evaluate the extent to which those resources advanced their programmatic efforts that align to the Chaffey Goals in their annual evaluation in the next PSR review cycle.

Chaffey's Educational Master Plan addresses the short and long-range needs for educational programs and services and for physical resources by connecting facilities planning to the institutional goals through Vision 2025, the Facilities Master Plan (I.B.9.5). Other needs, such as technology and facilities, are addressed through the District's Strategic Plans, and human resources needs are processed through the faculty (I.B.9.6) and classified prioritization (I.B.9.7) processes. Information regarding financial resources can be found in Standard III documentation and supported by PSR and RAC processes.

Analysis and Evaluation

The PSR process is the heart of the District's planning process, as the Integrated Planning Model illustrates. Through PSR, all programs, services, or administrative areas document their long-term goals, "Visionary Improvement Plans," and connect those efforts to the Chaffey Goals and the Strategic Plans designed to achieve meaningful outcomes. Annual updates are required in addition to a comprehensive review every three years. The PSR Committee determines the extent to which the District's programs and services effectively support the District mission and goals. Review teams consisting of peers evaluate the effectiveness of programs and services in supporting and improving student achievement and determine if program results are clearly linked to institutional planning and resource allocation.

The Taskstream workspace also includes program-specific and college-wide data files on equity and learning and completion from the Office of Institutional Research. The PSR Committee then makes recommendations to the Superintendent/President regarding planning for improvement and resource allocation. All programs and services are evaluated on a three-year cycle (approximately 40 programs per year). All programs and services complete an Annual Update page to identify any unexpected needs and progress on their Visionary Improvement Plans.

The Resource Allocation Committee utilizes developed rubrics to ensure that equipment, software, technology, and budget augmentation requests stemming from the PSR process are prioritized and used to meet the short and long-range needs of the District in alignment with the Educational Master Plan (Vision 2030), Strategic Technology Plan, and the Faculty/Classified Prioritization and Hiring Processes. RAC also facilitates institutional discussions about ongoing funding needs, equipment depreciation and other related processes.

Once resources are allocated, programs are asked in subsequent review cycles to close the loop and identify whether the resource helped the program achieve the desired goal or intent. Then every program begins the cycle of planning over again in a recursive manner, consistently aligning to the District's core Chaffey Goals and ongoing Strategic Plans.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

Chaffey College meets this Standard through the use of an ongoing, functionally integrated planning model that broadly and systematically evaluates District planning functions. Program review and resource allocation are clearly integrated as a part of a comprehensive set of planning processes. College Planning Council, Program and Services Review Committee, and Resource

Allocation Committee work together to pursue short and long-term objectives grounded in the District's Mission Statement and the Chaffey Goals.

Improvement Plan(s)

During the pandemic, one of the most important research projects was the Spring 2020 Student Survey and its follow-up, the Fall 2020 Student Survey. Completed by approximately 5,200 and 2,900 students respectively, the two surveys provided a wealth of quantitative and qualitative information directly from students. The surveys provided key insights about students' computer and technological needs; online support services currently used and online support services that were needed; perceptions about course design and how faculty could assist them in being successful in an online environment; food and housing insecurities; and challenges that students faced along their educational journey. With the sample sizes, Chaffey was able to generalize survey findings with a high level of confidence. The value of this information became immediately apparent at the Fall 2020 Virtual Convocation when survey findings were shared with administrators, faculty, and staff. The data has also informed a number of committees and has been used by administrators, faculty, and classified professionals to modify and adapt existing processes and create new processes to meet the identified needs of students. The follow-up survey also served to provide much needed insights, providing an opportunity to follow-up with more specific questions in select areas and take a pulse of change over time. Through this process the District was able to gauge the effectiveness of various pandemic responses (e.g., after providing Chromebooks and hotspots to students the percentage of students who indicated that computer and technology needs were an issue declined from 29% to 6%).

As these two major student surveys suggest, especially during the pandemic – and as the District transitions and navigates through the endemic – it is critical for the institution to incorporate the student voice into its holistic decision-making processes. While the District can examine student behavior and captured fixed choice Likert scale responses from students (e.g., strongly agree/strongly disagree, etc.), it is often the open-ended qualitative feedback that provides meaningful insights and sheds light on potential emerging trends that otherwise might not have been captured. Recognizing the need to capture the student voice in a systemic manner, the Office of Institutional Research has developed a systemic institutional survey calendar (see Standard I.B.5) that will provide the District an in-the-moment "temperature" check of the student population during the semester. Systemic surveying will commence in the fall 2022 semester. In an effort to improve response rates and ensure responses reflect the entire student population, the Office of Institutional Research is exploring new and existing resources to incorporate survey data collection into the student portal, Canvas, and other platforms that are heavily trafficked by and familiar to students. This is an area that Chaffey can continue to fortify in order to continuously improve decision-making.

Activity	Responsible Parties	Intended Outcomes	Timeline for Completion	Measurement of Success
Implement "pop up" student surveys in the Student Portal	Institutional Research and Information Technology	Create more authentic measurement points regarding students' experience and concerns	Spring 2023	Increase the amount of current survey data with at least a monthly student survey to inform decision-making and planning
Implement student surveys in support areas (Athletics, Counseling, and Student Support) (referenced in other sections)	Student Services and Instruction	Create more authentic measurement points regarding students' experience and concerns	Spring 2023 and ongoing	Increase the amount of survey data to inform decision-making and planning
Implement the student design team to provide feedback to key change efforts to improve the student experience	Institutional Research and Student Services	Generate qualitative perceptions of students	Fall 2023 and ongoing	Increase the amount of qualitative data to inform system improvements that affect the student experience

Evidence List

I.B.1.1   Coordinator's/Dean's Meeting Agendas, ZTC
I.B.1.2   ZTC Study October 2020
I.B.1.3   ZTC Cohort 5-year Plan 2021-2026
I.B.1.4   Results of the Spring 2020 Student Survey
I.B.1.5   10-Point Plan Final 3.22.2021
I.B.1.6   10-Point Plan Update 4.6.2022
I.B.1.7   Black and Brown Minds & Mattering Conference
I.B.1.8   Center for Culture and Social Justice Webpage
I.B.2.1   OAC Webpages
I.B.2.2   Catalog Example of PLOs
I.B.2.3   Syllabus Music CLOs
I.B.2.4   Transfer Center PSR SSOs
I.B.2.5   SLO Data Report for PSR, June 2022
I.B.2.6   OAC Notes 08.17.22
I.B.2.7   PSR Webpage
I.B.2.8   Sociology 2021 Comp PSR
I.B.2.9   Library 2020 Comp PSR
I.B.3.1   Institutionally Set Standards 2020-21
I.B.3.2   Rationale for Standards Goals
I.B.3.3   CPC Minutes Review of Chaffey Goals and Benchmark Analysis

C. Institutional Integrity

1. **The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

Evidence of Meeting the Standard

Communication vehicles are timely, inclusive, and regularly reviewed. The College Catalog (I.C.1.1), the Schedule of Classes (I.C.1.2), the Student Handbook (I.C1.3), and the District website are reviewed at least annually and updated to include information and descriptions of services, processes, outcomes, and expectations. These materials are available virtually and in print, as applicable.

When the pandemic began in March of 2020, the District was forced to transform prior norms about information since in-person communication was so limited. Some of the innovations, like the Student Support Hub in Canvas, gave students a centralized place to find resources, and that infrastructure endures now that the intensity of the pandemic is beginning to subside.

With respect to learning outcomes, faculty assure that all course-level student learning outcomes are included in course syllabi and are collected by the deans of each area. The deans' offices review syllabi to ensure that outcomes are accurate and available to students.

Program learning outcomes are available in both the College Catalog and on the District website as part of the descriptors of each program map. Program maps are updated annually as part of the ongoing curriculum cycle. The District recently chose a new curriculum management platform, and real-time updates were an essential criterion for any new product to promote access and accuracy.

Institutional learning outcomes are published in the College Catalog (I.C.1.4) and are regularly reviewed and updated by the Outcomes and Assessment Committee (OAC). While not updated annually, this committee affirms the accuracy of these expectations annually and initiates updates as needed. For instance, institutional learning outcomes were recently aligned to the Academic, Community, and Employability Skills (ACES) framework, which incorporated more specific workforce competencies.

The District also maintains an Outcomes and Assessment website (I.C.1.5). This site is monitored and updated by the OAC and publishes the planning framework and the assessment efforts of the District. On this site, the public can find results of assessments as well as updates to any of the District's most recent information regarding learning outcomes.

Analysis and Evaluation

The District publishes and widely disseminates material to assure the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its Mission Statement, learning outcomes, educational programs, and student support services. It also provides accurate information to students and the public about its Accreditation status with all its accreditors.

Three years ago, the District transformed its website to provide students and the community with a more streamlined experience. The website revision process was the direct result of communication improvements identified in the last Quality Focus Essay from 2016. The District

website is only one way that Chaffey distributes information to the public; others include social media, print and digital publications, email and text messages, advertising, and other marketing campaigns.

2. **The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)**

Evidence of Meeting the Standard

Catalog development is an ongoing process that is closely tied to a number of campus stakeholders, such as counseling, curriculum, financial aid, admissions, and student life (I.C.2.1). All of these constituents are included in the development of the College Catalog to ensure accuracy when the document is published every summer for the following academic year. This effort is housed with the Catalog and Schedule Coordinator, who is part of the Institutional Effectiveness unit. The Catalog and Schedule Coordinator follows the digital catalog workflow process (I.C.2.2) to prepare and implement catalog changes.

In 2021, the District implemented a new curriculum platform, CurriQunet Meta (I.C.2.3), and this new product allows the Catalog to be developed more seamlessly through ongoing curriculum updates rather than manual processes. Transitioning to more automated systems ensures better accuracy and alignment. By utilizing the digital catalog workflow process, as changes are made in CurriQunet Meta, the online catalog is automatically updated, providing users with accurate content. From the catalog webpage, users can export a current pdf version of the College Catalog. The shift to an integrated system with CurriQunet Meta reduces the risk of errors and makes publication of the catalog aligned to the District's curriculum outcomes.

Analysis and Evaluation

Chaffey College produces an online catalog each academic year which can be exported, saved, and printed for students and prospective students. All requirements listed in the Catalog Requirements section are included in each version of the catalog. The information is reviewed annually using an established digital workflow and several reviewers to ensure the catalog contains precise, accurate, and current information on all facts, requirements, policies, and procedures.

3. **The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

Evidence of Meeting the Standard

The District publishes documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public through the Outcomes and Assessment website (I.C.3.1).

The District has recently transitioned its institutional learning outcomes to incorporate a competencies framework locally termed "ACES-ILO Framework" (see Standard I.B.4). The Academic, Community, and Employability Skills (ACES) framework is a progression from the former iteration of assessment in that it seamlessly integrates individual and departmental assignments to work-based competencies. The data collection process is simple and easily aggregated, which makes departmental discussion meaningful and malleable depending on how the data needs to be evaluated (I.C.3.2). For students, the accomplishment of competencies results in digital badges, which help them to articulate the skills they have learned and, in measurable ways, express their value to potential employers and/or transfer institutions.

The ACES framework is an initiative aimed at more precisely assessing Chaffey College's institutional learning outcomes (ILOs) using a big data and direct digital assessment method. This method enables faculty to link assignments created in their Canvas course shells with any of forty pre-built rubrics that Chaffey College faculty designed to map to the ILOs using ten skill categories. The ten ILO skill categories (e.g. Communication, Adaptability, Social Diversity/Awareness) are comprised of four assessable learning outcomes each. The ACES outcomes assessment initiative additionally modernizes and makes more relevant institutional assessment by involving the student in the assessment experience by issuing digital micro-credentials to students who demonstrate mastery in two assignments for each of the four learning outcomes in a skill area. When students demonstrate mastery in a learning outcome they earn a "token" for that learning outcome and when they demonstrate mastery across all four learning outcomes in a skill area, they earn a "Master Skill Badge." Over 6,000 ACES Tokens and 400 Master Skill Badges were awarded in 2021-2022, the first academic year of the initiative. ACES micro-credentials, issued through the Canvas Credentials platform (formerly Badgr), are block-chain encrypted digital records of the learning outcomes achieved and provide the student with EMSI Burning Glass data contextualizing the skill in the employment market through real-time job postings and aggregated data scraped from the online environment (I.C.3.3).

As of July 2022, Chaffey has awarded 6,555 employability skill badges to 1,861 students in ten employability skill pathways. In this way, both the faculty and the students have meaningful currency in the learning outcome process. Faculty use data to measure skills attainment and drive dialog regarding improvement, and students can more clearly measure their learning with badges that help build confidence, value, and transportability. The badging structure and badging awards grow exponentially every semester and is anticipated to triple in scope by fall 2023.

An Outcomes and Assessment Student Learning Outcomes report containing data from the learning outcomes section from Program and Services Review (PSR) Report for 2022 (I.C.3.4) was prepared in June 2022. This report summarizes elements of the SLO process campus wide, and the Outcomes and Assessment Committee will use this report to assure that effective assessment work continues and deploy additional training resources as needed.

Analysis and Evaluation

The Outcomes and Assessment webpage provides an overview of learning outcomes and assessment processes. The website provides professional development support tools to assist faculty in the assessment process, as well as results of student learning outcomes as reported in

PSR. Additionally, students can track their own ACES badge acquisition through Canvas, keeping them on track to be able to articulate their learning and talk about them to employers as work preparation skills. Transparency with data and value are both important priorities for Chaffey College, and this information is readily available to the public and to students.

4. **The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

Evidence of Meeting the Standard

The Chaffey College Catalog lists certificates and degrees in the Programs of Study section (I.C.4.1). Certificates and degrees are described under the Academic and Career Community tabs, which categorize programs within the six Academic and Career Communities (ACC).

Each ACC catalog page (I.C.4.2) includes a description of its purpose and a list of certificates and degrees associated with that ACC. For either certificates or degrees, users are provided with descriptions, program learning outcomes (PLOs), and course/program requirements. The academic map tab provides salary and career pathways and provides a program map, which includes a listing of core and recommended classes in the order that will design the best experience for students. The maps include the best possible architecture associated with the ideal learning experience and timeline, designed to shorten the time to completion and reduce overall units (I.C.4.3).

In addition to the catalog information, the District website also publicizes program maps for every ACC within the Academic and Career Communities and department webpages. The ACC maps were all jointly designed by program faculty and counselors to ensure that all programs can be completed within two years, and students can readily see the recommended course-taking sequence.

Analysis and Evaluation

The evidence thoroughly covers this Standard by indicating paths students can take to find the programs offered at Chaffey. Each path shows the certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

5. **The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

Evidence of Meeting the Standard

The process for regularly reviewing Governing Board Policies and Administrative Procedures is identified in Administrative Procedure 2410 (Board Policies and Administrative Procedures). Administrative Procedure 2410 (I.C.5.1) identifies the shared governance constituency groups included in the review process, their roles, and the process that all Board Policies and Administrative Procedures go through on the pathway to adoption/approval. At the conclusion of

the review process, President's Cabinet reviews and ratifies changes for recommendation to the Governing Board.

In preparation for the upcoming academic year and/or semester, the Catalog and Schedule Coordinator regularly sends out e-mails (I.C.5.2) in advance of publication deadlines requesting that relevant constituents review sections of the catalog and schedule for accuracy and relevancy (I.C.5.3).

Starting in 2021-2022, the Chaffey College Catalog is now published in an online format. Publication in an online format allows for dynamic revisions and updates to occur in real time, providing students and the community served by Chaffey College with the most up-to-date information (e.g., updated list of classes by session length and modality).

Analysis and Evaluation

The District regularly reviews policies, procedures, and publications to assure integrity in all representation of institutional information, especially its mission, program, and services. Through the Board Policy and Administrative Procedure review process outlined in AP 2410, the Governing Board, administrators, faculty, staff, and students have an opportunity to provide input on Board Policies and Administrative Procedures before they are adopted/approved and can request that adopted/approved policies/procedures be reviewed or revised at any point by contacting the Superintendent/President or their designee.

With the Chaffey College Catalog and semesterly class schedules now being available only online and no longer available to the public in a static hard copy format, updates, revisions, and corrections can be made in real-time, providing the public with timely and accurate data about Chaffey College's programs, services, and processes.

6. **The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

Evidence of Meeting the Standard

The District accurately informs current and prospective students regarding the total cost of education, including tuition, fees, textbooks, and other instructional materials.

Prospective students are provided with information about how to pay for college on Chaffey College's webpage (I.C.6.1). The 2021-2022 Chaffey College Catalog (I.C.6.2) itemizes all student fees, including resident and nonresident tuition, international student insurance, health fee, Associated Students' organization fee, parking fee, audit fee, and refund policy. The spring 2022 Schedule of Classes (I.C.6.3) also provides students with an updated list of fees, including transcript fees. Information regarding fee structure and descriptions is available on the District's webpage (I.C.6.4). The Financial Aid website (I.C.6.5) also provides current and prospective students with a list of tuition and fees. The Chaffey College Campus Store website (I.C.6.6)

provides students with a list of required textbooks, including Zero or Low-Cost Textbooks and other instructional materials for each individual section of all classes.

Analysis and Evaluation

Chaffey College informs current and prospective students regarding the total cost of education, including tuition, fees, textbooks, and other instructional materials. Each semester the Campus Store publishes the cost of textbooks for each course. The costs include new, used and rental textbooks as well as suggested materials needed to succeed in the course.

7. **In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

Evidence of Meeting the Standard

Board Policy 4030 (Academic Freedom) (I.C.7.1) is reviewed regularly through the participatory governance process which allows for all constituencies to provide opportunity for changes, updates, applicability, and accuracy. The policy was last updated in 2021 through the key stakeholders, specifically the Academic Senate, ratified by President's Cabinet, and approved by the Governing Board.

Specifically, the policy affirms the purview and freedoms of the faculty in these ways:

- Freedom to develop curriculum, including academic programs, courses, course descriptions, course outlines, course goals, objectives, and standards in accordance with District procedures that have been mutually agreed upon by the Governing Board and the Academic Senate and conform with state requirements and existing articulation agreements with other higher learning institutions.

- Freedom to develop course instructional content consistent with faculty generated course outlines approved by the Curriculum Committee.

- Freedom to participate effectively in governance and interdisciplinary academic matters, maintaining professional duties and obligations.

- Freedom to explore all avenues of scholarship, research, publication, and academic and/or creative expression in the classroom, at the District, and within the larger community, without institutional discipline or restraint, save in violation of professional ethics or disciplinary incompetence.

Analysis and Evaluation

Board Policy 4030 (Academic Freedom) articulates the District's policies regarding academic freedom and responsibility and complies with all legal requirements outlined in Title 5, Section 51023.

8. **The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

Evidence of Meeting the Standard

Chaffey College has an institutional code of ethics that applies to all employees. Administrative Procedure 3050 (Institutional Code of Ethics) (I.C.8.1) serves as a, "...guide (to) all District employees in setting and practicing high standards of ethical conduct." Administrative Procedure 3050 also identifies guidelines specific to District leaders to promote ethical behavior. As identified in Administrative Procedure 3050, the District identifies and promptly investigates any alleged violations of the institutional code of ethics.

The Faculty Handbook (I.C.8.2) and PRIDE Statement (I.C.8.3) expand upon expected ethical conduct for faculty. As stated in the Faculty Handbook, "the purpose of this Chaffey College Faculty Ethics Statement is to provide guidelines for faculty with regard to their disciplines, students, colleagues, institutions, and communities." The PRIDE statement articulates the faculty values of participation, respect, inspiration, development, and engagement.

Classified Senate adopted a code of ethics in 2008 (I.C.8.4). The Classified Senate Code of Ethics was adopted by the Classified Senate on behalf of all classified professionals and is guided by the maxim: visibility, credibility, and demonstration of ability. The code of ethics speaks to tenets such as: building a foundation of trust; joint effort; transparency; equal treatment and respect; encouraging involvement; and demonstrating a respect for diversity.

Further, Board Policy 5500 (Standards of Student Conduct) (I.C.8.5) reinforces the ethics policies to students. The policy indicates that students are "expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the Chaffey College community.

The Student Handbook clearly operationally defines standards of student conduct. As stated in the handbook, "students are expected at all times to act in a manner that is consistent with the Standards of Student Conduct, as prescribed by the Student Academic Integrity Code and Student Behavior Code." Standards of student conduct, student rights, the academic integrity process, student conduct definitions, specific violations of the student behavior code, and the student disciplinary and grievance processes are published and made available to all students.

Analysis and Evaluation

An institutional code of ethics (Administrative Procedure 3050, Institutional Code of Ethics) applies to all employees. More detailed ethics statements have been created that apply to students, faculty, and classified professionals and address academic integrity and consequences for dishonesty.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Board Policy 4030 (Academic Freedom) (I.C.9.1) balances the right of faculty to hold and express opinions with their responsibility to adhere to high standards of critical inquiry and the Course Outline of Record. The curriculum approval process engages a robust peer evaluation process that ensures that course content is relevant, thorough, and balanced. The Course Outline of Record is the official District document that articulates course objectives and outcomes for individual courses. The Academic Senate (formerly Faculty Senate) adopted a Faculty Ethics statement (I.C.9.2) which reinforces Board Policy 4030. Faculty peers hold each other accountable to those objectives and outcomes through the curriculum review process, as well as through the peer evaluation process.

Analysis and Evaluation

Through the District's various policies and procedures related to academic freedom (Board Policy 4030) and professional ethics, the District meets the Standard by requiring that faculty distinguish between personal conviction and professionally accepted views in a discipline. The nature of academic freedom requires that faculty create an environment in the classroom that is fair, objective and free from personal bias.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

As a public, open-access community college, Chaffey College does not promote specific beliefs or worldviews. There are no specific codes of conduct for faculty, staff, students, and administration outside of standards of behavior indicated in Board Policy and collective bargaining agreements. The open-access aspect of the District is incorporated in the District's Mission Statement (see Standard I.A.1).

Analysis and Evaluation

The District does not espouse a particular world view or belief system.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

The District does not have instructional sites out of state or outside the United States and has not requested authorization from the Commission to operate in a foreign location.

Analysis and Evaluation

The District does not have any foreign locations.

12. **The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

Evidence of Meeting the Standard

The District maintains an Accreditation webpage, accessible via the District's main webpage (I.C.12.1). The Accreditation website (I.C.12.2) includes links to the District's last full Institutional Self-Evaluation Report (ISER), the mid-term report, the evaluation team report, the District's quality focus essay, and ACCJC's letter reaffirming Accreditation status.

To comply with annual reporting requirements, the District regularly submits its annual report to ACCJC in a timely manner. The annual report provides updated data and information on Chaffey's institution-set standards and aspirational goals related to: course completion rates, degree and certificate attainment, transfers, licensure examination pass rates, and CTE employment rates.

As needed, the District also submits substantive change reports for locations where more than 50% of a program of study can be completed. Substantive change reports have previously been submitted for the Chino and Fontana Campuses, Chaffey's distance learning program, and the Turning Point Program which provides opportunities for degree and certificate completion to incarcerated students. Reflecting Chaffey's responsiveness to ACCJC reporting timelines, substantive change reports have been submitted for the Radiologic Technology program offered at the Rancho San Antonio Medical Center and Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR) and Emergency Medical Technician (EMT) programs offered at the Chino Valley Adult School (CVAS).

Analysis and Evaluation

The District provides all requested full self-evaluation reports, mid-term reports, annual reports, and substantive change reports in a timely manner.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Chaffey College Board Policy and Administrative Procedure 3200 (Accreditation) (I.C.13.1 and I.C.13.2) require that the District comply with ACCJC Accreditation process and Standards and all programmatic accreditations (see Section A on Programmatic Accreditation), and that all Accreditation reports are honest descriptions of District operations. To meet this requirement, Accreditation status (I.C.13.3), annual and midterm reports, and programmatic accreditations are available on the District's Accreditation webpage, the College Catalog (I.C.13.4), as well as the specialized program webpages (I.C.13.5). Finally, the Affirmation of Accreditation hangs on the wall of the Student Services and Administration building at the Rancho campus.

The District advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. The District consistently maintains honest and effective relationships with several external agencies and complies with all regulations and statutes. The District consistently represents itself to the Accrediting Commission and to all other regulatory agencies related to the District's programming.

Analysis and Evaluation

In compliance with Board Policy and Administrative Procedure 3200, Chaffey College communicates institutional and programmatic accreditation status to all external agencies by using multiple methods including the College Catalog, District website, Governing Board meetings, annual and midterm reports, and programmatic accreditation agencies.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

As illustrated in the District's annual financial report (I.C.14.1), the District does not generate financial returns for investors, contribute to a related or parent organization, or support external interests. The District is a publicly funded, open-access community college that functions for the benefit of students and the communities it serves.

Analysis and Evaluation

The District does not generate returns for investors.

Conclusions on Standard I.C: Institutional Integrity

Chaffey College is consistently committed to transparency, excellence, and integrity. The evidence submitted in this section illustrates that the District takes great care and pride in the learning and achievement of its students and shares that information with the community, prospective students, and current students. Further, the District maintains a duty of care for everything it publishes and meaningfully engages processes that assure accuracy, relevance, and currency. Further, policies and procedures reinforce the integrity of the District's information, its employees and students, and its dealings with external agencies.

Improvement Plan(s)
N/A

Evidence List
I.C.1.1   2022-23 Chaffey College Catalog
I.C.1.2   Fall 2022 Schedule of Classes
I.C.1.3   Student Handbook 22-23
I.C.1.4   Catalog 2022-2023 ILO Pages
I.C.1.5   OAC Webpages
I.C.2.1   Catalog Requirements Links
I.C.2.2   Digital Catalog Workflow Overview
I.C.2.3   Catalog CurriQunet Meta
I.C.3.1   OAC Webpages
I.C.3.2   OAC Professional Support
I.C.3.3   ACES Framework Overview
I.C.3.4   SLO Data Report for PSR, June 2022
I.C.4.1   Programs of Study
I.C.4.2   ACC Program Mapper
I.C.4.3   Kinesiology Program Map
I.C.5.1   AP2410 BPs and APs
I.C.5.2   Catalog Review Email 5.19.2021
I.C.5.3   Schedule of Classes Review Email Fall 2022
I.C.6.1   Paying for College Webpage
I.C.6.2   Catalog Fee Descriptions
I.C.6.3   Schedule of Classes Enrollment Fees
I.C.6.4   Tuition and Fees
I.C.6.5   Estimated Cost of Attendance
I.C.6.6   Campus Store
I.C.7.1   BP 4030 Academic Freedom
I.C.8.1   AP 3050 Code of Ethics
I.C.8.2   Faculty Handbook Ethics Statement
I.C.8.3   Faculty Values Pride Statement
I.C.8.4   Classified Senate Code of Ethics Statement
I.C.8.5   BP 5500 Standards of Student Conduct
I.C.9.1   BP 4030 Academic Freedom
I.C.9.2   Faculty Handbook Ethics Statement

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. **All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

Evidence of Meeting the Standard

Programs and their accompanying classes are offered at a variety of locations. The District maintains three formal locations in Rancho Cucamonga, Chino, and Fontana. Additionally, Chaffey College offers programs at Rancho San Antonio Medical Plaza, Chino Valley Adult School, the California Institute for Women (CIW), and the California Institute for Men (CIM), both located within the District boundaries in Chino.

The District offers different programming at each location based on the needs and goals of the students at those locations. Comprehensively, the District offers the following types of programs at its locations:

- The first two years of a baccalaureate study (pre-transfer pathways)
- Associate degree programs primarily in career education areas
- Certificate programs in career education areas that lead directly to employment
- Non-credit programming, as appropriate, designed to help students build employment foundations or essential skills like English as a Second Language.

All programming is subject to Administrative Procedure 4020 (Program and Curriculum Development) (II.A.1.1) which describes Curriculum Committee review of courses and programs, including evaluation of program appropriateness to the Mission Statement and program learning outcomes (II.A.1.2). All course modalities must adhere to the approved Course Outline of Record (COR), and committee membership includes representation of expertise in distance education and Turning Point. Along with other COR requirements, course submissions

for Curriculum Committee evaluation and approval must contain an explanation of how regular and substantive contact will be established for fully online and hybrid modalities (II.A.1.3).

Every course has specific and measurable student learning outcomes that are listed in the COR and included in the course syllabi, and program learning outcomes are listed on the Program Maps and in the Chaffey Catalog. In addition, all programs offered are evaluated in the Program and Services Review process, which requires reflections on program quality, effectiveness, and student learning and achievement.

Specifically, all three campus locations, Rancho Cucamonga, Fontana, and Chino, offer both transfer preparation, career technical education, and non-credit opportunities in ESL. Rancho San Antonio Medical Plaza exclusively houses the Radiologic Technology program, and the Chino Valley Adult School offers both credit and non-credit workforce preparation in Emergency Medical Technician (EMT) and Heating, Ventilation, and Air Conditioning (HVAC). Faculty provide onsite instruction, and these students are also provided with additional support through their Career Technical Education (CTE) counselors or through the Office of Intersegmental Partnerships.

Turning Point at CIM and CIW has historically offered career technical certification in business, but now almost exclusively focuses on transfer-level preparation. Degrees include Communication, Business, and Business/Entrepreneurship. At CIW, Chaffey College has joined a partnership with California State University, Los Angeles to matriculate students with transfer degrees to their bachelor's program. Students at both institutions are organized into cohorts and provided with matriculation services, an educational plan, ongoing counseling support, Success Center support onsite through faculty and apprentice-level tutors, and Library services through the Library faculty or the instructor of record through electronic resources. CIW is also piloting the use of Canvas and laptops so that students can access course support electronically. This effort is in nascent stages, but overall this will help to support excellent instruction and learning if the correctional facility goes into a lockdown, which happens frequently. The success of this program is exemplified by an extremely low recidivism rate of less than 1% among almost 400 graduates.

Analysis and Evaluation

Regardless of location or delivery modality, all instructional programs at Chaffey College are consistent with the District's Mission Statement, and culminate in student attainment of program student learning outcomes and achievement of degrees, certificates, employment, or transfer.

All course and program offerings, whether traditional or distance education and/or correspondence education, align with the stated mission of the District. Course and program offerings are appropriate for post-secondary education. Program descriptions include expected student learning outcomes and list the degrees and certificates that can be earned. The District collects and maintains data that students achieve degrees and certificates aligned with their stated goals.

2. **Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard

The Instruction Guide for Standard Updates and Diversity, Equity, and Inclusion, (DEI) opportunities explained on the Curriculum Committee website (II.A.2.1) illustrate the standard updating cycle all discipline faculty engage in to ensure academic and professional standards and expectations in their curriculum. This document provides faculty with a guide (II.A.2.2) and PowerPoint on opportunities to incorporate DEI into their curriculum. The guide also provides a structured timeline on when each area is due for curriculum updates in a systemic cycle. This timeline (II.A.2.3) is associated with the Academic and Career Community in which each program resides. Further, the Curriculum Committee has shifted practices to ensure that departments review all their courses and programs at the same time in order to affect a more holistic review of the courses in each individual degree and certificate, and how each closely related degree and certificate align with each other (II.A.2.4). To further amplify the efficacy of equitable outcomes as it relates to curriculum reforms, the District's 10-Point Plan also articulates an equity focus on the curriculum review process (see Standard I.B.6).

The standard update and review cycle include review by the Curriculum Committee, Academic Senate, and the Office of Instruction. The levels of review ensure that any necessary updates occur and promote a robust opportunity for dialog about ways to improve the curriculum.

As curriculum creates a "program," Program and Services Review (PSR) includes a comprehensive reflection to promote evaluation and improvement. The data used in PSR includes student achievement data and program reflections on how to make improvements based on the data, as evidenced in the sample PSR report from Psychology (II.A.2.5). As the example illustrates, programs engage in thorough review of their previous improvement efforts, their future plans, analysis of student data, including success, retention, and awards, and student learning outcomes. These issues, as evidenced by the Psychology program example, are explored through data and specific programmatic efforts to continuously improve. The PSR process is based on a simple inquiry model in which programs evaluate their data, their strengths, and their plans to improve.

Analysis and Evaluation

Instructional courses and programs are continuously improved during the standard curriculum updating cycle (every two years for career education/every six years for all others) and through the PSR process every three years. The curriculum updating process regularly engages faculty in ensuring professional standards and expectations of curriculum. PSR incorporates student

achievement data to maintain currency, improve programs, and promote student success, which ensures currency with both the course content and the norms for delivery.

3. **The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

Evidence of Meeting the Standard

The Program and Services Review (PSR) cohort schedule (II.A.3.1) documents the established procedure for regular assessment and evaluation to ensure that student learning outcomes (SLOs) both in Student Services and Instruction are regularly assessed. The PSR rubrics for Student Services and Instruction both outline the criteria used to identify and assess learning outcomes for courses, programs, and certificates and degrees. Learning outcomes are evaluated for thorough assessment and improvement based upon evidence gathered during the PSR process. Programs also identify and map their outcomes to a chronological assessment plan that is followed as part of the PSR review process in the Learning Outcomes section. As the example illustrates, outcomes assessments are staggered over time and planned comprehensively (II.A.3.2).

The District has listed all program learning outcomes (PLOs) in the College Catalog and made them available via program narratives in the District's curriculum management system, CurriQunet META (II.A.3.3). The Curriculum Office ensures that current SLOs are included in Course Outlines of Record (CORs) as faculty update curriculum in CurriQunet META (II.A.3.4). CORs illustrate how courses will incorporate diversity, equity, and inclusion in the curriculum. CORs are publicly available for guests, part-time faculty, students, and staff to view. All CORs and SLOs are reviewed by the Curriculum Committee, Academic Senate, and Governing Board for endorsement and approval.

Academic Senate provides a template to ensure course learning outcomes (CLOs) are included in every course syllabus. The faculty evaluation form shows the consistent, structured way each department evaluates course syllabi and SLOs on the syllabi (II.A.3.5 and II.A.3.6). Additionally, the District negotiated an augmentation to the current collective bargaining agreement that includes a requirement that all faculty, regardless of assignment, must maintain a Canvas shell that includes a syllabus.

Analysis and Evaluation

The District has established systemic institutional procedures used to regularly assess SLOs, and to ensure that current SLOs are placed in the COR, programs, and syllabi. This is evidenced by the PSR Rubric and Cohort Schedules, documentation of SLOs in CORs, the College Catalog, and faculty evaluation forms.

The District's systematic procedure is governed by the PSR process. Every program is part of a designated cohort, in which comprehensive reviews occur every third year, and the other two years require annual updates. Student learning outcomes data for courses and programs (which encompass degrees and certificates), and the corresponding analysis, are incorporated into the comprehensive review process.

Chaffey's courses are institutionally approved and remain current because of a robust systemic updating calendar and process. All CORs include student learning outcomes that are housed in the District's curriculum platform and are regularly reviewed when the COR is reviewed. The curriculum review process was recently redesigned to incorporate a more holistic approach so that courses within programs are reviewed at the same time, rather than piecemeal, which encourages faculty to evaluate the connections among learning experiences (see Standard II.A.2).

The District maintains a practice that all syllabi are submitted to the dean of the area during the first week of instruction. The deans' offices review the syllabi to ensure that they include the learning outcomes for every course. If they are missing, the deans' office contacts the faculty and requests an updated version. Further, the faculty evaluation process also includes the review of course syllabi for the presence of learning outcomes.

4. **If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

Evidence of Meeting the Standard

The District clearly distinguishes pre-collegiate curriculum from college-level curriculum through the institutional course numbering system (II.A.4.1). Pre-collegiate curriculum is distinguished from college-level curriculum through course numbering strands: 400-499 for non-transferable, certificate level courses; 500-599 for non-degree-applicable foundational and college preparatory courses; 600-699 for non-credit foundational courses, which are not part of collegiate-level study. Numbers 1-99 are reserved for transfer-level courses. These distinctions are outlined in the College Catalog.

Improved placement processes (II.A.4.2) in response to AB 705 passed by the California legislature, prompted the District to provide students with direct access to transfer-level math and English curriculum. One pre-collegiate math course remains in the catalog and will be deactivated because it is not scheduled. There has been a restructuring of the English as a Second Language (ESL) program, facilitating a clearer path for students into transfer-level English. Information about improved placement practices is described on the placement webpage and in the College Catalog.

Regarding the ESL program restructuring, a new ESL noncredit certificate was recently developed that facilitates a clear pathway to transfer-level English and other college level courses. Beyond ESL and a small number of work preparation courses, the District offers a small adult basic education portfolio, which includes HVAC. However, current efforts are underway to

develop programs in vocational ESL, fitness training, welding, social media, and other entry level areas. Those programs are currently going through the program initiation process.

Analysis and Evaluation

With a numbering framework in place to distinguish pre-collegiate and college-level courses, the Curriculum Committee consistently monitors course submissions to ensure that the convention is observed. The system ensures that faculty, counselors, and advisors can assist students with determining which courses make the most sense for them.

5. **The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

Evidence of Meeting the Standard

While Administrative Procedure 4100 (Graduation Requirements for Degrees and Certificates) (II.A.5.1) outlines the basic framework for District associate degrees, the Curriculum Committee and the Office of Instruction are primarily responsible for ensuring that the framework is implemented with fidelity and that expectations are clearly communicated to students.

Curriculum Committee members are trained in program and course evaluation criteria prior to the start of fall semester during the annual Curriculum Committee Retreat. The Curriculum Committee maintains a Canvas shell that contains all training material (II.A.5.2). In addition, in 2021, the training included a Chaffey College Equity and Curriculum Presentation (II.A.5.3), which resulted in a focus on incorporating Diversity, Equity, and Inclusion (DEI) into curriculum design and evaluation (II.A.5.4). The Curriculum Committee evaluates degree-applicable courses numbered 1-99 and 400-499 for appropriate breadth, depth, and rigor in a variety of ways, including but not limited to course content, student learning outcomes, textbooks, etc., in accordance with Education Code, Title 5, and the Program and Course Approval Handbook. In addition, committee approval for courses numbered 1-99 requires evidence of comparable courses at 4-year institutions (II.A.5.5).

For programs that facilitate transfer, articulation of degree applicable courses is established via C-ID or other articulation agreements, and further evaluation of associate degrees for transfer (ADTs) is provided by the California Community Colleges Chancellor's Office (CCCCO) upon submission of a Transfer Model Curriculum (TMC) Template (II.A.5.6). Non-ADT local degrees also provide evidence that they facilitate transfer (II.A.5.7) or lead directly to employment (II.A.5.8). Additional review criteria are enumerated in the Faculty 2021 Degree/Certificate Review Checklist developed by the Curriculum Committee (II.A.5.9).

In 2018-19, the faculty engaged in a massive effort of creating Program Maps (II.A.5.10) for students so that students could see all of the courses necessary to fulfill program requirements within a two-year period and also utilize the recommended course sequences to maximize their

learning. This project was led by the Guided Pathways team and created conditions for all faculty to review a holistic recommendation for how students would ideally engage the curriculum of specific programs. The Program Maps are organized into six Academic and Career Communities, or meta-majors, and can be found on the District website. All maps were jointly designed by program/classroom faculty and counselors in 2017 to ensure that students could complete programs in two years.

Analysis and Evaluation

The District demonstrates the quality of its instruction by following practices common to American higher education, and has policies and procedures in place to define these practices. The District follows established criteria to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program it offers. Administrative Procedure 4100 creates the framework for all associate degrees at Chaffey College, outlining the requirement of 60 minimum semester credits. The District has engaged in extensive review to ensure that program requirements are clear, accessible, and easy to follow.

6. **The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

Evidence of Meeting the Standard

The Offices of Instruction and Institutional Effectiveness and Institutional Research work together to establish scheduling principles (II.A.6.1) to ensure that students' goals can be achieved within the intended time frame. To that end, the Program Maps (II.A.6.2) are a fundamental building block of every schedule, including course rotations and data from students' educational plans. The District is currently striving to improve data regarding educational planning so that deans and coordinators can more accurately assess and predict demand. The Program Maps are also loaded into the students' schedules when they use the Self-Service planning tool (II.A.6.3), which helps them plan their schedules. The Office of Instruction is currently leading efforts to develop annual class schedules that will even further support student achievement with improved planning (II.A.6.4). As the tool illustrates, schedule planning is based on balancing term lengths, modality, and historical data. The District is also making a concerted push to gather data from education plans in order to more accurately measure student demand.

Data indicates that the District is increasingly successful at helping students reduce their unit accumulation and promote timely completion. As the table below illustrates, over the past six years the unit accumulation at time of award of Chaffey College ADT award earners has declined from 93.6 to 76.6, a decline of 17 units, an 18.2% improvement. Over the past six years, unit accumulation declines have been observed by all award types within degrees (e.g., ADTs, AA, and AS degrees) and by certificate unit length as illustrated by the graph below. This aligns with one of the Chaffey goals, and this benchmark is reviewed by College Planning Council every fall.

Chaffey ⌂ College
Average Units Earned by All ADT Degree Earners
2016-17 thru 2021-22 Academic Years
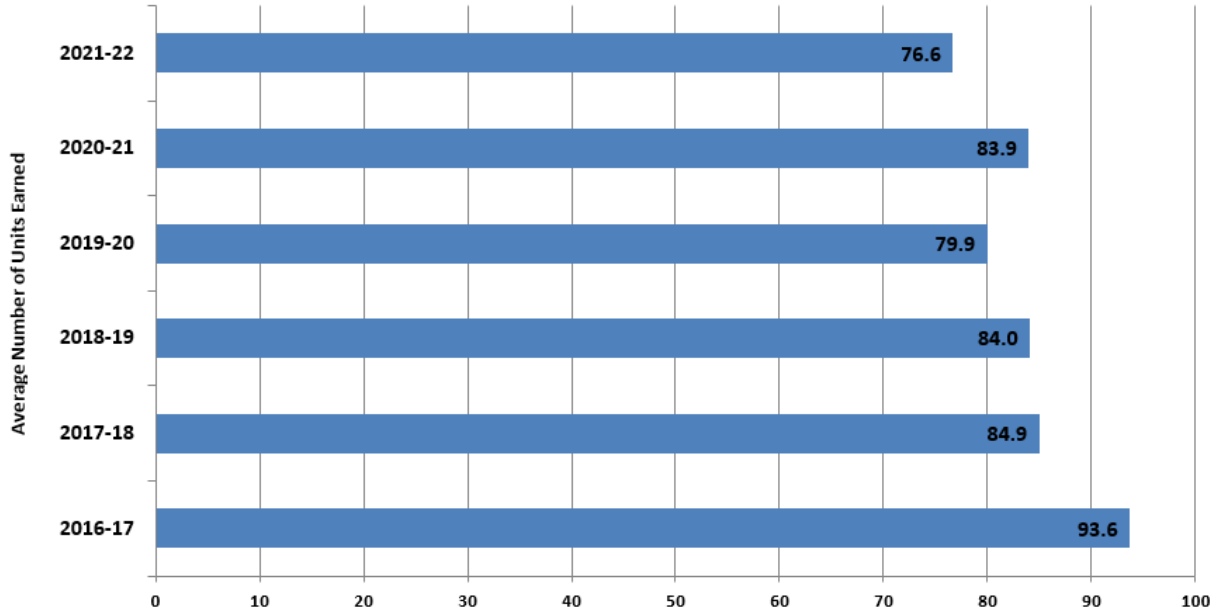
The Program Scheduling and Comprehensive Educational Planning infographic (II.A.6.5) highlights the scheduling and planning principles implemented as part of Guided Pathways efforts to ensure timely completion. As previously illustrated, a sample program map illustrates the impact of this work: all program maps ensure completion is possible within two years.

Analysis and Evaluation

To clarify program expectations, in accordance with Guided Pathways principles, and ensure that students can complete their intended goals within a two-year span, the time that is typical and consistent with expectations for a community college degree, the District established Program Maps. Every Program Map was created as a joint effort between the instructional and counseling faculty and represents the ideal order and course list for every program. All Program Maps are available on the District website and the College Catalog and are updated annually through the curriculum process. Additionally, students using the Self-Service Planning Tool can see class offerings by semester to minimize inefficiencies in wait times due to courses offered only in fall or spring semester. The District is also engaging in advanced planning for up to four semesters in advance so that students and counselors can include actual sections from the student information system in their comprehensive educational plans. Finally, the District is engaging in ongoing work with the Gardener Institute (see Standard I.A.2) to test pathways and scheduling based on real student behavior data in order to identify obstacles in program design.

7. **The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity and success for all students.**

Evidence of Meeting the Standard

The District has structured processes to ensure that the delivery modalities, teaching methodologies, and learning support services reflect the diverse needs of students and support equity. Courses proposed for any distance education (DE) modality are vetted by the Curriculum Committee through an addendum process, and later endorsed by the Academic Senate, and approved by the Governing Board. The DE proposal and addendum processes coherently capture Diversity, Equity, and Inclusion (DEI) opportunities for online modalities, and ensure that the District complies with federal definitions of distance education and correspondence education, and established protocols to determine the appropriate delivery modes for its diverse student populations (II.A.7.1 and II.A.7.2).

Additionally, courses that are designed for delivery to Turning Point students are reviewed separately to ensure that any adjustments to methodology and research requirements are sound and can be fulfilled within the limitations of a correctional facility. During the pandemic and a bit beyond, the District has had to change modalities in order to respond to changes in California Department of Corrections and Rehabilitation's (CDCR) policies regarding faculty entering the facilities to provide instruction. As a result, the District's Curriculum Committee actively discussed the implications of these changes on course delivery. For example, Sociology 10 was reviewed separately with the intent of offering it for Turning Point, and the modality implications are discussed in the submission by the discipline faculty. Specifically, the "Correspondence Addendum" addresses how materials and accessibility will be ensured as well as addresses the instructional delivery (II.A.7.3).

To support the instruction of multiple deliveries, the District fortified peer support for faculty, especially after the pandemic in March 2020, by transferring a full-time faculty member to permanently lead Distance Education. Additionally, the District built out a comprehensive coaching network to support faculty as they adapt to a variety of modalities. The District maintains at least six distance education coaches annually, who are assigned to each Academic and Career Community and specific disciplines (II.A.7.4).

The Faculty Success Center and Distance Education Hub offer professional development training for faculty related to teaching methodologies for all course modalities to assist faculty with course content and design, communication and engagement, authentic assessment and academic integrity, and universal design and accessibility (II.A.7.5 and II.A.7.6). When the pandemic occurred, one of the challenges that the District experienced was to prepare all support faculty and staff to function at a high level in an online environment, when they had primarily provided support in-person. To address this challenge, instructional support services faculty and staff engaged in comprehensive training similar to classroom faculty training, reflecting diverse and changing student needs (II.A.7.7). All personnel working in support roles were required to complete this training, and this illustrates the commitment of the support network to provide excellent experiences for students.

Finally, the District also synthesized all online supports available to students in one central location that can be found from the Canvas navigation menu. The "Student Support Hub" (II.A.7.8). makes online student support functions available from inside the student's virtual classroom environment. The District's support network includes the Success Centers, Supplemental Instruction, Peer Assistants for Learning (PALs), the Library/Cybrary network, Disabled Programs and Services (DPS), and the GPS Centers (Guiding Panthers to Success). All these supports are available in –person and virtually so that students can maximize access and engage in ways that most fit their learning and personal needs. This practice is continuing now that the District begins to move into endemic status because this feature has been so popular with students.

As part of the California Virtual Campus Course Exchange, the District began Peer Online Course Review training in 2020. To date, over 140 faculty have completed the training protocol, and data suggests that this professional learning has a significant impact on improving teaching and learning. Reports from Institutional Research indicate that when faculty success rates are compared before and after training, success rates after training are approximately 12% improved. Further, students from traditionally underrepresented groups experienced success rates that improved by over 30% (II.A.7.9).

The District has also engaged in robust analysis of term length success and demand among students. Overall, students are tending to prefer shorter term lengths since these courses have meaningfully higher fill rates than full-term courses (II.A.7.10). As a result, the District has shifted to offering only 35% of sections in fall 2022 and spring 2023 as full-term schedules meeting for 17.5 weeks. The remaining majority have been successfully scheduled as 14-week or 8-week Fast Track sessions (II.A.7.11).

Analysis and Evaluation

The evidence collected demonstrates that the District has structured processes to ensure that the delivery modalities, teaching methodologies, and learning support services reflect the diverse needs of students and supports equity. Learning support services are comprehensive and available in a variety of formats.

Per California regulation, Chaffey College faculty are required to complete separate course modifications for distance learning modalities. Those modifications clarify the rationale for offering the course in that modality and the ways that learning will be facilitated by ensuring regular substantive contact between the instructors and students and within the class.

The District also utilizes other data elements for schedule planning, like trends in the demand for shorter term lengths, demand for increases in online learning, and waitlist analysis. These data elements not only help the District be responsive to students' interests, but also help to reinforce practices that result in more successful outcomes and impact equity.

8. **The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

Evidence of Meeting the Standard

Department-wide course and/or program examinations are not implemented currently for any program at Chaffey. Select Health Occupations programs offer opportunities for external licensure via examinations or certifications, but these are independent from student grades and placement. A standard prerequisite challenge procedure is in place and is particularly applicable to Computer Information Systems and foreign language courses (II.A.8.1). An External Transcript Evaluation request may be submitted; these are evaluated on a case-by-case basis (II.A.8.2).

Chaffey College offers students the opportunity to earn credit for prior learning via the credit by examination process outlined in Administrative Procedure 4235 (II.A.8.3, pages 1, 5-6) for specific courses designated as Cx in the catalog. Challenge exams are administered by the District.

Analysis and Evaluation

The District has procedures in place to administer challenge exams for Cx courses via credit by examination within the Credit for Prior Learning Administrative Procedures.

9. **The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

Evidence of Meeting the Standard

Course credit, degrees, and certificates are awarded based on student attainment of learning outcomes. The District has explored, prototyped, and vetted a framework for assessment of institutional learning outcomes (ILOs) as aligned with Academic, Community, and Employability Skills (ACES) outcomes (see Standard I.B.4). For instance, ACES data from the English department demonstrates direct assessment of student learning outcomes (SLOs), including both graded components for course SLOs and evaluation of performance on ACES-ILOs (II.A.9.1). The data includes a required core course, and courses from Lists A and C per program requirements for the CSU General Education Pattern identified in the catalog.

Board Policy and Administrative Procedure 4020 (Program and Curriculum Development) (II.A.9.2 and II.A.9.3), as well as Board Policy and Administrative Procedure 4025 (Philosophy and Criteria for Associate Degree and General Education) (II.A.9.4 and II.A.9.5), guide the awarding of course credit, degrees, and certificates.

Administrative Procedure 4024 (Credit Hours and Units) explains how grading is interpreted consistent with accepted norms in higher education (II.A.9.6). The sample Course Outline of Record (COR) for English 1B lists credit hours and course learning outcomes (II.A.9.7). The English AA-T degree is awarded based on achievement of program learning outcomes as specified in the catalog (II.A.9.8), while the Curriculum Map for the English AA-T degree illustrates which program learning outcomes are introduced, practiced, and/or mastered within each English course in the degree (II.A.9.9).

The District adheres to guidelines set forth in both federal and state regulations to identify a course credit hour. Federal guidelines specifically state that a credit hour is equivalent to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week. The California Code of Regulations specifies that one credit hour of community college work requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on a semester system.

Analysis and Evaluation

Learning outcomes are central to the delivery of material in the COR. Chaffey College awards credit based on these frameworks. Academic, Community, and Employability Skills (ACES) data for English demonstrates direct assessment of student learning outcomes, including both graded components for course learning outcomes and evaluation of performance on institutional learning outcomes (ACES-ILOs). Criteria for evaluating student learning for credit are consistent with Board Policy and federal and state regulations. Units of credit are consistent with District policies that conform to standard practices in higher education. The District awards credit for student achievement based on faculty-established student learning outcomes and the COR. The alignment of the COR and the outcomes creates a direct connection between the course expectations, credit, and student learning.

10. **The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)**

Evidence of Meeting the Standard

The District's commitment to equity and excellence is evidenced through its transfer-of-credit and articulation policies. The College Catalog provides information regarding the evaluation of credits from other institutions, international transcripts, military transcripts, and credit for prior learning (CPL), formerly known as credit by examination (II.A.10.1). The process begins with submission of official transcripts through the Admissions and Records Office. Each course is evaluated for transferability and validated as from an accredited institution. To determine whether a course is equivalent, the course descriptions and Course Outlines of Record are reviewed by transcript evaluators in Counseling and forwarded to educational services coordinators for discipline review and verification. International transcripts must be evaluated by

an accredited evaluation service within the United States. For military records, veterans submit documentation to the Admissions and Records Office. The amount of military credit awarded depends on the length of service: four units of credit are awarded for under one-year of service and eight units of credit are awarded for over one year of service. Information is also available in the Veteran's Resource Center and in the Chaffey College Transfer Center.

Administrative Procedure 4050 (Articulation) (II.A.10.2) also provides an overview of the articulation components and the responsibilities of the Articulation Officer, who has the responsibilities for the process of securing agreements and shepherding courses through the process. This position works closely with the Curriculum Committee, Counseling Department, and Transfer Center.

To advance CPL efforts, Administrative Procedure 4235 (Credit for Prior Learning) (II.A.10.3) was revised from Credit by Exam to CPL. Students may earn credit by examination, either internal exams offered as course challenge exams, or satisfactory scores on external exams such as Advanced Placement, International Baccalaureate, College Level Examination Program exams, examination of military Joint Services Transcripts (JSTs), or evaluation of industry credentials and student portfolios. Information regarding CPL is in the College Catalog (II.A.10.4).

The articulation agreements website (II.A.10.5) maintained by the Transfer Center, is an important resource for students regarding articulation and transfer policies. The Articulation Officer works with faculty to coordinate articulation agreements with four-year and independent institutions, as well as with other local community college programs. For UC and CSU institutions, articulation agreements have been developed for general education requirements and various majors.

To ensure quality education, the Articulation Officer ensures the coursework at the District is comparable to, and accepted by, baccalaureate-conferring institutions. The College Catalog provides information and links to transfer-of-credit information on the Articulation System Simulating Inter-Institutional Student Transfer (ASSIST), Associate Degrees for Transfer, and the Course Identification Numbering System (C-ID) websites. ASSIST is an online student-transfer information system that provides transfer and articulation information among public higher education institutions in California. The Associate Degrees for Transfer program (II.A.10.6) has created more effective transfer pathways for students, and the District currently has 36 of these degrees.

Likewise, the District submits individual courses to C-ID for articulation with established course descriptors. C-ID (II.A.10.7) is an online statewide numbering system that identifies comparable courses at different community colleges. Currently, the District has 214 courses approved in the C-ID system.

In compliance with the 2006 Perkins Act, the Assistant Dean of Intersegmental Partnerships coordinates and maintains articulation agreements for career technical education courses and programs with high schools, regional occupation programs, and other colleges. The agreements are updated regularly, and information is on the District's website as the Career Transitions

Articulation program. Students are encouraged to meet with a counselor for up-to-date credit and articulation agreements. This information is made available to students during office appointments and through the Guiding Panthers to Success (GPS) Centers.

Analysis and Evaluation

The District has effective procedures for transfer-of-credit and articulation agreements from accredited institutions, and these agreements are regularly updated. The District is dedicated to offering more options and choices to students by facilitating student transfer to California and out-of-state colleges. Information on transfer-of-credit and articulation is clearly stated in the College Catalog and on the District's website. There are numerous resources available to students, and these sources assist students in locating and interpreting the most current information for a smooth transfer-of-credit process: College Catalog, District website, Transfer Center, Counseling Department, GPS Centers, Admissions and Records, and the Veterans' Resource Center.

11. **The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

Evidence of Meeting the Standard

Chaffey's institutional learning outcomes (ILOs) fall into four overarching categories (1) Communication (COMM), (2) Critical Thinking and Information Competency (CTIC), (3) Personal, Academic, and Career Development (PACD); and (4) Community/Global Awareness and Responsibility (CGAR) (II.A.11.1). These broad categories of ILOs have been aligned with specific Academic, Community, and Employability Skills (ACES) in the areas of adaptability, analysis/solution mindset, collaboration, communication, digital fluency, empathy, entrepreneurial mindset, resilience, self-awareness, and social/diversity awareness (II.A.11.2). Courses in general education patterns (e.g. CSUGE, IGETC) all have a set of course learning outcomes (CLOs) aligned to ILOs directly or aligned to discipline-specific program learning outcomes (PLOs). Astronomy 26 is an example of CLO-ILO alignment, and the English AA-T degree is an example of PLO-ILO alignment (II.A.11.3). Students in all programs receive instruction in ILO areas, but for students in degree programs, these skills are reinforced in courses they encounter through completion of a general education pattern. Because of the nested structure of CLOs to ILOS, the ILOs are indirectly assessed by departments via CLO assessments, and the results of CLO assessments are used by departments to make improvements at least once every three years in the Program and Services Review (PSR) process. In addition, ILO outcomes (ACES-ILOs) (see Standard I.B.6) are available via Canvas, the District's learning management system, to facilitate direct assessment of ILOs as faculty assess course assignments. These results are collected at an institutional level and can be disaggregated at either program or course level. Beginning in fall 2022, ACES-ILO results are disaggregated by programs and provided to departments during PSR to further inform program improvements (II.A.11.4).

Analysis and Evaluation

The District has established institutional learning outcomes that reflect the depth and breadth of skills that every college-educated student should acquire. They are published in the College Catalog. These competencies are based on fundamental educational foundations that are assessed simultaneously with program learning outcomes and disaggregated in a variety of ways to illuminate the skills acquisition of Chaffey's students. The Outcomes and Assessment Committee provides oversight and initiates updates to the outcomes and assessments as needed.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The graduation requirements section of the Chaffey Catalog describes the philosophy and criteria for Associate Degree and General Education, pursuant to Title 5, Section 55061 and Accreditation Standard II.A.3 (II.A.12.1). This section describes the general education pattern required for all associate degree earners, and enumerates the requirements for transfer to University of California or to California State University.

Additionally, general education courses have course learning outcomes (CLOs) identified in their Course Outlines of Record, and these CLOs align to institutional learning outcomes (II.A.12.2). The District recently prototyped and, in spring 2022, began implementation of direct assessment of these ILOs at scale through alignment to Academic, Community, and Employability Skills (ACES-ILOs), (see Standard I.B.6). Assessment of ACES-ILOs occurs at the individual course level and includes learning outcomes in the areas of adaptability, analysis/solution mindset, collaboration, communication, digital fluency, empathy, entrepreneurial mindset, resilience, self-awareness, and social/diversity awareness (II.A.12.3 and II.A.12.4).

Analysis and Evaluation

All Chaffey College degree programs require a minimum of 18 units in general education consisting of coursework based on the following areas: Language and Rationality; Natural Sciences; Humanities; and Social and Behavioral Sciences. The District's ILOs/ACES (Communication; Critical Thinking; Community/Global Awareness and Responsibility; and Personal, Academic, and Career Development) are clearly reflected in its general education pattern and ensure that students who are awarded degrees at Chaffey have received the requisite preparation to become ethical and well-rounded people. As noted in Standards II.A.1 and

II.A.11, both Board Policies and Administrative Procedures are in place that define and provide the District's criteria for the awarding of Associate Degrees and General Education. Through the work of the Curriculum Committee, the District ensures that all Title 5 regulations and Education Code requirements are followed. Additionally, as noted in Standard II.A.2, the Curriculum Committee has primacy in determining general education curriculum.

13. **All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

Evidence of Meeting the Standard

Based on the District's philosophy on programs and certificates, degree programs include both general education requirements and an area of specialization. As noted in Administrative Procedure 4100 (Requirements for Degrees and Certificates) (II.A.13.1), students can earn either an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree dependent on the selected major area. Degrees offered in career technical education are structured in such a way that students can transition to entry into the workplace. That philosophy aligns to the institutional learning outcomes focusing on a broad range of skills to perform and thrive in a globally-integrated world and workforce (II.A.13.2).

To date, the District has also developed and offered 34 (See Standard II.A.10) Associate Degrees for Transfer (ADT or AA/AS-T) based on transfer model curriculum, allowing students seamless transfer to a California State University (CSU). As part of the SLO process, programs are required to align courses with program level student learning outcomes in a manner that demonstrates the levels of competency students will attain. The Curriculum Review Process assures that these programs contain the appropriate level of rigor to prepare students for successful transfer and/or employment opportunities.

All degrees present in the catalog include focused study in one area of inquiry or in a defined interdisciplinary core, as illustrated by the Biology AS-T degree requirements, Biology AS-T program learning outcomes, and Biology majors Course Outlines of Record (II.A.13.3 and II.A.13.4). Each program has defined program learning outcomes (PLOs), and faculty align courses with PLOs in Curriculum Maps (II.A.13.5) to indicate if successful completion of a course indicates a student was introduced to, practiced, or has mastered a PLO. Further, course learning outcomes (CLOs) are aligned to specific PLOs. For example, Biology faculty aligned CLOs #1 through #3 from Biology 40 with PLO #3 (II.A.13.6).

An analysis of transfers to CSUs illustrates the effectiveness of ADTs in preparing students to transfer. Among all California Community Colleges, Chaffey College ranked fourth in number of students who transferred to a CSU on a guaranteed AD-T transfer pathway in 2021 (II.A.13.7). In total, 60.2% of Chaffey College students who transferred to a CSU in 2021 earned an ADT prior to transfer. All programs noted in this section are reviewed as part of a holistic

curriculum review process scheduled by the Curriculum Committee and reviewed and updated regularly by program faculty (I.A.13.8).

Analysis and Evaluation

As the evidence indicates, Chaffey College designs major preparation in a way that prepares students well for transfer while also providing them with a substantial foundation to succeed and thrive at a university. The faculty regularly review degree requirements holistically and engage in processes that lead to continuous improvement and result in student success.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Graduates from the District's career technical education (CTE) areas with degrees and certificates meet industry standards and external licensure and certification as evinced through a wide array of data, including advisory group input, employment surveys, and pass rates. Each CTE program is required to have an advisory group made up of internal and external professionals in the field to make recommendations and adjustments to curriculum and the program. Data extracted from labor market needs assessments, as well as the Economic Impact Report (II.A.14.1), help shape any modifications or updates needed to prepare students for the constantly changing workplace.

The District ensures students meet industry standards and external licensure and certification through its Curriculum Review Process. This process ensures that any CTE program degree or certificate contains the District's approach to core competencies, makes extensive use of external accrediting agencies reports, and closely considers certification/license pass rates (for example, the NCLEX for Vocational Nursing and Associate Degree in Nursing). Additionally, CTE programs have student learning outcomes that connect to industry standards. As part of the Program and Services Review (PSR) process, CTE programs are required to review labor market needs assessments and submit evidence of advisory committee meetings. Examples include the following programs: Associate Degree Nursing (ADN), Aviation Maintenance Technology (AMT), Emergency Medical Technician (EMT), and Gerontology (GERO).

The Career Education Advisory Committee has also established standards for the management and use of advisory committees (II.A.14.2). The guidelines include the purpose of advisories, their role in program improvement, and suggestions regarding ways to solicit input and engage stakeholders. These guidelines are intended to assist faculty in the ways that they plan engagement with advisory partners, standardize expectations, and maximize feedback. Faculty will be trained on the use of these guidelines during the Flex program in fall 2022.

For example, the ADN Program Summary description indicates preparation for external licensure, while the outcomes data and CTE Program Advisory Committee minutes provide feedback for program improvements (II.A.14.3). The ADN comprehensive PSR documents

illustrate program data and discussions pertaining to program improvements (II.A.14.4). Similar evidence packages are available for AMT and Automotive Technology (AUTOTEC).

The District ensures that CTE program graduates demonstrate technical, professional, and employment competencies and standards for external licensure/certification. All CTE programs are illustrative of the review criteria.

Career Technical Education Outcomes Survey (CTEOS) data consistently demonstrates that students are prepared for the workforce and benefit from the training that they receive at Chaffey College. Students who earn nine or more units in CTE courses and do not transfer to another postsecondary educational institution, are surveyed a year following their last attendance at an institution (II.A.14.5). Approximately 90% of survey respondents indicated that they were satisfied with the education and training that they received while at Chaffey College. Over 68% of students reported securing a job closely related to their program of study, with over 80% indicating that they were able to find a job within six months of leaving Chaffey College. Students reported a 53% increase in their hourly wages after completing training, experiencing an average wage increase of $8.00 an hour.

Recent licensure examination pass rates also highlight the District's ability to prepare students to succeed in their chosen career fields. As identified by the licensure examination pass rates reported annually to ACCJC, all programs consistently exhibit pass rates in the 85-100% percentile on state and nationally recognized licensure examination tests.

Analysis and Evaluation

The evidence supports the District's commitment to ensuring both the relevance and efficacy of its career technical programming. The District's Mission Statement concludes with the value of providing all students economic mobility, which is often defined by accessibility and success in career-based certificates.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Administrative Procedure 4021 (Education Program Viability Review) (II.A.15.1) defines the process for evaluating a program's viability distinct from the District's Program and Services Review (PSR) process and separate from discipline faculty-initiated program deactivation or modification through the Curriculum Committee process. Within Administrative Procedure 4021, Section IX, Impact Plan for Suspension and Discontinuance, requires program faculty, staff, and administrators to develop an impact plan, which includes recommendations as to how currently enrolled students may continue their program of study or a plan for students to meet their educational objectives through alternative means.

A program viability review of Chaffey College's Dental Assisting Program began in fall 2017 (II.A.15.2), when the program did not meet external accreditation requirements. The Academic Senate established a program viability review committee in accordance with Administrative Procedure 4021. The program hosts a single cohort of students per academic year. While under review, the program was placed hiatus, and no new cohorts were selected. Students resumed in new cohorts to instruction once the process of review was concluded.

Conclusion of the review determined that two new program faculty were to be hired to spearhead the revitalization efforts. Additionally, the District hired two professional experts to assist with the Commission on Dental Accreditation (CODA) requirements (II.A.15.3). Chaffey was re-accredited by CODA in 2017 (II.A.15.4).

In the coming months, the District will endeavor to create a closer link between PSR and the viability review process and create a clearer "trigger" for the end of further analysis. Currently, faculty or administrators can identify a program for viability review. It would be more efficient if viability review had a clearer connection to the outcomes of the PSR process.

Analysis and Evaluation

The District has an established process to make appropriate arrangements for students enrolled in programs that may be impacted by suspension or discontinuance to continue their education with minimal disruption.

16. **The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

Evidence of Meeting the Standard

The institution meets this standard by addressing the Chaffey Goals through the Curriculum Update Cycle (II.A.16.1) and the Program and Services Review (PSR) cycle (II.A.16.2). Both are transparent, consistent, systemic practices put into place to ensure all programs and courses enhance learning outcomes and student achievement while, also maintaining currency and quality.

A number of District processes converge to assure that the District evaluates and keeps current all instructional programs, including hiring, curriculum, PSR, evaluation, professional development, and scheduling processes. Assuring that instructional quality is evinced throughout the District, robust hiring practices centered on effective teaching and faculty values provide the starting point (see Standards III.A.1 and III.A.2). Next, as has been discussed in Standard II.A.2, the Curriculum Committee has a prominent role in reviewing proposals for new courses, programs, degrees, and certificates, as well as reviewing existing curriculum during the scheduled review cycles.

This process, coupled with the work of the Outcomes and Assessment Committee, confirms the inclusion of student learning outcomes at the course, program, and institutional level (Core Competencies). PSR requires instructional and student support programs with curriculum to evaluate the efficacy of course offerings and the success of students within programs. As part of PSR, faculty and staff are also required to establish Visionary Improvement Plans (VIPs) which challenge programs to develop long-term goals that will enhance their effectiveness and improve student learning as a result of program and service planning. Progress on these VIPs occurs through the annual update process (see Standard I.B.5).

The faculty evaluation process is another manner in which instructional quality is reviewed and improved. Outlined in the collective bargaining agreement for faculty (Article 20), the evaluation process involves several components, including a self-evaluation, student evaluations, faculty peer observations and evaluations, and first-level manager evaluation. The spirit of collaboration routinely demonstrated throughout the process ensures that quality of education is both observed and evaluated (see Standard III.A.5). If faculty performance needs to improve, evaluation committees work with faculty to develop improvement plans identifying areas needing improvement, tasks and activities to be accomplished, the timeline for evaluation of progress, resources available to the faculty member, and the date of re-evaluation.

Professional Development is another way in which the District attends to matters of instructional quality. As discussed in Standard III.A.14, the Faculty Success Center (FSC) (II.A.16.3) offers in-depth professional development programming to assure full and part-time faculty remain current in the most effective instructional strategies. The Professional Development Committee (II.A.16.4) and the Classified Success Network (II.A.16.5) ensure that classified staff who work directly with students by providing support services receive the same opportunities for professional learning and development.

The District has a robust economic development program. Chaffey College collaborates with ten other community colleges and two universities to provide training at the Industrial Technical Learning Center (InTech) (II.A.16.6) at California Steel Industries in the City of Fontana. Before any workforce training is offered at the InTech Center, the training program content is reviewed with industry partners and subject matter experts to ensure it aligns with their current workforce and skills needs. Employer partners are engaged via advisory meetings, one-on-one meetings, and emails. Labor market information about related industry and job demand is also reviewed to ensure that the training program is addressing a growing need.

Currently, the District's Economic Development department hosts quarterly virtual meetings for the Inland/Desert Employers Apprenticeship (IDEA) Program Committee, seven of the ten members are manufacturers. The IDEA Committee reviews and discusses training program development and delivery needed to fill jobs in the region. The committee's input and collaboration has resulted in the launch of the District's state-registered Industrial Electrical and Mechanical pre-apprenticeship program and trainings for the three state and federally-approved registered apprenticeship occupations of Industrial Maintenance Electrician, Industrial Mechanic, and Mechatronics Technician (II.A.16.7). The District is also in the process of developing an Automation, Robotics, and Mechatronics pre-apprenticeship program at the recommendation of the IDEA Committee. Through the IDEA program, over 35 employers have committed to

sponsor apprentices at their worksite and hired from the District's pre-apprenticeship programs offered at the InTech Center.

For instance, the District offers an Introduction to Welding-Shielded Metal Arc Welding (SMAW)/Gas Metal Arc Welding (GMAW) program ([II.A.16.8](#)) at the InTech Center. Welders are paid a starting salary of $21 to $24 per hour, and welding is an in-demand career in the region confirmed by labor market data. One-on-one meetings with employers are held as well as industry advisory meetings. Due to COVID-19, the last industry advisory meeting was held in spring 2019 with seven employers and subject matter experts to verify skills necessary for employment in welding. The program incorporated two industry-recognized certifications recommended by employers - American Welding (AWS) Qualifications in D1.1 Structural Welding Code-Steel and D1.3 Structural Welding Code-Sheet Steel as part of the program so students can attain the certificates necessary for employment.

The following outcomes demonstrate the effectiveness of the various feedback loops in achieving continuous program improvement and success for students.

Workforce Development Cohorts (2019-2021)				
Program	Completion Rate	Job Placement Rate	Before InTech	After InTech
Pre-Apprenticeship Students	86%	74.7%	$16.83	$22.18
Welding Students	95%	87.2%	$16.61	$21.16
Total Average	90.5%	81%	$16.72	$21.67

Chaffey College-Inland/Desert Employers Apprenticeship Committee Outcomes
(since July 2018)
Apprentice Retention Rate: 83%
Average Apprentice Starting Wage: $23.94/hour
Average Journey-Level Wage: $35.22/hour
Employer partners: 37

Analysis and Evaluation

The Curriculum Office has consistent timelines that ensure all courses and programs go through a standard update and curriculum review process; the PSR cohort schedule and rubric show the systemic process used to engage in PSR that includes relevancy, appropriateness, and achievement of student learning outcomes, currency, and planning for the future. The cohort schedule and rubrics show that the District consistently follows a process to regularly evaluate the effectiveness of programs in both instruction and student services. Each year the office distributes a list to deans and coordinators on which courses and programs are due for review in their area.

In 2021, the Curriculum Office revamped the standard update cycle and established a 6-year timeline in efforts to engage in more holistic curriculum review per discipline. This timeline ensures all courses and programs in an area are reviewed concurrently by discipline faculty, the Curriculum Committee, Academic Senate, and the Governing Board, and establishes the process to regularly evaluate the effectiveness of courses and programs. The outcome of this is to ensure learning outcomes and student achievement are enhanced and to ensure currency and quality of every program and course.

The Curriculum Office also revamped the curriculum proposal page for programs to ensure faculty currency and to include quality-based questions. All CTE programs must also upload the most current labor market information (LMI Data) and the latest advisory committee meeting minutes to ensure the program is current, recent, and provides a thriving wage for students upon completion.

While the InTech Center functions in the not-for-credit space and is not required to perform the same curricular analysis that credit programs do, it is clear that the Economic Development area takes employer input and needs, as well as students' employability at the center of the planning process.

Conclusions on Standard II.A: Instructional Programs

Regardless of delivery or location, the District utilizes its processes and governance procedures to ensure that instruction and communication are of the highest quality and clear to its constituents. Although the processes and procedures sufficiently address the requirements of the Standards, the District continues to refine and integrate these protocols in order to establish strong relationships within those processes.

Improvement Plan(s)

As indicated in Standard II.A.15, the District will be testing its updated viability review process as a result of an updated Administrative Procedure. While Program and Services Review (PSR) and viability review are related, they could and should have a more tightly organized structural connection. Currently, the PSR Committee "validates" the narrative and analysis given to programs; however, this does not significantly measure the overall health of the programs. A secondary analysis is conducted by the Office of Instruction, the programs, and the deans to identify programs that should be analyzed as part of a viability review process. In the future, the District will revise PSR to include an overall rating of program health that directly connects to the viability review process, formalizing the need for further analysis.

Activity	Responsible Parties	Intended Outcome	Timeline for Completion	Measurement of Success
Translate current Program and Services Review (PSR) indicator into a transparent scoring system that aligns to program health	PSR Committee	Clarify the outcome of the PSR process to determine program health	Fall 2023	A campus-wide understanding of the relationship between key PSR indicators and program health
Implement training for new program health rubrics	PSR Tri-Chairs	Develop an understanding of new elements of the PSR process	Fall 2023 and Spring 2024	Advance and improve the usability of new rubrics for PSR writers
Evaluate the efficacy of program health rubrics	PSR Committee	Assure that new elements have the intended effect before Administrative Procedures are revised	Spring 2024 and Summer 2024	Improve the overall PSR process and effectively connect program viability review

Evidence List

II.A.1.1	AP 4020 Program and Curriculum Development
II.A.1.2	Music Program AA-T
II.A.1.3	Regular and Effective Contact Biology
II.A.2.1	Curriculum Standard Update Cycle
II.A.2.2	Faculty COR Guide
II.A.2.3	Curriculum Submission Timeline
II.A.2.4	Holistic Curriculum Process
II.A.2.5	Psychology PSR 2021
II.A.3.1	PSR Cohorts Rubrics
II.A.3.2	Earth Science Geology Assessment Plan
II.A.3.3	Journalism PLOs Program Mapper
II.A.3.4	Criminal Justice 58_COR_SLOs
II.A.3.5	Academic Senate Syllabus Checklist
II.A.3.6	Gerontology Syllabus SLOs
II.A.4.1	Catalog Course Numbering
II.A.4.2	Placement Webpage
II.A.5.1	AP 4100 Graduation Requirements for Degrees and Certificates
II.A.5.2	Curriculum Committee Training
II.A.5.3	Curriculum Committee Equity and Curriculum
II.A.5.4	Faculty COR Guide
II.A.5.5	Art 84 Course Proposal History
II.A.5.6	TMC Template

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The District provides a wide variety of learning, information, and instructional support resources with ample holdings in both traditional hardbound and virtual formats ([II.B.1.1](#)). The Library provides services at all District locations and virtual learning venues. The number of volumes, periodicals, technological resources, equipment, and data sources are abundant, and locations are staffed with qualified personnel at every campus. Librarians support the educational goals of students and the needs of faculty and student services support staff by providing direct,

individual, and group instruction in all aspects of information literacy. Online instruction (i.e., embedded librarians and workshops) and remote access to library facilities are now widely accessed by students, even as the District begins to reopen its physical presence.

The Library provides direct support for students in their academic endeavors and is recalibrating supports for robust delivery both in-person and online. The Library has a significant history of impacting course success, enhancing student retention, and increasing help-seeking behavior, and that history continues to the expanded virtual access now being offered to students (II.B.1.2). During the pandemic, Libchat, a platform that provides students with live chatting capability, became one of the most popular means of accessing a librarian. In addition, the librarians created a variety of subject matter guides to support learning (II.B.1.3). The circulation staff also provided pick-up services so that students could still access materials from the collection and from the reserve Library. In fall 2022, the Library and the Cybraries at Chino and Fontana fully reopened for in-person support, though online support continues to be robust.

According to the District's submission to the Association of College and Research Libraries (ACRL) (II.B.1.4), the Chaffey Library/Cybrary network operates with more than nine librarians and over seven professional classified staff members. The Library contains over 80,000 physical volumes and over 189,290 electronic titles (II.B.1.5). This represents a significant shift over the past five years in which the academic support infrastructure relies more on virtual or electronic availability rather than physical volumes. Most significantly, the Library/Cybrary network includes 33 databases, which is the primary vehicle for most students' research, and the demand from classroom instruction is also more likely digital. In 2022, the Library/Cybrary network made a total of 38,118 transactions and provided 574 library presentations connected to classroom instruction. This resulted in an overall attendance of 15,662 students, or 7,723 full-time equivalents. These numbers are very similar to patterns before the pandemic, indicating that approximately half of the student population engages the Library/Cybrary network.

The philosophy behind the organization of the Success Centers into Instructional Support is that academic support is not owned by a department. Rather, the development of strengths and skills thread across disciplines and should be a more global campus-wide effort of learning and student development. That global approach has consistently resulted in student usage consistent with the intent to increase help-seeking behavior because the impulse to pursue support is a trait of successful learners. All of the Success Centers are committed to the support of student learning through a multiplicity of deliveries, including directed learning activities (an approach created at Chaffey), learning groups, and workshops, as well as more traditional face-to-face interactions. While the data suggests that the number of contacts has reduced overall over the past two years, it is also significant to note that the option for "lab resources" is also not included in the calculations while the supports have been online. Lab resources have typically represented students who needed access to a computer, research materials, or Wi-Fi. Instead, the District provided computers and Wi-Fi, thereby reducing the demand for such support in a physical space.

Despite the wealth of resources available during the pandemic, however, the Success Centers experienced a dramatic decline in usage while most students were learning primarily online. The graph below illustrates the shift in usage patterns going from a high of 14,830 students who

accessed the Success Centers in 2016-2017 to just 3,413 students in 2021-2022. This represents a 77% decline and is indicative of a variety of factors. Among them are the transformation and evolution of digital support, the lack of awareness of the availability of online support, and a less viable relationship to classroom activities.

Number of Unduplicated Students Who Accessed Success Centers (Annual)
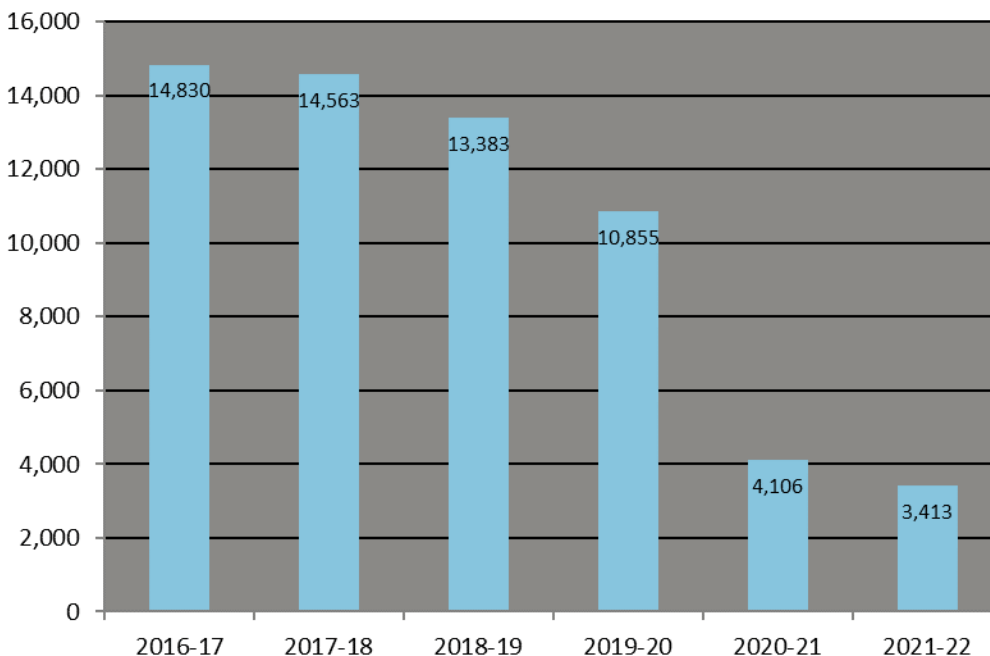
These numbers also represent a shift in student behaviors in other ways. The Success Centers experienced higher numbers of student participants who were economically disadvantaged (+12.3) and those with identified disabilities (+6.5), as well as increases among younger students (19 years older or younger). Interestingly, the success disparity between students who accessed the Centers and those who did not grew from approximately 12% associated with Center participation to over 22% during the pandemic.

As a result of all these changing trends, the District has hired an outside consultant to work with a District team to analyze the data and develop strategies to increase awareness, improve relevance, and more closely align to online and in-person instructional efforts. That work has only just begun by evaluating data like those included in this report, as well as cost and staffing analysis as a beginning. That work is expected to conclude by spring 2023 and will result in planning efforts to revitalize the academic support infrastructure.

In addition to the Success Centers, PALs (Peer Assistants for Learning) provide direct academic support to students in English 1A classes. PALs are part of the Success Center network, where support is housed and delivered. Students have access to virtual and physical tutoring, workshops, and learning groups (II.B.1.6). PALs were implemented through resources the District acquired from a $1 million grant from the Foundation for the California Community Colleges to implement reforms associated with developmental education legislation in

California. The essential concept of the PAL program is that a peer coach is assigned to each section of English 1A to support students as they learn concepts, work in groups, and learn to practice writing and thinking skills. This made the support more irresistible rather than depending on students to seek help on their own. The result has been the stabilization of success rates in English 1A, even with the elimination of developmental course options for students who have less confidence. The graph below represents the shift in access to transfer-level English from 2017 to spring 2020. Because access to transfer increased, the District, with the leadership of the English Department, implemented a comprehensive support infrastructure.

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Foundational	47.4%	39.7%	32.8%	25.2%	24.2%	13.6%
1A	52.6%	60.3%	67.2%	74.8%	75.8%	86.4%
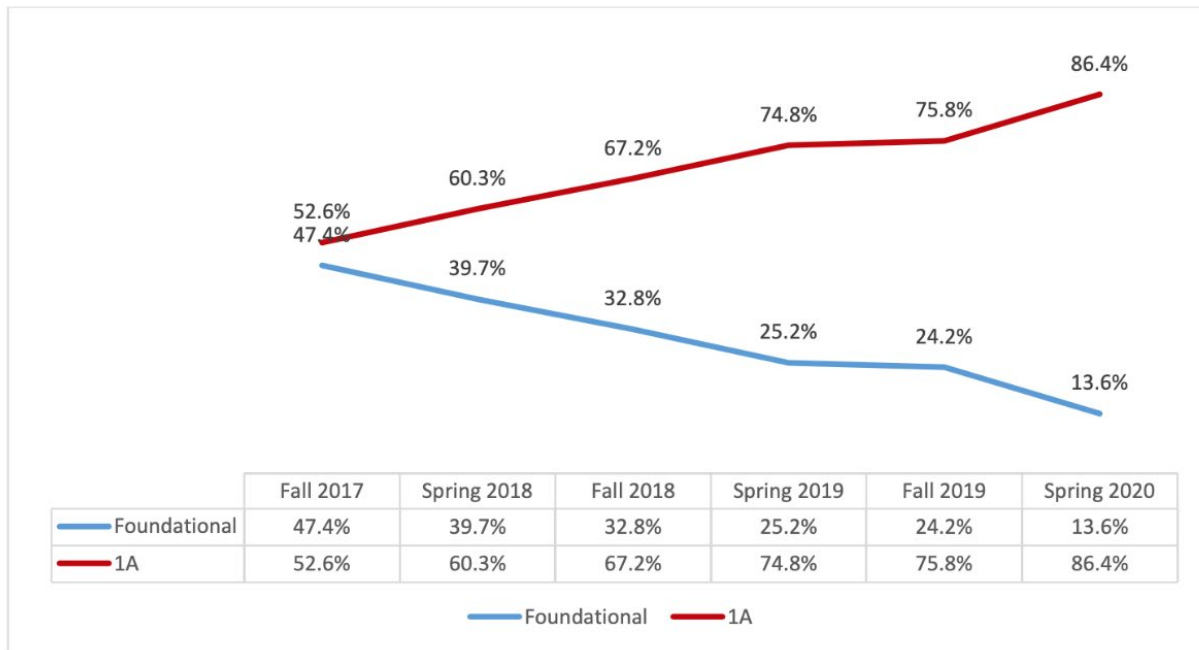
The following graph demonstrates the differences in student success rates when PALs are engaged during the learning process. At least one check-in during the semester correlated with a significantly higher success rate, which helped to maintain stable success rates overall. While there are still some observable achievement gaps, the model continues to be refined and expanded to assure that every English 1A section includes PAL support and that students activate those opportunities.
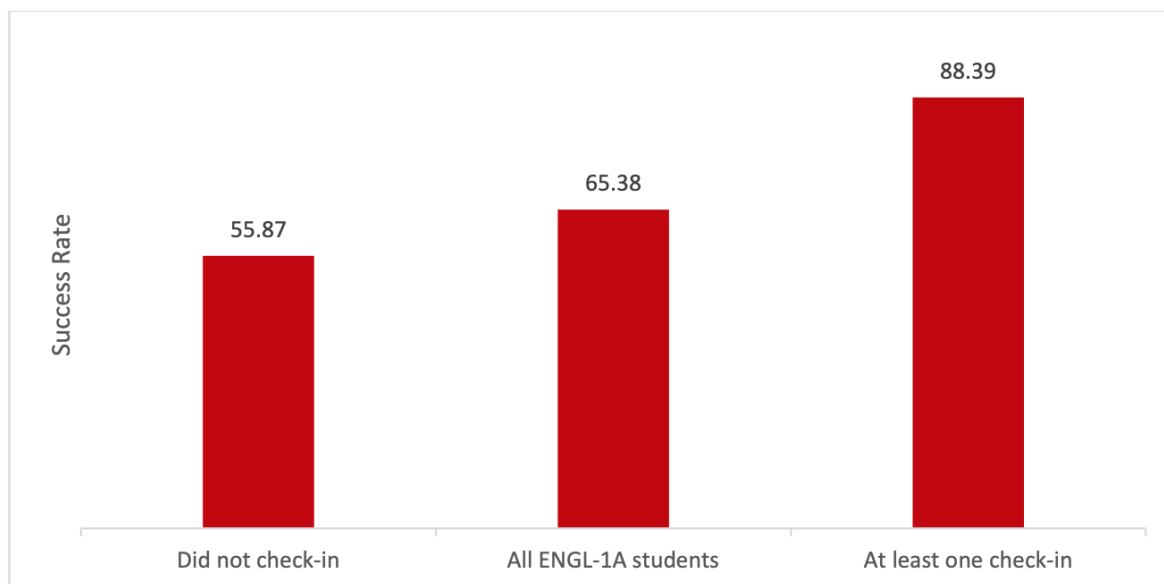
The District also augments its local infrastructure with an online service called "SmartThinking" (II.B.1.7), which is available 24/7 and gives students a support option when the Centers or other supports are closed. The Success Centers and other learning support activities are available to students 60 hours per week in-person in addition to virtual modalities.

The District provides these supports to Turning Point students in the California Institution for Women and California Institution for Men through a "library in a flash drive" where faculty provide students with materials, unfiltered or evaluated, so that incarcerated students must read, review, compare, and distinguish research materials just like students in a more traditional setting. Further, the District also provides a Success Center inside both prisons, supplying Turning Point students with tutoring, learning groups, and workshops. The District is committed to offering this support to all learners, regardless of location.

The District also provides access to learning support through open computer labs throughout the campus sites. Prior to the pandemic, the District offered 11 different sites offering computer access and support and garnered over 85,000 contact hours (II.B.1.8). These sites were open throughout the week during both day and evening hours, providing students with access to hardware and software such as SPSS or those supporting digital or interior design.

During fall 2021, the District reopened five computer lab locations (II.B.1.9) and increased to nine locations in fall 2022, although contact hours were significantly lower compared to pre-pandemic (II.B.1.10). This is partly due to the practice of providing students access to software through "virtual labs" arranged by the Information Technology Services department. Platforms like Splashtop and Horizon provide students with 24/7 access to software that had formerly only been available in-person, and that is reducing demand for the return of in-person computer laboratory availability.

Analysis and Evaluation

The District supports student learning and achievement through its Libraries/Cybraries, Success Centers, and Peer Assistants for Learning (PALs). All of these functions are part of the School of Instructional Support, which is dedicated to the learning of all students throughout the entirety of their journey at Chaffey College. These support services have a physical presence at all three campus locations, as well as Success Centers at CIW and CIM, and virtual components such as Libguides (i.e., research guides). The Student Support Hub, which was created in Canvas in the fall of 2019, allowed students to access online instructional support in a more streamlined way. The Hub is a centralized "clearing house" of all the virtual support available to students, and it was initiated as soon as all instruction transitioned online due to the pandemic. As of March 2020, all in-person support services transitioned fully online and are starting to re-introduce in-person support in a safe, sustainable way. Learning support is a core value and the District has invested considerable resources to ensure that students' learning is appropriately supported. All support services reinforce the District's institutional learning outcomes.

2. **Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

Evidence of Meeting the Standard

The Library utilizes the expertise of classroom faculty and recommendations from departments to select and maintain collections (II.B.2.1 and II.B.2.2) to support the information needs of the District's instructional programs and the mission of the District. The Success Centers work closely with classroom faculty to acquire physical resources and software to support learning in the Centers. The Library, Success Centers, and PALs also rely on the professional expertise of student support professionals (faculty and staff) for instructional support learning. The partnership between the classroom and instructional support faculty is essential in order to provide effective learning experiences, especially in disciplines like English, that have added Success Center requirements to the Course Outlines of Record. The Library, Success Centers, and PALs are committed to providing equity of access to information resources and to maintaining equipment in District physical locations to facilitate access. Professional organizations for library sciences (II.B.2.3) guide the acquisition of collections, software, and physical resources.

Analysis and Evaluation

Student learning needs are identified and shared by instructional faculty and learning support staff. Each location in Chino, Fontana, and Rancho Cucamonga is staffed by full and part-time faculty, classified professionals, and peer support. Student needs form the basis for the instructional support materials, resources, and instruction offered to improve learning and success. All of the District's academic support services rely on close and consistently collaborative relationships with discipline faculty, using their priorities and expertise as guidance

for planning, training, and implementation. Guidelines from professional organizations inform the acquisition of collections for supporting instruction.

3. **The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

The Library/Cybraries, Success Centers, and PALs are consistently engaged in regular evaluation and improvement by participating in the Program and Services Review (PSR) process. These processes are both institutional, through PSR and Monitoring Reports to the Governing Board, and departmental through regular surveys of student learning and student satisfaction. The results are used to modify activities and workshop topics, as well as plan professional development for staff working in these areas.

The Library/Cybrary has historically performed regular evaluations of students' experiences, though the pandemic has disrupted the consistency of those evaluations over the past two years. The last survey was conducted in 2019 (II.B.3.1) and indicates that over 65% of respondents "strongly agreed" and over 32% "agreed" that the Library met their research needs. Similarly, over 64% "strongly agreed" and over 33% "agreed" that the Library staff and faculty helped them find what they needed. However, almost 11% of students who responded indicated that the Library operating hours did not meet their needs, indicating that they would like more hours of availability. Now that the Library/Cybrary network is fully operational again, the District is exploring ways to provide more service. However, when this survey was conducted, the District did not have virtual services that are as robust as they currently are. Future surveys will help to determine if more physical operations are needed or if virtual hours can better serve students.

For the Success Centers, satisfaction surveys, in addition to learning outcomes assessments, help to shape programming and provide an essential feedback loop. A satisfaction survey from the Success Centers in the fall of 2020 (II.B.3.2) indicates that approximately 20% of students who had virtual experience would rather access learning support in person. These were the early days of the pandemic, and many students, faculty, and staff were still endeavoring to become acclimated to a fully online environment. However, with the shift to virtual learning in 2020, the Centers made specific efforts to create a personal touch of an in-person session in a virtual environment by ensuring that students were greeted and were provided with a "warm handoff" to the right staff member to help them.

The survey assessed the success of some of the efforts to scale virtual supports. For instance, 99% of students "agreed" or "strongly agreed" with the statement, "It is clear where I needed to go to find the virtual Success Centers, and 96% of respondents said that it was "easy or extremely easy" to use the appointment system. Generally, students reported that their experiences with the Centers were "friendly," "helpful," and that they had other experiences using the Library network or a PAL.

Further, student learning outcome (SLO) assessments (II.B.3.3) in the Centers indicate that over 93% of students felt that they could use what they learned in their classwork, and 72% indicate that they "strongly agree" and 20% "somewhat agree" that their interaction in the Centers will lead to a more positive learning identity and seek additional support. The last item is one that the Success Centers are making part of the current study since increasing help-seeking behavior is one of their primary goals.

Analysis and Evaluation

The Library and the Success Centers regularly assess the needs of the District's students in both qualitative and quantitative data through surveys, SLO assessments, student usage statistics, other inquiry methods, and PSR. These assessments allow the District to make better decisions and to identify the human, space, technological, and financial resources needed to maximize student learning and success. Conclusions and plans for improvement of the Library and learning support services are well-conceived, implemented, and evaluated for effectiveness.

4. **When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard

The District retains direct control of the Library, the Success Centers, and the PALs program and remains principally responsible for the security, maintenance, and reliability of services. The District does rely on the use of three external vendors for tutoring and library research support and services. Students can access SmarThinking and STAR-CA, a consortium of community college tutors for tutoring support in various subjects (II.B.4.1). Students can access Springshare 24/7 Reference Cooperative (II.B.4.2) for library research support and services. These third-party vendors support students enrolled in online and in-person classes and are regularly monitored (II.B.4.3) for usability and access.

Analysis and Evaluation

The Library, Success Centers, and the PALs regularly evaluate all of their services through the Program and Services Review (PSR) process, which is a mechanism for review of data, reflection, and action. PSR connects services with the rest of the District in larger integrated planning efforts. In this way, the Instructional Support programs directly connect to the District Mission Statement and Strategic Goals. The District retains direct responsibility for service maintenance, security, and reliability. Contracts with SmarThinking, STAR-CA, and Springshare 24/7 Reference Cooperative are reviewed regularly.

Conclusions on Standard II.B: Library and Learning Support Services

While Chaffey College can illustrate the use of quantitative analysis to support decision-making and learning improvements, student surveys and some focus groups are the primary methods of tracking qualitative data. These opportunities could be more meaningfully leveraged using additional student feedback in order to amplify the impact of data collection and inform the student experience. The plans to gather such feedback were discussed in Standard I. The pandemic certainly disrupted some of the traditional efforts of gathering feedback. However, it also reinforced the need to more intentionally gather evidence of the student experience because students and faculty relied on vendor-based solutions and support. The Success Center analysis and transformation plan represents a significant way that findings will be utilized to improve and recalibrate services to meet the demands and expectations of students going forward in the post-pandemic era.

Improvement Plan(s)
N/A

Evidence List
II.B.1.1   IS Operational Hours Spring 2022
II.B.1.2   Library Research Guides for ACCs
II.B.1.3   Chat Statistics Library 2021-2022
II.B.1.4   Report for the ACRL Academy Library Trends 2020
II.B.1.5   IPEDS 2020-21 Data Collection System
II.B.1.6   PALs Program Webpage
II.B.1.7   SmarThinking Online Tutoring
II.B.1.8   Computer Lab Report by Location SP2019
II.B.1.9   Computer Lab Report by Location FA2021
II.B.1.10   Computer Lab Report by Location FA2022
II.B.2.1   A-Z Library Databases
II.B.2.2   IPEDS 2020-21 Data Collection System
II.B.2.3   ACRL - Association of College and Research Libraries Website
II.B.3.1   Library User Survey Spring 2019
II.B.3.2   Success Centers Satisfaction Survey Fall 2020
II.B.3.3   SLO Assessments 2018-2021
II.B.4.1   STAR-CA
II.B.4.2   Springshare 24_7 Reference Cooperative
II.B.4.3   Smarthinking Usage Report

C. Student Support Services

1. **The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

Evidence of Meeting the Standard

When the shift to fully online learning occurred during the pandemic in 2020, the District committed to tracking students' needs and experiences through student and faculty surveys. Two student surveys have been conducted, and both had high response rates, significant enough to generalize with a confidence rate of 99%. These survey results were used to directly address the needs of students and their instructors as evidenced by the following results.

In both surveys, approximately 85% of students expressed satisfaction with the communication they received from the District and reported that they relied on the website or the student portal for their information.

Students reported the following in the spring 2020 survey (II.C.1.1):

- 22% reported challenges with internet access or hardware to access their classes or learning materials
- 39% were concerned about communication from their instructors
- 25% reported discomfort with technology
- 44% indicated a preference for in-person learning
- 23% reported a concern regarding loss of income

These results were used to implement a variety of support structures to better support students including the broad distribution of computers and Wi-Fi hotspots; improvements to instructor communication, facilitated by departmental communication plans (II.C.1.2); consolidation of the support network on the web; and expanded access to emergency loans and the Panther Pantry. The departmental education plans were particularly important because they facilitated a comprehensive commitment by programs to standards that are still upheld, even after the pandemic, and shift to more traditional learning frameworks augmented by virtual support.

In a subsequent survey in fall 2020, students reported the following (II.C.1.3):

- 94% of students reported having access to their preferred device and Wi-Fi, with 10% reporting that they were using devices loaned by Chaffey College
- 63% reported feeling positive about online learning and more comfortable
- 19% of students indicated that they would prefer to only take classes in-person
- 35% indicated concerns with communication and their instructors
- 29% reported wanting more help identifying scholarships and other financial support

These results highlight the improvement in students' accessibility to the learning tools they needed and their growing comfort with technology. Interestingly, the same trend occurred in the faculty survey as well. As a result of the professional development provided by the District, faculty comfort and expertise grew, leading to an increase in student comfort. Economic pressure also persisted, and as Chaffey acquired Federal funds to support students, the District distributed $18 million in emergency aid from 2020-2022.

To support student learning, the District shifted its focus during the pandemic to making student support irresistible through the Student Support Hub (II.C.1.4), which students access through Canvas, or the Student Support Toolkit (II.C.1.5), accessible through the Web. In both cases, with or without a login, students can access the support they need in order to achieve their learning objectives. With the rapid transition to scale virtual services, for much of the past two years students have been accessing online-based support. The transition has been considerable, and as the District transitions back to in-person services and support, students appear to continue to prefer virtual services. However, this trend needs further review and analysis beyond what is provided in the Program and Services Review. Future surveys need to incorporate questions about student preferences and outcomes associated with those preferences.

As the Program and Service Review samples from these areas illustrate, from 2020, all the support areas are wrestling with the appropriate combination of virtual and in-person services and support to meet all students' needs. For instance, Counseling expresses the need to incorporate more virtual learning into Guidance 2 classes and expand services for planning through CRM Advise, a program that promotes belonging and helps students stay on track with their educational goals (II.C.1.6). The Library/Cybrary notes that satisfaction surveys consistently articulate that students want more hours of operation, but at the same time, Poe, the virtual "panther librarian" serves more students than ever before (II.C.1.7). During the pandemic, all of these support structures shifted to online formats with the entire network supporting 12,000 student requests for assistance from March 2020 through May 2020 (II.C.1.8). Further, the Library/Cybrary network expanded the availability of "libchat" access to students online (II.C.1.9). Students have access to a chatbot that enables them to chat with a librarian in real time and receive support for research inquiries. During the height of the pandemic, students engaged the chatbot over 200 times in November of 2021, and now that the Library/Cybrary network is available online and in-person, that has decreased, but the service remains available.

With the current shift to endemic status, the support network is appraising the ratios of staff, technology, and service to assign to every delivery mode. In 2021, 35% of students indicated that they had challenges accessing online support, and in additional surveys, 69% of over 7,000 respondents indicated that they would like to access support fully online with only 3% indicating that they would access in-person only (II.C.1.10). However, dividing the staff resource to address being physically open while also providing a robust virtual presence is proving a challenge. The network is currently working through those challenges by launching an extensive review process focused on the Success Centers. The District has retained a consultant and is engaging in multiple work groups to evaluate what was learned during the pandemic and to also recalibrate resources to meet current students' preferences and expectations. Most importantly, in a 2020 student satisfaction survey, 98.8% of respondents indicated that the Centers "changed the way [they] approached academic success," and that is an expectation to which the entire network is committed (II.C.1.11).

Analysis and Evaluation

Over the past few years, the services and support network at Chaffey College has shifted multiple times from primarily in-person services, to online, to a blended approach. Before the pandemic, the District always offered online services, but they were not offered at the scale that

occurred after March of 2020. During the pandemic, the emphasis online, in some ways, simplified that task of serving and supporting learning because the focus was on a singular modality: online. Further, the District focused much of its qualitative surveying on ensuring that basic needs—food, health support, computers, and hotspots—were being met while all resources were committed to online learning.

Post-pandemic, the District is endeavoring to calculate the right mixture of in-person and virtual support that students expect, need, and prefer. Although many students have expressed a desire for more flexible online format, the District also include learners who want to access both. As a result, the assignment of staff and the calibration of technology use will be part of the next steps as the network reformulates itself around new norms. The District expects that a review of Success Center operations will be conducted over the next year. To a lesser extent, Counseling and the Library/Cybrary network are also conducting similar reviews to plan more effectively as the "new normal" becomes clearer.

2. **The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

Evidence of Meeting the Standard

As previously described, the District assesses learning outcomes at a variety of levels throughout students' educational journeys: at the course, program, and institutional levels. These assessments are conducted on an annual basis and tracked in the Program and Services Review Process. Programmatic faculty and staff then use that data to inform decisions regarding how student support services can be leveraged to address students' needs.

For instance, the Peer Assistance for Learning (PALs) program instituted by the English department were a direct result of data regarding student performance in transfer-level courses once they eradicated pre-transfer courses from the schedule of offerings (II.C.2.1, pages 1, 8, 10, 12). The work to refine the PALs program continues as a result of ongoing review, and that continued refinement engages not only the department faculty but also the Success Centers. They are currently working together to rebuild the diversity of support offerings for English and expand the model to English 1B, the required composition/critical thinking course required for UC.

Similarly, the mathematics department is currently revising its approach to support by revising a non-credit support framework to support students in Algebra and Calculus. They have also forged a partnership with the Success Centers as well to integrate the philosophy in support students in both the classroom and center learning environments (II.C.2.2).

Finally, to advance the guided pathways framework based on the Academic and Career Communities, Instruction and Student Services are coordinating on several joint endeavors including a Student Success Team model incorporating Financial Aid, Admissions, and the Success Centers to directly support students using the student Portal and organized by Academic

and Career Community. The team is also starting a "summer bridge" program for Senior Early Transition students (SET) with the idea that they will conclude their senior year and enroll in transfer-level English and a "light my fire course" that will ignite students' imagination and desire to learn. Again, this project is based on data that younger students tend to struggle initially in college, and a more intentionally designed set of programming will improve their overall success and learning. Part of the Success Center review will include a structured relationship to Academic, Community, and Employability Skills (ACES) skills and advance students' future-mindedness and goal preparation. The Success Centers are also working closely through a liaison in the department to update activities based on new curriculum expectations (II.C.2.3).

Analysis and Evaluation

The District uses assessment and student data to inform planning and growth areas and build networks that will advance improved student outcomes. Admittedly, these efforts slowed during the pandemic as the dynamism of the changing conditions dominated planning. Currently, the efforts described in this section represent some of the most recent plans to advance equity and achievement as the District's connectivity and deliveries are redefined and improved.

3. **The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

Evidence of Meeting the Standard

Prior to the pandemic, the District had committed to offering access to all support services through the website or the learning management system (Canvas). However, not all processes or forms had been completely automated. Beginning in March 2020, the District shifted to almost fully online learning, and the virtual footprint of the student experience had to become completely virtual.

In order to accomplish this, the Distance Education Team partnered with support faculty to develop a training protocol for all faculty working within the instructional support space: counselors, librarians, and instructional specialists. While many colleges focused on only training classroom faculty, Chaffey also required all support personnel to participate in certification to work in the online environment. This training includes three focus areas: in step one, personalization, equity and accessibility; efficacy-centered communication; and active learning and observing. Step two addresses online support tools like Canvas and Zoom, and step three features more specialized learning dictated by the environment like the Library or Counseling (II.C.3.1). During the pandemic, all 71 employees engaging in support activities completed this training, ensuring that all support services available on the Web and in-person are staffed by well-trained and professional staff members with appropriate supervision.

As a result of the online transition, all locations and all students have access to appropriate, comprehensive, and reliable services through a variety of state-sponsored and local applications that connect students to everything that they need. However, the constellation of available resources has been a challenge to coordinate and synergize. That work continues to the present

and will continue as the District works to improve the quality and simplicity of the student experience.

Further, the support systems, including the Success Centers, Counseling, and the Library/Cybraries are actively utilizing virtual support technology like Libchat and Zoom to provide students at multiple locations with support through workshops, learning groups, and group counseling (see Standards II.B.1 and II.C.1).

Disability Programs and Services (DPS) (II.C.3.2) ensures that students with disabilities are served in accordance with Title 5 regulations and the Americans with Disabilities Act of 1990. Faculty and staff can also use DPS as a resource to meet the needs of their disabled students. The District aims to give students the same quality education as any other student and part of this comes from building awareness across the campus community about human rights and equal access.

Web platforms and other modalities are reviewed to ensure accessibility with the accessibility guidelines outlined in both section 508 and WCAG compliance (II.C.3.3).

Analysis and Evaluation

The District assures equitable access to its students by providing appropriate, comprehensive, and reliable services to students regardless of location or delivery method.

4. **Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

Evidence of Meeting the Standard

Chaffey College's mission is to "improve lives…through education with a steadfast commitment to equity" and to "empower our diverse students who learn and thrive through excellent career, transfer, and workforce education..." Classroom learning is a central element of student learning, but co-curricular and athletics programming provide a social and communal landscape that supports learning and a sense of belonging.

Co-curricular programming at Chaffey College is vast and diverse, including student life programs like clubs, student government, and community events offered through the Chaffey Center for Cultural and Social Justice (CCSJ). The development of the CCSJ began in 2017-2018. The Center began with strong support from the Academic Senate and a Faculty Advisory Committee (II.C.4.1). That support was strengthened as the national dialog regarding racial justice in the United States intensified. The intent of the CCSJ was to create a space in which all students could be seen and heard.

In 2018, Chaffey College opened its Center for Culture and Social Justice which serves as a hub for building community, providing students with support, and serving as an avenue to support student advocacy. The Center helps fulfill goals set out in the Student Equity Plan in its efforts to boost completion rates among underserved student populations. The Center aims to centralize student support by inviting community and campus resources to reside inside during different times of the week.

The CCSJ was formed based on information gathered from student focus groups. The focus groups revealed that students sought a collaborative space to support Dreamers, the Umoja Program, the Lavender Coalition, and other student-run organizations. The CCSJ now serves as a meeting space for student organizations and hosts workshops and guest speakers throughout the year to further enhance the campus community's efforts to advance equitable support and the advancement of social justice. From July 2020 to the present day, the CCSJ has hosted a total of 120 events that support both students and staff members focused on a variety of student issues. The CCSJ includes a dynamic slate of events that are maintained on the District website (II.C.4.2).

This past year, the CCSJ sponsored the Black and Brown Minds and Mattering Conference (II.C.4.3) focused on building a sense of community for students of color and exploring issues facing students who live within communities of color. The conference featured a variety of sessions focused on immigration, learning strategies, and the student experience. At the conclusion 76.6% of respondents indicated that they "strongly agreed" or "agreed" that the conference reflected their life experiences, and 95% indicated that the conference featured sessions that reflected their interests (II.C.4.4). Finally, 77% of respondents stated that they felt a closer sense of community with Chaffey College.

The Panther Pantry, which would ultimately evolve into Panther Care, was also initiated within the Center for Culture and Social Justice. This effort was driven by Student Services with strong support and coalition from faculty leadership.

The District's basic needs center, also known as Panther Essentials, provides support for students experiencing the following needs: food insecurities, housing insecurities, free to low-cost health insurance and auto insurance, essential hygiene products, business attire for interviews, mental health counseling, motivational workshops, and grants for emergencies. The center is also home to the Panther Care Program (II.C.4.5) which supports students with basic needs insecurities through a case management cohort-style program. Panther Care provides support to students as a Community Based Organization (CBO) through Benefits Cal supporting the Cal Fresh, Cal WORKs, and Medi Cal application processes. The center also distributes food boxes to students at drive-thru pantries and at the center. The center also supports a meal assistance program. Panther Care partners with community organizations such as United Way, Keys non-profit, Lighthouse, City Link, and Inland Valley Hope partners to provide rehousing and homeless prevention services.

The Panther Care program offers emergency grant funds. Emergency grants are funded by donations from local businesses and the surrounding community members. Panther Care gives a onetime check of up to $500.00 to students who are facing unexpected emergencies. These funds

are to help students stay on track educationally and to matriculate. Panther Care gives approximately $50,000 in funds to students per academic year. In the fall 2021 semester, the Panther Care Program awarded 72 emergency grants totaling $22,285.00. Of the students who were awarded an emergency grant in the fall of 2021, 89% persisted to the spring 2022 semester.

The Office of Student Life (II.C.4.6) supports students by providing opportunities to foster social engagement via professional, vocational, cultural, religious, and service activities through participation in Chaffey College Student Government (CCSG), approximately 20 student clubs, and social activities. Clubs are administered by students for students, and all clubs have a full-time faculty or staff advisor.

In addition to student clubs, CCSJ, and Panther Essentials, Chaffey also offers co-curricular support through the Transfer Center, Senior Early Transition program, Legal Night, and the Career Center. All of these are designed to provide essential service and growth opportunities for students outside of the classroom.

The District also provides a variety of academic co-curricular activities including a vibrant Honors Program; Phi Theta Kappa chapter; One Book/One College; the Breeze, the College newspaper; and the Wignall Museum; just to name a few. The District is fortunate and unique to have an onsite art museum gallery, the Wignall Museum. This is a robust instructional space providing workshops, exhibits, and programming to the community at large and to students (II.C.4.7). The Gallery hosts a variety of well-attended events designed to provoke critical thinking and engagement. The English department, in particular, has forged a strong connection to the Gallery activities, using events as prompts for student writers.

Similarly, the District is working toward the development of an "entrepreneurship center" which will focus on the development of entrepreneurial mindsets and skills. As a result of that intention, the District participated in a collaborative prototype between the California Community Colleges Chancellor's Office and MIT in which four community colleges, including Chaffey, developed ways that students could experience interdisciplinary learning focused on building an entrepreneurial project wherein students were taught ways to think about community problems and brainstorm realistic solutions. A full description of this experiment can be found on the Breeze website (II.C.4.8). As a result of this first project, the District will house similar efforts in the entrepreneurship center once it is established.

In addition to co-curricular programming, the District supports approximately 250 athletes among 14 athletic teams, 7 designed for women, and 7 designed for men. Approximately 75% of student-athletes are from historically underrepresented populations, 67% are from economically disadvantaged populations, and approximately 25% are first-generation college students or report that their primary language is a language other than English (II.C.4.9).

Athletics and co-curricular programs also help students learn and thrive through excellent career, transfer, and workforce education programs that advance their economic and social mobility. Students in athletics and kinesiology are part of the Health, Wellness, and Athletics Academic and Career Community (ACC). This community prepares students for success through a variety

of certificates, degrees, and opportunities for career training. Associate and transfer degrees are offered in both athletics and kinesiology.

The District maintains direct involvement with co-curricular programs and their finances. Every co-curricular program reports directly to a director or dean, and ultimately to an associate superintendent. All programs, including Athletics, are provided with an annual baseline budget to fund its activities; however, those resources flex unrestricted general funds as well as some categorical support. For instance, the CCSJ is entirely funded by the District's Student Equity and Achievement funds from the state. Additionally, Athletics has access to a foundation auxiliary account which consists of funding from local donors. The activities of these programs are also captured in annual Program and Services Review processes.

Analysis and Evaluation

Chaffey College strives to provide a rich and engaging environment that supports student development. That means fostering experiences that enrich and challenge students to grow, change, and aspire. Increasingly, the District is working to ensure that enrichments not only make the college experience more enjoyable but also encourage outcomes and achievement. The pandemic represented a challenging time for co-curricular and athletic activities, so the past few months have represented a rebuilding period that will continue to expand a sense of community among students as more return to in-person learning.

5. **The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

Evidence of Meeting the Standard

Despite the required movement to online counseling and advisement, the institution has continually provided counseling and/or academic advising programs that support student success. This was made possible through the synergy of the GPS (Guiding Panthers to Success) Centers, the Counseling Department, and community advisors. The staffing of each entity is unique. The GPS centers consist of counseling faculty, in addition to apprentices that serve as success guides and coaches. The Counseling Department consists of full and part-time faculty whose assignment is to serve as academic counselors to students. These counselors provide the full range of counseling services. Community advisors are instructional faculty who undergo training to prepare them to advise students on the requirements and opportunities within the disciplines they teach. Each of these areas can assist students with the Academic and Career Communities (ACCs).

In order to create a coherent, holistic student experience, advising Success Teams are housed within each of the six Academic and Career Communities (ACCs). These cross-functional teams blend professionals from different parts of the campus committed to goals and values unique to

the pathways within each of the ACCs. Success Teams are comprised of an academic counselor, a community advisor, a success guide, and faculty. Success Teams function as the student's "academic family," providing the career, major-specific, and personal support that keeps students on their chosen paths. Whether the student is an "explorer," still looking for the path to follow; a "navigator," negotiating the path to their goal," or an "achiever," completing the final steps to completion, a supportive advising team stands poised to provide them with personalized counsel.

The GPS Centers, located on all campuses, are overseen by dedicated counseling faculty, but are primarily staffed by success guides (II.C.5.1). The GPS Centers offer a more limited range of counseling services that include guidance on steps to becoming a student, using the self-service registration system, exploring the ACCs, understanding unit load planning, and navigating the Chaffey Portal. The District also makes success guides and coaches available to students. Therse are high-level counseling apprentices, currently enrolled in counseling-related master's programs, who work with MDRC (the Manpower Demonstration Research Corporation), Amazon, and other institutional partners to develop opportunities for students. Success guides and success coaches connect students with campus resources such as Financial Aid and answer general questions about the College.

The District is committed to fully preparing faculty and other personnel for their responsibilities as advisors. Faculty who work in Student Support, including Counseling, undergo mandatory online training consisting of three modules: Online Student Support Guiding Principles, Online Student Support Tools, and Specialized Area Credentialing, with certification in online counseling (II.C.5.2). The Counseling Department also has a plethora of resources to further train and support counseling faculty and staff. A Counseling and Best Practices Hub on Canvas supplies reference resources that include Online Counseling, In-Person Counseling, Catalog and Counseling Documents, Academic and Career Communities, Health Science Programs, Transfer Resources, Student Experience, Career and Job Resources, Tech Support, How To Video Tutorials for Students, Graduation, Financial Aid, Mental Health Resources, Guidance Classes, Administrative Support, and Special Population Programs.

Success guides and success coaches, non-faculty counseling staff, receive rigorous and ongoing training from Counseling faculty associated with GPS Centers. Each guide and coach are also linked with a faculty counselor who mentors and supports them throughout their tenure as counseling apprentices. Parallel training is provided for community advisors. Like counselors, advisors complete a series of online training modules to prepare them for their role (II.C.5.3).

To ensure that students understand the requirements related to their programs of study, the District provides innovative and forward-thinking counseling resources. The District has made great strides with the development of the Academic and Career Communities (ACCs) (II.C.5.4). Discipline faculty and non-instructional faculty worked cooperatively to create program maps that align with the sequencing and combinations of major and general education coursework in each community. The District's degree and certificate programs are divided into six ACCs based on job families, interest areas, and similarities in coursework. The six ACCs offered by the institution are Arts, Communication, and Design (ACD); Business, Technology, and Hospitality (BTH); Health, Wellness, and Athletics (HWA); Manufacturing, Industrial Design, and Transportation (MIT); Public Service, Culture, and Society (PCS); and Science, Technology,

Engineering, and Mathematics (STEM). Each ACC provides links that break the community down into majors and course pathways leading to the available certificate, degree, or transfer opportunity within the ACC. Notably, Chaffey College, working with the Chancellor's Office, has negotiated a unique opportunity for first-year students to designate an ACC as their major without losing financial aid. This opportunity gives students time to explore the ACCs and make an informed decision.

Another effective resource the District has adopted to support students is Program Mapper, a highly customized, visually appealing tool organized by ACC pathways. This interactive tool is designed to help a student select a program that accelerates them toward completion. The tool is user friendly and presents an opportunity for students to fully participate in the planning of their coursework (II.C.5.5).

The Counseling Program also collaborated to create a detailed Curriculum Track Best Practices guide (II.C.5.6) to support system users and enable them to troubleshoot as needed. Counseling faculty have leaned into the academic pathways to formulate comprehensive educational plans that provide relentless clarity for students. The counseling department has implemented Curriculum Tracks (CT), which provides students with a clear, term-by-term overview of a customized educational plan from entrance to completion within their chosen ACC. Although CT is designed to work best with new, first-time college students, it can be updated and employed to track students' ongoing progress.

In addition to the resources housed within Counseling and the ACCs, students receive information on graduation and transfer policies through the Transfer Center and the Career Center, which work interactively with Counseling. The Transfer Center's student-friendly website explains terms and concepts in its FAQs that may be unfamiliar to first-generation college students. For example, it explains what "transfer" is, the difference between upper and lower division courses, and the difference between a UC and a CSU. It also delineates clear steps to transfer: meeting with a counselor, connecting with the Transfer Center, completing a transfer application, fulfilling graduation requirements, and submitting required documents to the transfer institution (II.C.5.7). A final important collaborator in advisement is the Career Center. The Career Center helps students identify and achieve their career goals through exploration, planning, and decision-making; develop work experience through on-campus employment opportunities; connect with employers in the community; and increase their marketability in the workplace through career counseling, workshops, advising, events, and resources. Workshops and individual consultations are available to help students contact prospective employers, write resumes, and take the steps necessary to translating their education into a career (II.C.5.8). In conjunction with Counseling and the ACC Success Teams, these integrated and cooperative entities provide students with a support team that is coordinated and effective. As Chaffey moves back toward increased in-person counseling services, the institution is well positioned to do so smoothly and efficiently.

Analysis and Evaluation

The evidence illustrates the counseling infrastructure, and program criteria necessary for to help students connect with counseling and build upon their academic development. Additionally, the

evidence demonstrates the institutional commitment to effective processional development for counseling faculty.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

The District has adopted and adheres to admission policies consistent with its mission to advance economic and social mobility for diverse students. The institution defines and advises students on clear pathways to complete degrees, certificates and transfer goals.

Chaffey College admission policies are consistent with its mission to "advance economic and social mobility." Chaffey College welcomes all students who are capable of profiting from the instruction offered. Admissions qualifications include any California resident over the age of 18; any nonresident possessing a high school diploma or the equivalent thereof; other persons who are under the age of 18 years and who, in the judgment of the Superintendent/President or their designee, are capable of profiting from the instruction offered; and persons who are apprentices as defined in Labor Code Section 3077. Exceptions include students who are being or have been expelled from another California Community College district or who may present a danger to the college community (II.C.6.1). To facilitate admissions of a diverse population, District policy was revised in 2020 to allow special resident exemptions for AB 540 and DACA students. These students are not granted resident status but are exempted from non-resident fees, which carry expenses prohibitive for most members of this population. Special consideration is also granted to applicants with special immigration visas and to military veterans.

The enrolled population within the qualification parameters is diverse. Enrollment data for fall 2021 shows that 18% of Chaffey students were first-time students, 9% first-time transfer students, 15% returning students, 51% continuing students, and 7% special adult students. Among those students 31% were nineteen or less, 46% were in their twenties, 14% in their thirties, and 9% forty or above; 61% were female, 37% male, and 0.22% non-binary; 15% were White Non-Hispanic, 7% African-American, 6% Asian, 3% Filipino or Pacific Islander, and 3% multi-ethnic. Chaffey continues to be a Hispanic-serving institution, with 63% of students identifying as Hispanic (II.C.6.2 and Section A, Demographic Data, tables 7, 8, and 10).

The District also supports its Mission by offering qualifying students "excellent career, transfer, and workforce education programs that advance economic and social mobility…" These programs are identified by clear pathways to complete degrees, certificates, and transfer goals. The District's degree and certificate programs are divided into six Academic and Career Communities (ACCs) based on job families, interest areas, and similarities in coursework. The six ACCs offered by the institution are Arts, Communication, and Design (ACD); Business, Technology, and Hospitality (BTH); Health, Wellness, and Athletics (HWA); Manufacturing, Industrial Design, and Transportation (MIT); Public Service, Culture, and Society (PCS); and Science, Technology, Engineering, and Mathematics (STEM). Each community is defined by a

statement of purpose. For example, BTH is designed for students to problem solve, lead, plan, and organize in careers such as business, accounting, information systems, culinary arts, and hospitality. Each ACC provides links that break the community down into majors and course pathways leading to the available certificate, degree, or transfer opportunity within the ACC. The breakdown includes economic and career data as well as academic requirements. The required courses for each term are displayed in clear, easy-to-read charts. For example, a student majoring in kinesiology (within the HWA community) will need to enroll in KINLEC 2, 16, and 18; CHEM 10; and ENGL 1A during their first semester. Both program-specific and general education requirements are included for each semester to simplify the process for students. These "road maps" provide seamless guidance for students to follow as they move through their program (II.C.6.3).

From the moment they enroll, students are offered advice and support in negotiating these pathways. The ACCs provide Success Teams of faculty, counselors, community advisors, success guides, and success coaches to support students along their academic journey (II.C.6.4). Meetings with Success Team members, appointments with the Transfer Center (if applicable), completion of applicable forms, and progress checks with team members enable students to reach their goals in a timely and successful manner.

Analysis and Evaluation

The District regularly reviews policies under admissions, and qualifications for institutional programs. Career pathways are regularly reviewed and transfer process requirements and pathways are reviewed.

7. **The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

Evidence of Meeting the Standard

Since the passing of AB 705 in California, which drastically reformed placement processes at Chaffey College, the District no longer relies on placement instruments as part of the matriculation process. As the District's placement website explains (II.C.7.1), Chaffey College's new placement process increases opportunities for entering students to directly access transfer-level math and English courses and complete these courses within their first year. While past placement practices included the use of assessment tests to generate course placement recommendations, the current placement process focuses on students' academic and career interests and educational background to generate course placement recommendations. Some of the sources used to generate course placement recommendations include the following:

- The Academic and Career Community (ACC) that students select
- High school or college transcripts and grade-point averages (GPAs) (these can be official, unofficial, or self-reported)
- The highest level of coursework completed in a subject and that course's grade

All students have access to transfer-level English, mathematics, and quantitative reasoning courses and self-select their starting point based on advice derived from the students' pathways. Additionally, the District no longer offers any pre-transfer English or mathematics, only optional non-credit or embedded support to help students maximize their success in their transfer-level choices. When students apply to Chaffey College, they are prompted to choose, at minimum, their preferred Academic and Career Community and encouraged to choose a program of study. Their Academic and Career Community prompts a placement recommendation that includes their English and mathematics pathways options based on their interest cluster (II.C.7.2).

The ESL placement process is based on a guided self-placement model in which students evaluate their own skills and experience in order to place themselves into the appropriate courses (II.C.7.3). Students are directed to an online ESL Orientation (II.C.7.4) that includes passages for students to read and judge their own comfort within six different levels of ESL. Level summaries are available to students in English, Spanish, Chinese, Korean, Thai, and Arabic and can be reviewed by students prior to engaging in the placement process. Each course level description provides an example of the reading and writing level that is commensurate to the identified course. In the ESL orientation and assessment process, students have the opportunity to review all ESL course levels (II.C.7.5) and identify the ESL course that best aligns with their current speech, reading, and writing skill level. Data from Comevo (the vendor that has created the orientation and placement platform) is integrated into the District's student information system (Ellucian) and an ESL course placement recommendation is then generated for the student. While this process is designed for new students, continuing students may also review and reassess their ESL speech, writing, and reading skills in order to self-place into higher level ESL courses. Students are encouraged to see an ESL counselor prior to registering for ESL courses for additional assistance.

Analysis and Evaluation

The institution continuously surveys students to assess their experience in the matriculation process. The institution collects placement data for students and evaluates student success rates in math/English courses relative to their recommended placement and high school coursework/grades.

8. **The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

Evidence of Meeting the Standard

It is the collective responsibility of all users to ensure confidentiality of information, which the District must protect from unauthorized access (II.C.8.1, page 2). The integrity of all student and employee files are processed through District information systems and are consistent with applicable laws, regulations, and District policies governing information security and privacy protection.

The District takes great care to maintain student records in an appropriate manner. Board Policy and Administrative Procedure 5040 (Student Records, Directory Information, and Privacy) (II.C.8.2) and Administrative Procedure 5045 (Student Records – Challenging Content and Access Log) (II.C.8.3) govern the protocols for managing student record access.

During the pandemic, Chaffey College also continued efforts already underway to depart from maintaining paper records, and all electronic documents are protected by a unique sign-in log and authentication process that can be audited (see Standard III.C.3).

Employees who manage documents are also trained on FERPA regulations (II.C.8.4) in order to ensure that all standards and protocols are consistent with the law.

Analysis and Evaluation

Policies for maintaining records securely and confidentially are regularly updated and reviewed. Information about privacy and procedures to maintain documents are available on the Chaffey College website and are also regularly reviewed and updated.

Conclusions on Standard II.C: Student Support Services

Chaffey College offers a diverse network of support and enrichment opportunities for students. This network improves student achievement, increases a sense of community, and supports student engagement in and outside of the classroom. With the wealth of activities for students, future efforts will focus on improving students' feedback loops in order to learn more about ways that students can continuously strive for excellence.

Improvement Plan(s)

In order to better illustrate the impact of co-curricular activities, the District has developed a more robust qualitative and quantitative framework for data collection and ongoing evaluation.

Activity	Responsible Party	Intended Outcome	Timeline for Completion	Measurement of Success
Development of New Student-Athlete Orientation Surveys	Athletics Dean/Athletic Director, Academic and Career Community Deans/Faculty; Social Wellness & Behavior Support Director, Admissions & Records, Financial Aid, GPS, Panther Pantry, Institutional Research, and the Center for Culture and Social Justice (CCSJ), etc.	To gather data from student athletes to confirm they comprehend information on the academic and athletic eligibility requirements needed for a certificate and/or degree as well as resources available to them to stay the course academically and physically.	Every semester, starting spring 2023	Students have knowledge of academic expectations and available campus support. The number of student-athletes that access this support increases. Increase in awareness of social justice and cultural events at Chaffey College. Gather data on how many student athletes are utilizing academic support services.
Development of Exit Surveys for CCSJ events	Student Services Institutional Research	Improved tracking of student participation and impact of experiences	Every semester, starting spring 2023	Evaluations of students' experiences to use for improvement and participation tracking.

Evidence List

II.C.1.1   Results of the Spring 2020 Student Survey
II.C.1.2   Math and Science Department Communication Plans, Geography and Physics
II.C.1.3   Results of the Fall 2020 Student Survey
II.C.1.4   Student Support Hub
II.C.1.5   Chaffey Student ToolKit
II.C.1.6   Counseling PSR 2020
II.C.1.7   Library PSR 2020
II.C.1.8   Reading/Writing Success Center PSR 2022
II.C.1.9   Chat Statistics Library 2021-2022
II.C.1.10   Math Success Center PSR 2021
II.C.1.11   Success Centers Satisfaction Survey Fall 2020
II.C.2.1   English PSR 2020

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Chaffey College ensures the integrity and quality of its programs and services by explicitly identifying in the position announcements (III.A.1.1) required education and training qualifications consistent with the California Community Colleges Chancellor's Office Minimum Qualifications, along with local required experience and desirable qualifications for the position. The announcements also list the responsibilities in the position description. Announcements are publicly advertised via the District website, publications and electronic media, including the California Community College Registry, Community College Jobs.com, Higher Ed Jobs, and in a variety of culturally diverse, LGBTQIA+, veterans', and disability community publications. The District also posts announcements in special publications, conferences, in communications to Historically Black Colleges and Universities (HBCUs), and via the Diversity Network

Each administrator and faculty announcement includes a description of Chaffey's commitment to diversity, which directly aligns with the mission of the District. Throughout the selection process, all candidates are prompted to respond to their preparation to support the mission of the District in the required application equity prompt, interview question(s), and, as appropriate, presentations. Candidates' commitment to diversity, equity, and inclusion principles are confirmed in the interview process.

Hiring committee members receive an informational packet (III.A.1.2) which clearly outlines the responsibilities of committee members to select applicants that meet the minimum qualifications, desired qualifications, and demonstrate alignment with the District's mission with respect to equity, innovation, and empowerment of the diverse students that attend Chaffey College.

Analysis and Evaluation

The evidence demonstrates the District's multi-pronged approach to ensure that qualified candidates are selected to support the District's mission, programs, and services. The evidence also shows that the selection process and position announcements are clearly and publicly stated on the District's website and advertising is conducted in a variety of modalities. Applicants are informed of the requirements and responsibilities of the position, specifically as it relates to meeting the District's mission of serving a diverse student population.

2.   **Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Evidence of Meeting the Standard

Chaffey College faculty job announcements (III.A.2.1) inform applicants of the minimum qualifications, which are established by the Board of Governors, as detailed in Administrative Procedure 7211 (Faculty Service Areas, Minimum Qualifications, and Equivalencies) (III.A.2.2). Desirable qualifications (III.A.2.3, pages 9-10), ranging from degrees, credentials, skills, experience, and training that showcase other scholarly activities, as well as the responsibilities and scope of the position, including curriculum requirements are also included in faculty job announcements.

To be considered for a faculty position, candidates submit a completed application, cover letter, resume, professional reference list, and transcripts. The hiring committee evaluates all submitted materials to confirm candidates meet the minimum qualifications. During the interview, candidates demonstrate their teaching ability via a teaching activity.

Chaffey College's Academic Senate increases faculty involvement regarding faculty hiring positions via the 10+2 (III.A.2.4), an expansion of the statewide Academic Senate 10+1. Item number 12 provides for the participation of faculty to determine hiring criteria, policies, procedures, and equivalencies for new faculty members, which are developed, updated, and agreed upon jointly by the Governing Board and the Academic Senate. This additional item has been integrated into Administrative Procedure 7120 (Recruitment and Selection) under the section titled "Selection of Full-Time Faculty – Responsibilities."

Analysis and Evaluation

Faculty qualifications require knowledge of the subject matter and applicable skills. Faculty are the source of the information for new and replacement decisions. Factors of qualifications include appropriate degrees, professional experience, discipline expertise, teaching skills, scholarly activities, and potential to contribute to the mission of the District. In addition to listing

the education, experiential, and skills areas, the hiring committee composition includes discipline faculty to evaluate applicant materials and participate in the interview process.

3. **Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

Evidence of Meeting the Standard

Job specifications, including any "required" or "preferred" qualifications are administratively reviewed before the position is announced, to eliminate artificial barriers and to ensure conformity with the requirements of state and federal nondiscrimination laws. Administrative Procedure 7120 (III.A.3.1, page 27) outlines the procedures for hiring qualified management and classified professionals. Screening and interview committees assess candidates' qualifications to effectively perform the position responsibilities and make recommendations to a second-level management committee. The second-level management selection committee then assesses the top candidates' qualifications and preparation through interviews and reference checks. After careful assessment, the committee then makes a recommendation to the Superintendent/President.

Position announcements (III.A.3.2) identify the subject matter knowledge and skills necessary for the service to be performed and the educational and experiential requirements for the position pursuant to the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook (III.A.3.3). Also included are additional local qualifications consistent with the District's mission and preferred qualifications. Before an administrative position announcement is prepared by Human Resources, the existing position description is reviewed and updated by the supervising manager and Human Resources. Any adjustments to the required qualifications or the knowledge, skills, and abilities to perform the position are reflected in the position announcement. Consistent with Title 5 Section 53022, faculty and administrative job announcements shall include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.

Analysis and Evaluation

Through the development of position descriptions and job announcements, and the assessment of candidates through screening, interviewing, and reference checking, the District selects administrators and other employees responsible for educational programs and services. Through this collaborative and thorough process, the District ensures that selected individuals possess the qualifications necessary to perform the duties to sustain institutional effectiveness and academic quality.

4. **Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

Evidence of Meeting the Standard

For all administrative, faculty, and other positions requiring transcripts, Human Resources secures official, sealed transcripts from candidates who are offered positions within the District (III.A.4.1). Human Resources then reviews the transcripts to verify that applicants meet minimum educational requirements. Only degrees from accredited institutions may satisfy the educational requirements. Applicants with degrees earned outside of the U.S. must have their transcripts evaluated by a professional evaluation service (III.A.4.2). All job announcements notify applicants that coursework for a required degree earned outside of US institutions or US approved equivalent institutions must be transcribed and evaluated in English by a bonafide evaluation service. Applicants will not be forwarded to the selection committee for consideration if this requirement has not been met.

Analysis and Evaluation

All academic position announcements clearly state that transcripts from non-US accredited institutions must be evaluated by a bonafide evaluation agency before a candidate may be considered for a position.

5. **The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Evidence of Meeting the Standard

All performance reviews are framed under the auspices of Board Policy 7150 (Evaluation and Professional Growth) (III.A.5.1) which requires the Superintendent/President to assure the periodic and systematic evaluations of faculty, administrators, and classified professionals.

The procedures and implementation of evaluations are outlined in the following documents:

- 2020-2023 Chaffey College Faculty Association Agreement (Article 20) (III.A.5.2)
- 2020-2023 California School Employees Association Agreement (Article 7) (III.A.5.3)
- 2020-2023 Chaffey College Management Professional Development/Evaluation Personnel Plan (Section 7, pages 17-25) (III.A.5.4)
- 2020-2023 Confidential Employee Professional Development/Evaluation Personnel Plan (Section 5.14, pages 8-9) (III.A.5.5)

Each evaluation process includes its own procedures, forms, and processes. These processes are supported by Human Resources and implemented by the supervising managers. Human Resources supplies every supervisor with ongoing lists of employees due for evaluation to ensure accountability and timely submissions. If follow-up documentation is required, those documents are also supplied to Human Resources based on the predetermined timelines within the bargaining agreements or plans.

Board Policy 2435 (Evaluation of The Superintendent/President) (III.A.5.6) states that the Superintendent/President is evaluated by the Governing Board annually using a 360-degree process. The evaluation includes criteria established in fulfilling the District's mission and objectives. The Governing Board President is responsible to ensure evaluative input is received from each District constituency.

Analysis and Evaluation

Evaluations are systemic and specific and outlined in the agreements discussed above. The purpose of an evaluation is to recognize excellent and satisfactory performance in the areas of service assigned by the District, to identify areas of improvement, and to document unsatisfactory performance requiring remediation. All probationary, temporary, permanent, and tenured faculty; classified professionals; and administrators are systematically evaluated at stated intervals. While each employment group has a separate evaluation process, each evaluation applies predetermined criteria, conducted at established intervals, and the results of evaluation documents are placed in the employee's personnel file, which is maintained exclusively by Human Resources.

6. ~~The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. **The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

Evidence of Meeting the Standard

For more than 20 years, the District has consistently met its Full-Time Faculty Obligation Number (FON), which is the number of full-time faculty the District is expected to employ to make progress toward the 75/25 goal. The annual prioritization process (III.A.7.1) begins with the Program and Services Review (PSR) process, during which time departments identify the need for additional full-time faculty. Upon completion of PSR validation, the list of positions is reviewed and evaluated by the deans in order to establish an initial list of priorities. The

prioritized list and rationale are presented to each area/academic unit for discussion. The recommended positions are prioritized by the Faculty Prioritization Committee which includes all the deans, the Faculty Association President, Academic Senate President, and appropriate associate superintendents or their designees. The prioritized list (III.A.7.2) is then presented for ratification by President's Cabinet (III.A.7.3).

The total number of positions filled from the priority list is determined by the Executive Team as part of their budget review process. With information from the FON expectation, the budget, and the PSR list, the executive team discusses a reasonable number of positions to prioritize for the upcoming academic year. If the District receives an unanticipated retirement or vacancy, the Superintendent/President could approve an additional tenured position or a temporary full-time position to study the needs going forward.

The District also employs many talented part-time faculty who contribute to student achievement and institutional objectives. With the addition of paid office hours in the collective bargaining agreement, part-time faculty are increasingly available to meet with students outside of class. They have also engaged in a significant amount of distance education professional development during the pandemic.

Analysis and Evaluation

The District meets or exceeds the FON set by the Chancellor's Office each year. Additionally, the District's PSR-driven prioritization process ensures that those areas needing faculty expertise are identified and enough qualified faculty are selected each year. The prioritized list is then submitted to President's Cabinet for ratification before the formal hiring process can begin.

8. **An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

Evidence of Meeting the Standard

Chaffey College provides opportunities for part-time faculty to integrate into the District at the department, school, and institutional levels. Board Policy 7150 (Evaluation and Professional Growth) (III.A.8.1) and Administrative Procedure 7160 (Professional Development) (III.A.8.2) ensure that professional growth and development opportunities are available to all employees. Human Resources also gives new employees introductory information (II.A.8.3) at the point of hire. This employee orientation packet contains necessary information including, but not limited to, medical coverage information, District equipment, campus safety policies, worker's compensation, and prohibition of harassment.

The District provides an ongoing, updated, and on-demand online orientation (III.A.8.4) for all part-time faculty. The deans and coordinators also provide more individualized orientations for part-time faculty as they are hired. Some of that effort occurs as part of an individual meeting,

and in other cases, schools conduct scaled (III.A.8.5) meetings directed specifically for their part-time faculty.

Chaffey College is unique in that it regularly offers activities and professional learning for part-time faculty throughout the year in the Faculty Success Center (III.A.8.6). Some of those opportunities are in-depth and sustained, and faculty are paid for their engagement. Others are workshop-style and are offered in ways that encourage broad participation. Further, all part-time faculty are encouraged to participate in Faculty Success Center activities, distance education training, and flex activities. Individual schools and departments also invite part-time faculty to participate in meetings and specific training related to their disciplines. Academic Senate has also provided resources and information through its online handbook and part-time faculty are encouraged to participate in committees.

Analysis and Evaluation

Chaffey College has Board Policy 7150 (Evaluation and Professional Growth) and Administrative Procedure 7160 (Professional Development) specific to professional development. The evidence also shows that ongoing professional development, orientation, and training are offered to part-time faculty throughout the year. They are responsible for a significant number of students, and part-time faculty remain an important aspect of the success of the institution.

9. **The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

Evidence of Meeting the Standard

The need for classified positions is determined through the Programs Services and Review (PSR) process. The process used for prioritizing new classified positions was instituted in 2016. Despite the interruption caused by the pandemic, vacancies are routinely reviewed and filled, as appropriate. The District's classified professional prioritization process was re-initiated in 2022. This process is utilized to prioritize new positions, and existing positions are systematically filled as vacancies arise and institutional needs are balanced. Like the faculty process (see Standard III.A.2), the classified prioritization process (III.A.9.1) evaluates the list (III.A.9.2) of new positions proposed and validated through the PSR process. The associate superintendents then meet with the California School Employees Association and Classified Senate presidents to discuss and rank the priorities for the next hiring cycle based on emerging needs and budgetary limitations.

All individuals hired either meet or exceed the required qualifications posted for the position and are vetted through a hiring selection panel as outlined in Administrative Procedure 7120 (Recruitment and Selection) (III.A.9.3, pages 15-16). To ensure that the District attracts and retains highly qualified staff, the salaries negotiated in the collective bargaining agreements are developed using a competitive benchmarking process. Salaries are determined to be competitive and affordable prior to ratification of new collective bargaining agreements.

Analysis and Evaluation

Using the PSR process, the District annually reviews its staffing needs to ensure that it has enough qualified staff to support the educational, technological, physical, and administrative operations of the District. Vacancies are also reviewed and filled, as appropriate and balanced with emerging and new needs as articulated through the PSR process.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

Administrative Procedure 7120 (Recruitment and Selection) (III.A.10.1, page 24) states that the need for managers shall be determined by the Superintendent/President. In addition to an annual assessment of administrative positions through the Program and Services Review (PSR) process, the Executive Team conducts a mid-year review of the administrative organization. When realignment or reorganization is necessary, the Executive Team presents the proposal to the Governing Board for review.

All administrative and managerial positions (III.A.10.2) include minimum qualifications for education as outlined in the Chancellor's Office minimum qualification guidelines (III.A.10.3). Candidates must meet the minimum qualifications as well as local required qualifications in order to effectively lead and provide support to advance the District's mission and purposes. A candidate's qualifications are assessed by two levels of selection committees that review application documents, screen and interview, and recommend reference checking, per Administrative Procedure 7120 (Recruitment and Selection). When administrative positions become vacant, they are evaluated and may be revised before recruitment commences depending on the needs of the District.

Analysis and Evaluation

The District consistently ensures that highly qualified administrators and managers provide continuity and leadership. As funding has become available, vacancies have been filled, and new positions have been thoughtfully considered in conjunction with the PSR process and Executive Team review for prioritization and recommendation. See Section D.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The Chaffey Governing Board has created Board Policy 2410 (Board Policies and Administrative Procedures) (III.A.11.1), which outlines personnel policies and procedures.

The collective bargaining agreements for California School Employees Association (CSEA) (III.A.11.2), Child Development Center Faculty Association (CDCFA) (III.A.11.3), and Chaffey College Faculty Association (CCFA) (III.A.11.4) outlines personnel policies and procedures specific to classified professionals, child development instructors, and faculty, respectively. The Management and Confidential Employee Professional Development/Evaluation Plans (III.A.11.5 and III.A.11.6) also include written personnel policies and procedures that are updated and published on a regular basis. Those policies, along with the requirements outlined in the collective bargaining agreements, are administered by Human Resources in order to ensure that they meet legal requirements, updated laws, and are consistently administered. Collective bargaining agreements and professional development/evaluation plans for all groups are posted on the District's website.

In addition, the District's Equal Employment Opportunity (EEO) Plan (III.A.11.7) explains the practices and procedures for equal employment.

Analysis and Evaluation

The evidence demonstrates that the District is committed to creating personnel policies and procedures that are fair and equitable. This information is easily accessible through the District's website. Policies and procedures are regularly reviewed through the shared governance process. See Standard I.B.7 for more information on the review process for District policies and procedures.

12. **Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

Evidence of Meeting the Standard

Chaffey College demonstrates its commitment to creating and maintaining programs, practices, and services that support its diverse personnel via its Board Policies. The Chaffey College Governing Board Policies outlined in chapter seven are specific to Human Resources.

Board Policy 7100 (Commitment to Diversity) (III.A.12.1) recognizes the significance of diversity in academic environments. It outlines the District's commitment to hiring and staff development processes that support the goals of equal opportunity and diversity, and provides equal consideration for all qualified candidates. Board Policy 7150 (Evaluation and Professional Growth) (III.A.12.2) outlines the District's commitment to providing professional development activities that are in alignment with the Chaffey College Mission Statement and that are based on identified teaching and learning needs for administrators, faculty, and classified professionals.

Administrative Procedure 7160 (Professional Development) (III.A.12.3) documents that professional development is encouraged, which is consistent with the mission of the District and essential for employee retention and engagement.

Chaffey College also requires the members of its hiring committees to be trained in cultural competency, implicit bias, and Equal Employment Opportunities (EEO) best practices (III.A.12.4) prior to participating on a hiring committee. The goal of this training is to promote practices that are free from bias. The training is led by the Interim Director of Diversity, Equity, and Inclusion, who was hired by the District in July 2021.

The District instituted a Faculty Hiring Practices Improvement Task Force (III.A.12.5), which focuses on attracting equitable candidates. A product of the taskforce is an updated job announcement that includes additional information about the students that Chaffey College serves, clarifies the District's commitment to equity, and incorporates a land acknowledgement.

The Governing Board is regularly updated on the results of both recruitment and hiring processes through an annual Equal Employment Opportunity Report which is aligned to the District's EEO Plan. The District's 2019 EEO Plan (III.A.12.6) outlines the intent to continue to work toward workforce representation and diversity. The plan enumerates a series of strategies including diversity forums, increases in training, intentional recruitment efforts, and improvements to job announcements as measures to advance opportunities for underrepresented groups.

Analysis and Evaluation

The Chaffey College Mission Statement (see Standard I.A.1) illustrates the District's commitment to equity. The evidence demonstrates that the Chaffey College Governing Board has effectively created policies and practices that support equitable hiring, in addition to professional development that supports its diverse personnel. The evidence also demonstrates that Chaffey College requires cultural competency training for all employees participating on a hiring committee. It also promotes and assesses employment equity and diversity consistent with its Mission Statement, by employing practices that ensure that all employees are trained in hiring practices that are free from bias and encouraging professional development within that scope as well.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 3050 (Code of Ethics) (III.A.13.1 and III.A.13.2) detail the District's expectations for employee conduct which, include being honest, respectful, and working to develop a climate of trust and support. Violations of the Code of Ethics are reported to the Superintendent/President or their designee for appropriate action, as determined by law and the applicable collective bargaining agreement or employment plan. The District conducts investigations if ethical violations are suspected or observed to provide due process, gather the facts of the situation, and develop an appropriate course of action.

Analysis and Evaluation

In addition to the requirement that all employees must comply with Administrative Procedure 3050 (Code of Ethics), the District has an established process for investigating reported violations. If violations have occurred, appropriate administrative action is taken pursuant to the relative Education Code section, collective bargaining agreement, and/or management plan.

14. **The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

Board Policy 7150 (Evaluation and Professional Growth) (III.A.14.1) outlines the District's commitment to professional development opportunities for all employees. Administrative Procedure 7160 (Professional Development) plans for and provides personnel with appropriate opportunities for continued professional development, consistent with the institutional mission. (III.A.14.2).

Through the Professional Development Committee, Faculty Success Center (FSC), Bringing Light to Ourselves and Others through Multiculturalism (BLOOM), Center for Culture and Social Justice (CCSJ), Distance Education (DE), Classified Success Network (CSN), Chaffey Association of Management Professionals (CAMP), Leadership Excellence and Development (LEAD), and Human Resources, numerous, ongoing professional learning opportunities are offered throughout the year to enhance the skills of all personnel. Professional development utilizations are presented to the Governing Board (III.A.14.3).

For faculty, the District provides a comprehensive professional development infrastructure that is faculty-led (III.A.14.4). Even before the pandemic and the shift to online learning, the District dedicated a full-time faculty member to lead efforts in DE and propel programming forward. This was part of an intentional effort for Chaffey College to join the California Virtual Campus, which occurred in the fall of 2021. As the pandemic created a situation for the institution to expand training and support, the District sustained the employment of a team of DE Coaches and a DE Canvas shell (III.A.14.5) to provide ongoing peer support for faculty in their Academic and Career Communities.

Additionally, the FSC provides a comprehensive network of support (III.A.14.6) patterned after the Student Success Centers. Faculty, both full and part-time, are encouraged to engage a variety of learning options, both virtual and in-person, to ensure that they have the support to learn, experiment, innovate, and succeed. The District provides reassigned time for two faculty members, who assist another full-time faculty member in developing and executing the curricula and activities of the FSC. One of the focus areas over the past few years has been equity, which includes BLOOM training and culturally responsive instruction. These topics align directly to the Chaffey Goals and the priorities of the District. In addition to these options, all new tenure-track

faculty are reassigned one course to attend the New Faculty Orientation, which introduces new faculty to the culture, operations, and expectations of Chaffey College. All of this occurs in addition to Flex offerings at the beginning of every term.

Classified professionals are also supported through a comprehensive network of activities (III.A.14.7). Over the past five years, the Professional Development Committee has designated workshops that are appropriate for classified professionals and managers, promoting shared learning and experiences. Classified professionals rely as well on the CSN, which offers workshops and training through monthly sessions on skills and emerging innovation and programming. The District also recently subscribed to a skills subscription service so that employees can access training from their own desks at times that are most convenient for them. Classified professionals are also recognized for their participation in the CSN during Classified Appreciation Week. To support CSN professional development training, the Office of Institutional Research collects surveys for CSN workshops (III.A.14.8).

Managers are provided with professional development through two avenues, in addition to regular unit meetings. On an annual basis, the District conducts a "management retreat" designed to connect managers to trends and skills that they will need to be successful. Further, the District also offers managers two collaborative activities that occur monthly: LEAD and CAMP. CAMP (III.A.14.9) is a monthly lunch meeting for managers to share information and concerns, while also building community informally. LEAD is organized by a planning team made of the executive team and a select group of deans and directors who have executed a learning framework guided by the Superintendent/President's priority of implementing the America Association of Community Colleges (AACC) Competencies locally.

Analysis and Evaluation

Board Policy 7150 demonstrates the District's commitment to professional growth for all employees, and the focused attention on all three employee groups illustrates the fullness of that commitment. Chaffey has an impressive record of using data to assist with decision-making and planning. While the pandemic disrupted some programming patterns and regular planning, now that the District is transitioning to endemic status, those norms are returning. As an organization that recognizes that its people are its greatest strength, the commitment and investment in ongoing learning and professionalization is appropriate.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Processes regarding security, confidentiality, and access to personnel records are determined by Administrative Procedure 7145 (Personnel Files) (III.A.15.1) and Administrative Procedure 3310 (Records Retention and Destruction) (III.A.15.2).

All personnel records are maintained in a secure and confidential manner. Personnel files are maintained in a locked file room and keys are issued only to Human Resources staff with a need

to access this information, as consistent with Administrative Procedure 7145 (Personnel Files). Electronic files are maintained by Human Resources staff with secure pass codes. Employees may review their personnel records in accordance with law and collective bargaining unit language addressing personnel files (III.A.15.3, III.A.15.4). Only authorized individuals may review personnel files. The Human Resources Office is secured with its own key. Keys are only issued to Human Resources staff to increase security.

Administrative Procedure 7145 references Administrative Procedure 3310, which defines record types, and ensures records are private, accurate, complete, and retained.

Analysis and Evaluation

The Human Resources Department maintains all personnel files in a locked file room, and keys are issued only to Human Resources staff with a need to access this information. If electronic records are maintained, they are secured with unique passcodes. Departmental procedures are in place for the integrity and confidentiality of the records and District processes. Employees may review their personnel records in accordance with the collective bargaining agreements and the law.

Conclusions on Standard III.A: Human Resources

The District effectively uses human resources to achieve its mission and to improve academic quality and institutional effectiveness.

Improvement Plan(s)
N/A

Evidence List
III.A.1.1   Faculty Job Announcement
III.A.1.2   Faculty Job Screening Folder
III.A.2.1   Instructor, Biology Flyer
III.A.2.2   AP 7211 Faculty Service Areas, Minimum Qualifications and Equivalencies
III.A.2.3   AP 7120 Recruitment and Selection
III.A.2.4   Academic Senate 10+2
III.A.3.1   AP 7120 Recruitment and Selection
III.A.3.2   Management Job Announcement, Chief of Police
III.A.3.3   Chancellor's Office Minimum Quals
III.A.4.1   Faculty Job Announcement
III.A.4.2   Management Job Announcement Dean Counseling and Student Success
III.A.5.1   BP 7150 Evaluation and Professional Growth
III.A.5.2   CCFA Article 20, Evaluations
III.A.5.3   CSEA Article 7, Evaluation Form
III.A.5.4   Management Plan 2020-2023
III.A.5.5   Confidential Plan 2020-2023
III.A.5.6   BP 2435 Evaluation of the Superintendent/President
III.A.7.1   Faculty Prioritization

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The District ensures that the design, construction, and maintenance of physical resources are sufficient for the needs of the programs and services through collective dialog and planning processes. Vision 2025, the Facilities Master Plan, (III.B.1.1) provides an overview of the needs of the Chaffey Community College District with respect to planning, data, sustainability, analysis of existing conditions for all locations, and recommendations for improvement and future planning.

The District's facilities are constructed and properly maintained to assure that safe and sufficient resources are in place for program and learning support services. The District maintains full compliance with all applicable federal, state, and local building, fire, and health and safety codes. In addition, the District sets standards and provides training, outreach, education, and assistance by adhering to the Division of State Architect (DSA), Occupational Safety and Health Administration (OSHA), and California State and Fire Marshal guidelines.

The Chaffey College Health and Safety Committee's purpose (III.B.1.2) is "to evaluate and make recommendations regarding District health and safety policies and procedures, and to initiate, develop, review, and update District procedures concerning District health and safety issues, responding to new initiatives as they arise, and monitoring the effectiveness of current procedures." Standing meeting agenda items include maintenance and operations, Campus Police, the Child Development Center, environmental health and safety/science, campus emergency preparedness, the Fontana and Chino locations, health services, building and safety inspections reports, hazardous reports, and daily crime logs (III.B.1.3).

Chaffey College maintains a professional expert position for a sustainability and environmental safety officer (III.B.1.4), whose duties include work toward reduction of greenhouse gas emissions, transportation, green building, waste and hazardous material management, recycling, energy and water conservation.

The District ensures campus safety is a priority and implements needed actions or policy to maintain safe and healthful working conditions for all District stake holders. The District routinely offers Campus Security Authority/Cleary Act training (III.B.1.5) during flex. Additionally, Chaffey College's commitment to safety is evidenced by the responses to the pandemic through the campus reopening planning and communication, shared with employees, students, and the public (III.B.1.6). Chaffey College has established agreements between Chaffey College Police Department and local law enforcement agencies and have clear processes including, but not limited to, day-to-day criminal investigations, active shooter incidents, planned events, and reporting (III.B.7).

Analysis and Evaluation

District facilities are designed, built, and properly maintained to assure that safe and sufficient physical resources are in place for programs and services. The District responds to and mitigates all campus safety and maintenance needs in a timely manner and conducts regular testing and inspection of all life-safety resources to ensure operation and maintenance in accordance with regulatory requirements. The District uses research and analysis to ensure and support integrity and quality of physical resources and programs.

2. **The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

Evidence of Meeting the Standard

The District's comprehensive planning process provides a framework for short and long-range planning that is both strategic and operational through the Educational Master Plan (Vision 2030) and Integrated Planning Model. In addition to Vision 2025, the Facilities Master Plan (III.B.2.1), which provides a quantitative and qualitative description of how the District will forecast for enrollment, address current challenges, serve changing needs, and position the District to maximize funding opportunities, the District's Five-Year Capital Outlay Plan (III.B.2.2) serves as a forecast and guide for modifying, rebuilding, or modernizing District facilities.

The 2018 voter passage of Measure P (III.B.2.3), a $700 million facility and construction bond, further supports the desire of community stakeholders to ensure future growth and development that will provide a physical campus framework that embodies the District's mission.

The District is continually assessing all equipment and monitoring data/trends generated by the SchoolDude (III.B.2.4) work order system, and continually plans for the most opportune times for large-scale maintenance projects, which results in reduced impacts to instruction and enhanced student success. A recent 3.3 million square foot asphalt paving project for all of the District's parking lots and roadways was completed during the COVID-19 pandemic shutdown and shift to online instruction modalities.

Analysis and Evaluation

The District reviews the needs of programs and services with stakeholders when planning for facilities and ensures that contingencies are in place for emergency repairs related to critical infrastructure. Each piece of specialized equipment presents a unique challenge and basic contingency plans, which evaluate life-safety and liability, are implemented as needed. Facilities planning is directly connected to District planning.

3. **To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

Evidence of Meeting the Standard

The District plans and evaluates its facilities and equipment on a regular basis. Routine physical inspection and assessment of campus infrastructure provides critical feedback to campus administrators, which allows for appropriate prioritization of projects funded through allocated scheduled maintenance funding.

The Educational Master Plan (Vision 2030), Chapter 6 (III.B.3.1) details linkages between educational and facilities planning, Chaffey Goals and implications for facilities, and includes an educational and facilities planning crosswalk. The District's Integrated Planning Cycle (see Standard I.B.9) verifies that planning processes are in place and assures facilities and equipment are evaluated in support of programs and services. This evaluation process is based on the assessment of learning outcomes and is linked to resource allocation and budget planning. Information from each planning cycle flows throughout the organization and is incorporated, as appropriate, into the District's plans.

Facility Utilization Space Inventory Options Net (FUSION) (III.B.3.2) is a state-wide and state-operated web-based project planning and management tool. A component of that system is space inventory. Annually, the District enters and/or updates its space inventory data into the system. That data is then used in determining facility needs and calculating state funding monies for capital outlay projects and maintenance and operations. In addition, the space inventory provides verification of current and anticipated facilities gross square footage within the District. The annual report provides a statistical legal record of gross and assignable square feet used for evaluating, planning, and administering facilities under the District's ownership and/or control.

The Associate Superintendent of Administrative Services and Emergency Operations meets regularly with maintenance and facility managers to discuss facility and equipment needs and District stakeholders' feedback.

Regular updates (III.B.3.3) and formal presentations to the Governing Board and other campus advisory groups provide relevant information related to current campus operations, assessments, and needs. Feedback from other stakeholders is evaluated and implemented, when appropriate, to improve overall District operations and support services.

Analysis and Evaluation

District maintenance staff continually assess and evaluate all facilities and equipment to ensure enhanced learning and working environments exist at all campuses and in all buildings.

4. **Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

Evidence of Meeting the Standard

The Educational Master Plan (Vison 2030) ([III.B.4.1](#)) and the Vision 2025, the Facilities Master Plan ([III.B.4.2](#)), includes long-range capital plans to support the larger District-wide improvement goals.

The District recognizes the importance of total cost of ownership associated with the construction of new facilities, and for new equipment purchases, and is actively developing systems and processes to better manage total cost of ownership ([III.B.4.3](#)). Analytics and tools are being implemented which will ensure proactive long-term planning and evaluation of return on investment for District initiatives.

Analysis and Evaluation

Long-term capital projects support District-wide goals by considering future and emerging needs. The evaluation of space, facilities and equipment needs includes distance education as well as traditional brick and mortar learning environments.

Conclusions on Standard III.B: Physical Resources

The District effectively uses physical resources to achieve its mission and to improve academic quality and institutional effectiveness.

Improvement Plan(s)
N/A

Evidence List
III.B.1.1   Vision 2025 Facilities Master Plan Table of Contents
III.B.1.2   Health and Safety Committee Webpage
III.B.1.3   Health and Safety Committee, Combined Minutes
III.B.1.4   Job Descript Sustainability Environmental Safety Officer
III.B.1.5   Clery Act Training Flex Spring 2021
III.B.1.6   COVID Campus Reopening Plan
III.B.1.7   Law Enforcement Agreements Combined
III.B.2.1   Vision 2025 Facilities Master Plan, complete
III.B.2.2   Five Year Capital Outlay Construction Plan
III.B.2.3   Measure P Bond Full Text from Ballot
III.B.2.4   School Dude Screenshots
III.B.3.1   Educational Master Plan (Vision 2030) Chapter 6 Links to Goals and Planning
III.B.3.2   Fusion Space Inventory
III.B.3.3   M&O Governing Board Update October 2021
III.B.4.1   Educational Master Plan Vision 2030 Table of Contents Executive Summary
III.B.4.2   Vision 2025 Facilities Master Plan Table of Contents
III.B.4.3   Total Cost of Ownership

C. **Technology Resources**

1. **Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

Evidence of Meeting the Standard

The Chaffey Collee Strategic Technology Plan (III.C.1.1) has been utilized for the past seven years to guide initiatives and ensure appropriate and adequate support is provided to all areas of the organization. The next iteration of the Strategic Technology Plan is being incorporated into a larger strategic plan for the District. Hardware is regularly reviewed and refreshed according to the Technology Replacement Plan (TRP) (III.C.1.2) in order to ensure that currency, reliability, and security are sufficient to maintain and sustain teaching and learning in all modalities. Each semester the inventory of software (III.C.1.3) is evaluated and updated upon request through communications with faculty and staff at all locations. Surveys (III.C.1.4) have been conducted to identify technology needs and to ensure appropriate resources and training are available.

The pandemic created a need to review existing technology plans in order to effectively serve students and expand instructional flexibility. Student surveys conducted in spring 2020 (III.C.1.5), when instruction shifted to virtual platforms, indicated students' needs for both hardware and internet access. As a result, the District distributed 3,809 laptops and 1,694 hotspots to support their ongoing learning.

The District also installed cameras in every classroom, using federal emergency funds, to pivot, if needed, and transmit lectures or labs from the classroom to students. Multiple cameras were installed in some classrooms to support detailed demonstrations or experiments. A hyflex prototype called ICON, which stands for "in-class and online," was implemented in spring 2022 to allow for staggered class presence to reduce the density of students in the classroom. Faculty research will provide feedback on the effectiveness of their own practices and the students' experiences in order to provide insight into the way these practices might be expanded.

Analysis and Evaluation

The Chaffey College Strategic Technology Plan describes areas of organizational, administrative, data, network, hardware, and District-wide strategic technology initiatives. The plan guides the District in providing adequate and appropriate resources to support management and operational functions, academic programs, teaching and learning, and support services. The hardware and software inventories, maintained and refreshed annually, identify the total technology utilization across the District.

2. **The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

Evidence of Meeting the Standard

The Technology Replacement Plan (TRP) ([III.C.2.1](#)) outlines existing technology employed by the District, describes the respective lifespan expectations for each type of hardware, and identifies the criteria utilized to determine refresh and ongoing costs to maintain the existing inventory. Program and Services Review (PSR) describes the process by which respective program and service areas evaluate their needs, which include technology, and prioritize them for incorporation into the District's budget development and resource allocation process (see [Standard I.B.9](#)).

The sample email communication ([III.C.2.2](#)) sent to staff regarding existing software inventories for their physical area ahead of each semester demonstrates the effective input opportunities from end users to address the availability of existing software to meet their needs.

The Information Technology (IT) Standards document ([III.C.2.3](#)) identifies existing minimum equipment standards, which govern both replacement and new hardware purchases. Compliance with these standards ensures that technology utilization can support technological infrastructure.

Analysis and Evaluation

Technology is replaced regularly according to the existing TRP, which is reviewed against existing inventory lists annually and incorporated into the purchasing process for the District. In addition to the TRP, additional technology needs are included in the Programs and Services Review and Resource Allocation processes. Requests are reviewed and analyzed as part of the budgetary processes of the District. Additional needs are captured each semester through communications with faculty and staff regarding software that is needed or requires updates. Technology purchases align with existing IT standards which are reviewed regularly by the Technology Committee as part of its charge.

3. **The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

Evidence of Meeting the Standard

The District employs a fully redundant network infrastructure such that any failure in connectivity is automatically routed to an alternate pathway to ensure uptime.

The Information Security Plan ([III.C.3.1](#)) highlights the best practices being employed by the District to ensure that appropriate measures are being taken to foster a culture of security as well as protect the vital information assets of the District.

The Information Security Plan describes the Colleague Cloud contract (pages 19, 24-25), which is the District's primary Enterprise Resource Planning (ERP) and Student Information System (SIS), as an example of the type of service level agreements that are in place for externally

hosted, cloud-based applications to ensure both security and reliability of critical systems not managed on-premise by the District.

The District implemented multi-factor authentication efforts to enhance network security. Portal Guard (III.C.3.2) was implemented for students and employees to access the Chaffey College portal. The District also implemented multi-factor authentication protocols (III.C.3.3) for all employees to use applications such as email, Office365, and Adobe. These efforts help prevent potential security breaches brought on by an increase in phishing emails/attacks and to reduce the quantity of account compromised remediation efforts.

Additional efforts to improve technology safety and security include efforts to identify, report, and remove fraudulent student enrollments (III.C.3.4) and the addition of required cybersecurity training for faculty (III.C.3.5).

The Technology Replacement Plan (TRP) (III.C.3.6) and Program and Services Review (PSR) process highlight the ongoing maintenance and mechanisms for keeping technology current at all locations, including the allocation of resources to sustain that technology.

Analysis and Evaluation

The fully redundant network infrastructure is managed through multiple physical sites, equipment, and external internet connections. The District also maintains an Information Security Plan, which outlines a series of best practices around information and data security to ensure confidentiality, integrity, and availability of its information assets. Computers at all sites are included in the District's Technology Replacement Plan (TRP), which currently replaces computers on a five year rotation. Service level agreements exist for hosted applications that ensure redundancy, reliability, and backup of all systems.

4. **The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

Evidence of Meeting the Standard

The District uses several resources to ensure that faculty, staff, administrators, and students receive the training necessary to effectively use the technology provided by the District. MyLearningHub (III.C.4.1) is used to manage professional development training opportunities and houses a calendar of past events and training, including many focused on the effective use of technology. Technology is explicitly called out as a strand of FLEX training.

The Distance Education (DE) Hub (III.C.4.2) is an extensive warehouse of training resources for faculty on the utilization of the District's learning management system, Canvas, as the primary tool for conducting courses online. The Distance Education record of training and workshops demonstrates an evolving commitment to instructing and training the District community on technology related to online teaching, learning, and support. The District regularly conducts technology surveys of both faculty and students to assess needs and strategically target resources.

The spring and fall 2020 technology survey results, which were shared District-wide, demonstrate the District's commitment to making data-driven decisions around technology.

In addition to these resources, Information Technology Services (ITS) maintains a webpage (III.C.4.3) with various how-to documents and videos. The webpage contains links for faculty and staff on the use of various classroom technology items. Also included on this page are links for both students and faculty on how to use self-service, the District's platform for student registration. There is a video specific to student registration, in addition to how to use several other functions within student self-service, including viewing courses on a student educational plan, dropping classes, and waitlisting for classes. Faculty videos include instructions on viewing section rosters, waitlists, and granting add authorization.

Analysis and Evaluation

The District is committed to ensuring that training is provided to faculty, staff and students in a variety of forms, and provides an extensive array of workshops, seminars, and other training opportunities on technology topics, which are provided to employees through professional development, DE, and ITS. Resources exist on the ITS training website for continuous access to training on a variety of technology systems. Beyond the comprehensive technical resources available through the DE Hub, the DE department has provided 665 professional development opportunities related to online teaching and learning and related technology since the District's last Accreditation cycle. Notably, in response to the pandemic, the DE department offered 284 trainings and workshops on online teaching and learning and related technology, representing more than twice the offerings of the prior academic year. The DE department also provides an annual Tech Week, a weeklong series of workshops focused on effectively leveraging technology in online teaching and student support. A review of these offerings evidences the District's commitment to training and support on the use of technology. The District also regularly assesses technology needs to strategically target technology resources and trainings for faculty, students, and staff.

5. **The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

Evidence of Meeting the Standard

The District has established Board Policies and Administrative Procedures for the effective use of technology. Board Policy and Administrative Procedure 3720 (Computer and Network Use) (III.C.5.1 and III.C.5.2) address the appropriate use of technology and are located on the District's website, in the Faculty Handbook (III.C.5.3, page 7), and the Student Handbook (III.C.5.4).

Board Policy and Administrative Procedure 3725 (Information and Communications Technology Accessibility and Acceptable Use) (III.C.5.5 and III.C.5.6) are focused on technology accessibility. They define and outline accessibility standards required for any technology employed by the District. New employees are required to complete an Employee Email Account

Form and Accountability Statement ([III.C.5.7](#)) that details employee use of the internet/intranet and email.

Furthermore, in support of Administrative Procedure 4105 (Distance Education) ([III.C.5.8](#)), the Distance Education (DE) department delivers a comprehensive program consisting of technical training and support regarding its learning management system (LMS) and integrated tools. To ensure faculty have a technical command of the technology needed to serve students, all faculty are required to complete DE certification training. The District verifies that teaching assignments are consistent with training requirements that are verified in the information system.

Analysis and Evaluation

Board Policy and Administrative Procedure 3720 serve as the foundational guides for the appropriate use and distribution of technology resources to staff and students. Board Policy and Administrative Procedure 3725 define and outline the accessibility standards required for any technology employed by the District. New employees are required to complete an Employee Email Account Form and Accountability Statement that details employee use of the internet/intranet and email. DE certification training in all roles ensures that faculty receive instruction and support for technology use for teaching and learning.

Conclusions on Standard III.C: Technology Resources

The District effectively uses technology resources to achieve its mission and to improve academic quality and institutional effectiveness.

Improvement Plan(s)
N/A

Evidence List
III.C.1.1   Strategic Technology Plan
III.C.1.2   Technology Replacement Plan
III.C.1.3   ITS Software List Website
III.C.1.4   Faculty Survey Results
III.C.1.5   Student Survey Online Instruction Infographic
III.C.2.1   Technology Replacement Plan
III.C.2.2   Spring 2022 Class/Lab Preparation Email List
III.C.2.3   Equipment Standards List
III.C.3.1   Information Security Plan
III.C.3.2   Portal Guard Email to Students
III.C.3.3   Multi-factor authentication email announcement
III.C.3.4   Fraud Incident Fact Sheet
III.C.3.5   Required Cybersecurity Training Email
III.C.3.6   Technology Replacement Plan
III.C.4.1   My Learning Hub Webpage
III.C.4.2   DE Hub Resources
III.C.4.3   ITS Tutorial Webpage

III.C.5.1	[BP 3720 Computer Network Use](#)
III.C.5.2	[AP 3720 Computer Network Use](#)
III.C.5.3	[Faculty Handbook pg. 7 Email Use](#)
III.C.5.4	[Student Handbook pg. 51 Network Use](#)
III.C.5.5	[BP 3725 Information and Communications Technology Accessibility and Acceptable Use](#)
III.C.5.6	[AP 3725 Information and Communications Technology Accessibility and Acceptable Use](#)
III.C.5.7	[Employee Email Account Request Form](#)
III.C.5.8	[AP 4105 Distance Education](#)

D. Financial Resources

Planning

1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

Board Policy 6300 (Fiscal Management) ([III.D.1.1](#)) delegates authority to the Superintendent/President to establish administrative procedures for the oversight and direction of financial resources to work together to meet the District's mission.

The annual budget for the District is sufficient to meet the needs for instructional and student support programs and services and to sustain and improve institutional effectiveness. The annual budget covers projected expenses and ensures compliance with Board Policy 6305 (Reserves) ([III.D.1.2](#)) for reserves requirement of 7%.

The District ensures that the funding process for programs and services is addressed with integrity and is financially sustainable and stable. As explained in the Educational Master Plan (Vision 2030) and the Integrated Planning Model (see [Standard I.B.9](#)), Program and Services Review (PSR) processes are used to identify and prioritize the District's needs. These processes require all departments to identify resource needs to develop, enhance, and maintain their programs and services. The Resource Allocation Committee (RAC) reviews all PSR requested items for consideration for funding. RAC forwards its recommendations to the Executive Leadership Team for review with the Superintendent/President for final approval. Upon approval, Budgeting Services notifies the requesting schools or areas of the augmented budgets to accommodate the purchase of approved items.

Throughout the year, the District effectively manages financial resources by preparing and reviewing quarterly projections, monitoring cash flow, running periodic 50 percent calculations, and employing a system of internal controls ([III.D.1.3](#)). Annually, the District meets all financial

obligations and, as reported in the annual audit and the bond audit (III.D.1.4), has maintained unmodified opinions over financial reporting and bond compliance.

Analysis and Evaluation

The District follows the principles of sound fiscal management as stipulated in Board Policy 6300 (Fiscal Management) and Board Policy 6305 (Reserves). Improvements to institutional effectiveness have been achieved through robust PSR and RAC processes. The Integrated Planning model ensures effectiveness and integrity in the review of prior year funding initiatives. The District plans and implements a budget within its anticipated revenue projections and makes judicious corrections throughout the year as needed. Financial resources have consistently been sufficient to support and sustain student learning programs and services. Board Policy and Administrative Procedure 6300 (Fiscal Management) outlines the Governing Board's expectation that the District complies with Title 5 regulations and the California Community College's Budget and Accounting Manual, which require that quarterly reports be provided to the Governing Board. Integrity is enhanced by the employment of an internal auditor who oversees internal controls and conducts program and financial audits.

2. **The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

As part of annual financial planning, the mission and goals, as listed in the Integrated Planning Model (see Standard I.B.9), are annually reviewed by each department and prominently highlighted in the annual budget development handbook (III.D.2.1) distributed during the annual budget development process. The District goals are included in the adopted budget (III.D.2.2) as part of the adopted budget transmittal letter that includes evidence that the budget supports the goals. The adopted budget also includes Visionary Improvement Plan (VIP) goals and highlights departmental accomplishments from prior year funding received through the Program and Services Review (PSR) and the Resource Allocation Committee (RAC) processes. Administrative Procedure 6200 (Budget Preparation) (III.D.2.3) requires that a budget monitoring report, budget transfer report, and the State Chancellor's 311Q financial report are presented to the Governing Board quarterly to keep the Board apprised of the current status of the budget. Board Policy 6200 (Budget Preparation) (III.D.2.4) and Board Policy and Administrative Procedure 6250 (Budget Management) (III.D.2.5 and III.D.2.6) require that the District adhere to sound ethical and financial principles, maintain effective operations and internal controls, ensure that fiscal objectives are met, and present quarterly financial reports to the Governing Board for approval. Appropriate financial information is disseminated in a timely manner throughout the District through Board reports (III.D.2.7), President's Cabinet, College Planning Council, budget and District planning workshops, and budget forums.

Analysis and Evaluation

The District's financial planning is integrated with District planning. Mission and Strategic Goals are integrated throughout the PSR process and the resource allocation process. College Planning Council reviews the annual budget development process, and annual budget development forums are open to all constituency groups for review and input. There is board oversight of all processes through Board Policies and Administrative Procedures. Progress toward meeting the mission and goals is communicated through the budget development handbook and other related District reports. There is a direct line from data-driven program review, which identifies needs that are prioritized, to the allocation of resources. The District has Board Policies and Administrative Procedures that ensure it follows sound financial practices. Appropriate information is disseminated to the District through routine reports, presentations, and through the District's website.

3. **The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Evidence of Meeting the Standard

The budget development handbook (III.D.3.1) incorporates information about the State's budget proposal, anticipated District revenues, the District's budget philosophy, resource allocation process, budget calendar, and budget forms. Each year during the budget development workshops (III.D.3.2), budget managers are given a Budget Comparison Report that indicates the prior year actual expenditures, current year adopted budgets, current year revised budgets, current year-to-date expenses, and the budget year amounts for their areas. During the workshop, directions are given to workshop attendees to review the budgets for correctness and submit any changes to the Budgeting and Fiscal Services Office using the budget development forms. The changes are processed, and a second budget report is sent to the budget managers for review. Additional changes can be submitted after the second budget run.

Opportunities for constituents to participate in institutional planning and budgeting happen in multiple ways. Requests for physical or human resources are generated through the Program and Services Review (PSR) process. Physical resource requests are routed to the Resource Allocation Committee (RAC), which prioritizes and determines funding for requests. The Integrated Planning Model reflects the ways in which PSR leads to the RAC process. RAC includes representation from all constituent groups. Requests for classified positions are routed through the classified prioritization process, which includes managers as well as the classified association and senate presidents. Faculty requests are routed to the faculty prioritization process. The faculty prioritization process includes the Associate Superintendent of Instruction and Institutional Effectiveness, the Associate Superintendent of Student Services and Strategic Communications, all deans, as well as the faculty association and senate presidents. Both the classified and faculty prioritization lists are sent to President's Cabinet for ratification.

Budget projections are completed and presented to and reviewed by the Executive Leadership Team quarterly (III.D.3.3). As part of their review, the Executive Leadership Team examines the

adopted budget, anticipated changes, and year-end projections (III.D.3.4) and shares the information with appropriate professionals on campus. The Governing Board has an important role in the establishment of the District's mission and priorities and assists in ensuring that financial planning activities are consistent with these initiatives.

Analysis and Evaluation

The District has clearly defined processes for financial planning and budget development, and it follows those processes. The budget development process is outlined in the Budget Development Handbook, which is updated and published each year. Budget development workshops are held each spring for the campus community to review the budget development process. Managers are provided appropriate notice and information to review budget allocation differences between years. College Planning Council, the Executive Leadership Team, and the Governing Board review the Budget Development Handbook and Budget Development Calendar. CPC incorporates faculty, staff, student, and management perspectives in reviewing the District's plans and budget development. The Governing Board conducts reviews by appointing a board liaison to review the District Mission, Strategic Goals, and planned activities, along with the funding allocated to support those activities.

Fiscal Responsibility and Stability
4. **Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Evidence of Meeting the Standard

The District's planning incorporates and reflects a realistic assessment of financial resources available, as well as the ability to develop financial resources to meet expenditure requirements. Financial resource availability, including current year financials and future year potential funding as projected by the Office of Budgeting and Fiscal Services, is assessed through review and discussion with the Budget and Fiscal Services Office and vetted through College Planning Council. As documented in the Budget Development Handbook (III.D.4.1, page 12), budget development begins with the current year adopted budget as a base.

The District reviews financial resources throughout the year to determine availability of funds. When needs are identified, grant funds and partnerships are sought to help leverage scarce resources (III.D.4.2). The District also maintains a budget process which includes staff training and established internal controls to ensure all expenditures are allowable and appropriate (III.D.4.3).

The District is working toward an integrated braided funding model (III.D.4.4) which verifies needs and weaves together federal, state and local funding streams and the development of funding strategies to support high quality educational programs.

Finally, the District maintains a holistic build of over 450 community partnerships (III.D.4.5) that yield the greatest number of opportunities to leverage scarce resources and meet student needs. These partnerships include cross-sector representation such as local government,

community-based organizations, businesses, feeder secondary schools, four-year universities, private industry/business, etc.

Analysis and Evaluation

The District's planning incorporates and reflects a realistic assessment of financial resources available as well as the ability to develop financial resources to meet expenditure requirements. The budget is developed using reasonable assumptions based on available information. Development of other financial resources and partnerships are supported through the Grants Development and Management Office.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 6300 (Fiscal Management) (III.5.D.1 and III.D.5.2) establish procedures to ensure that adequate internal controls exist; that fiscal objectives, procedures, and constraints are communicated to the Governing Board and employees; that adjustments to the budget are made in a timely manner; that the management information system provides timely, accurate, and reliable fiscal information; that responsibility and accountability for fiscal management are clearly delineated; and that the books are records of the District and maintained pursuant to the California Community Colleges Budget and Accounting Manual.

Information is made available to departments and the Governing Board on a regular basis. Quarterly fiscal and budget reports are presented to the Governing Board with comparison information on prior year budget, current year budget, and year to date actuals (See Standards III.D.1 and III.D.2).

To assure the financial integrity of the institution and responsible use of resources, the District has internal controls to govern the preparation of financial documents and ensure information is made adequately available. The District accounts for its financial resources in accordance with federal and state regulations and guidelines as set forth by the Office of Management and Budget Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Grants, and the California Community Colleges Budget and Accounting Manual. The District's financial and budget records are maintained using Ellucian software. The system uses an account code structure that allows the Fiscal Services Department to direct resources to the appropriate budget managers and adequately track the budgets and expenditures. The District's internal control structure provides for adequate segregation of duties within the Ellucian system through limitations on user access to various modules.

Annual audits, conducted by an independent certified public accounting firm, provide an evaluation process of financial management practices and the internal control structure. The

District's financial integrity is evidenced by consistent unmodified audit opinions for fiscal years 2017 through 2021 ([III.5.D.3](#)). If applicable, audit findings will be disseminated to the appropriate department, where a corrective action plan would then be put in place. The audit reports and opinions are presented to the Governing Board on an annual basis.

Analysis and Evaluation

The evidence supports the establishment of internal controls with access to District-wide systems, as well periodic assessment from internal and external audits.

6. **Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Evidence of Meeting the Standard

The District audit report, which includes all funds within the District with the exception of the Foundation, annually has received an unmodified opinion from the independent auditors over financial reporting ([III.D.6.1](#)). The report is presented publicly to the Governing Board and is made available online ([III.D.6.2](#)). The budget development process is transparent and receives input from the campus community. Budget forums are provided annually to provide accurate information to support all program activities ([III.D.6.3](#)).

Analysis and Evaluation

The District's financial activity is monitored through regular audit reports. The financial documents are clearly scrutinized, available in a variety of formats, and broadly communicated to the community. From within the District, an internal auditor, who reports solely to the Superintendent/President, also routinely checks for irregularities in the District's financial systems. There have been no internal audit exceptions during this Accreditation period.

7. **Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Evidence of Meeting the Standard

The Governing Board engages an independent certified public accounting firm to perform an annual audit of the District, and has not received a finding over financial reports or over federal awards between 2017-2021 ([III.D.7.1](#)).

The District has an internal auditor, who acts as a liaison between the District and the independent auditors. When a potential finding or comment is discovered, the internal auditor will gather the appropriate parties involved and discuss the issue and assist in implementing a corrective action prior to the final audit report. The District's responses to external audit findings are comprehensive, timely, and communicated appropriately. The agreed upon corrective action is implemented to ensure there will not be a repeat finding in the subsequent audit.

Any external audit findings are listed in the audited financial statements (III.D.7.2), which are presented to the Governing Board and can be found on the District's website. If any findings are discovered, the finding, the recommendation, and the District's response and corrective action plan are included in the report (III.D.7.3). Any prior year findings are also listed in the audited financial statements, along with the current status of the finding.

Analysis and Evaluation

External audits are conducted annually, and audit findings if any, are examined and reviewed through an established process. Procedures call for findings, if any, to be reviewed, addressed, and reported in a timely manner to the District and to the Governing Board for correction. Whenever a finding is noted within the audit report, the District responds with the appropriate corrective action so that the finding is not repeated.

8. **The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

Evidence of Meeting the Standard

The District has several methods to evaluate its financial and internal controls, including the annual external audit, annual bond audits, periodic audits from outside entities, and audits performed by the District's internal auditor. Policies and procedures are continuously updated as needed, and there are appropriate approval levels in the transaction cycles.

An independent audit firm annually examines financial and internal controls. When necessary, the audit firm provides recommendations to strengthen and improve the District's financial and internal controls. Any findings from the audits are resolved and communicated to the appropriate areas (III.D.8.1, III.D.8.2).

Bond expenditures are regularly reviewed by the Citizens' Oversight Committee (III.D.8.3), and the accounting manager monitors compliance with the original bond ballot measure and objectives. In addition, the annual bond fund audit opines on proper use and management of bond funds. If there are comments or recommendations from the auditors, they are reviewed and implemented.

As mentioned in Standard III.D.6, the District's Internal Audit Office evaluates internal controls and provides recommendations for improvement. Routine testing of payroll and accounts payable are performed to ensure compliance and accuracy. When discrepancies are found, they are communicated to the appropriate department and corrective action is taken.

Analysis and Evaluation

The District regularly evaluates the financial and internal control system and assesses them for validity. The District's internal auditor and the Office of Budgeting and Fiscal Services perform audits periodically, including payroll and accounts payable audits. Annual external audits

demonstrate the integrity of appropriate financial and internal control systems. Any discrepancies are communicated and corrected.

9. **The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

Evidence of Meeting the Standard

As part of normal cash flow planning, the District continues to project cash flows (III.D.9.1) to determine whether short-term borrowing is prudent for filling gaps in reserves and revenue timing.

The Budgeting and Fiscal Services Office ensures that the tentative and adopted budgets, (III.D.9.2, pages 27-31) include the Governing Board's 7% minimum reserve requirement (see Standard III.D.1).

The District uses the budget process (III.D.9.3) to identify and budget contingency funds for unforeseen expenditures and establish an appropriate level of fund balance.

Accountability reporting to the Chancellor's Office also provides an opportunity for the management and Board to review the financial Status of the District at quarterly and annual intervals.

Analysis and Evaluation

The evidence demonstrates that the District's cash balance is more than two months' worth of expenses, which is considered best practice according to Governmental Financial Officers Association (GFOA) and adopted by the Chancellor's Office. The District has adequate reserves to meet the Governing Board's requirement of 7%.

10. **The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

Evidence of Meeting the Standard

The District practices effective oversight of its finances, including management of grants, financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets by adhering to Administrative Procedure 3280 (Grants) (III.D.10.1), Board Policy and Administrative Procedure 6300 (Fiscal Management) (III.D.10.2, III.D.10.3), Board Policy 6310 (Accounting) (III.D.10.4) and Board Policy and Administrative Procedure 6320 (Investments) (III.D.10.5, III.D.10.6). The District also adheres to the Auxiliary Services Investment guidelines. All of the Board Policies, Administrative Procedures, and investment guidelines are written to ensure

compliance with Education Code Title V, generally accepted accounting principles, State Budget and Accounting Manual, and California Government Code.

Financial aid funds are monitored by the Financial Aid Office and Accounting Services (see Standard III.D.15).

The District engages outside auditors to perform an annual financial audit and a bond perform audit (see Standard III.D.8). The financial audit includes a review of financial statements, federal awards, and state awards. During an annual audit, internal controls and processes are also reviewed. The performance audit includes a review of expenditures charged to the Measures L and P bond building funds to ensure they have been made in accordance with the project list approved by the voter.

Analysis and Evaluation

The District has a history of compliance, sound financial management, and oversight as evidenced by the two external audits and internal audit practices. The District consistently received unmodified opinions in fiscal, state compliance, federal compliance and performance audits.

Liabilities
11. **The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

Evidence of Meeting the Standard

The District maintains sufficient resources to ensure short-term and long-term solvency. Annually, the District forecasts budget projections, which incorporate revenue scenarios and anticipated increases in operating expenses such as step and salary increases, health insurance rate adjustments, PERS/STRS rate increases, capital and technological procurements, and anticipated operating expense increases (III.D.11.1). Long-term liabilities (III.D.11.2) are addressed through separate funds. For example, separate funds are budgeted in the Vacation Fund (III.D.11.3) for earned leave, and the Fontana lease revenue bond is budgeted within the capital projects fund, based on debt schedules. Current year expenses for long-term commitments are budgeted and long-term commitments are identified and listed in the designated reserves.

Analysis and Evaluation

The evidence provides support of the District taking into account short-term and long-term liabilities. These obligations are identified and planned for within the budget process and accounted for in separate funds, as well as the establishment of trust for future obligations.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

In compliance with the Governmental Accounting Standards Board (GASB), the District has established an OPEB Plan and conducts an actuarial study (III.D.12.1) every two years. Annually, the District contributes to the OPEB irrevocable trust with Futuris Public Entity Program (III.D.12.2) to prefund and reduce its liability in accordance with regulations. The District's Retirement Board of Authority meets at least annually to review trust operational and performance items. (III.D.12.3) As of June 30, 2022, the market value of the OPEB Trust was $12,766,820. The District has also established a Pension Stability Trust (PST) to fund rising pension costs for both STRS and PERS. As of June 30, 2022, the market value of the PST Trust was $10,641,536.

Analysis and Evaluation

The evidence shows the District has allocated resources for OPEB costs and rising pension costs. An actuarial study has been conducted as required by accounting standards. The District's Retirement Board of Authority meets at least annually to review operational and performance of the OPEB and PST trusts. The contributions are budgeted for the trust annually.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The District strategically uses debt instruments for long-term investments. The District has a lease revenue bond that was issued for capital construction on the Fontana site and a Fontana land agreement. This debt is being repaid from the Fontana Redevelopment funds through the capital projects fund.

The District has a Clean Renewable Energy bond that was issued to install solar carports at the Rancho Cucamonga, Chino, and Fontana sites. This debt is being repaid from the general fund and is offset with the energy savings resulting from using solar power and through an IRS subsidy.

Finally, the District has two General Obligation Bonds, Measures L and P, that are funded through the tax rolls from San Bernardino property taxes, managed by the San Bernardino County Assessor's Office. The District regularly reviews this debt. When reductions of interest rates are feasible, the District refinances the debt through refunding bonds which reduce taxpayer debt (III.D.13.1).

Analysis and Evaluation

The District assesses and allocates resources for the repayment of debt during the annual budget development process. Debt is used to advance strategic opportunities, which include a lease revenue bond and the Fontana land agreement, both of which are funded through Fontana Redevelopment funds. The Proposition 39 Financing Energy Optimization Loan, providing the construction of solar carports for clean energy, is being repaid from a combination of unrestricted general funds and electricity savings from energy projects. Measures L and P are paid through property taxes collected by the San Bernardino County Tax Collector.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The District uses and oversees the use of financial resources consistent with Board Policies and federal and state guidelines. The District has consistently received unmodified opinions (III.D.14.1) on compliance, which is the highest auditing opinion a college can receive.

Bond proceeds are budgeted in a separate bond fund and projects are accounted for separately. Annual bond compliance audits conducted by an independent auditor provide analysis of bond expenses to ensure funds are spent as presented to the voters. The District has, in all significant respects, properly accounted for the expenditures of the funds held in the Bond Building Fund, and such expenditures were made only for authorized bond projects. In addition, the District's Citizens' Bond Oversight Committee and the accounting manager review the bond and the associated accounting activity.

Auxiliary activities are budgeted in a separate fund and constitute a separate 501(c)(3) organization. District auxiliary activities include the Campus Store, Food Services, Chaffey College Chino Community Center, and Donation Accounts (III.D.14.2). The District's accounting specialists and other accounting staff, under the direction of the Executive Directors of Business Services, Fiscal and Audit Services, and the accounting manager, perform the accounting functions for auxiliary programs. The Chino Community Center is a collaborative effort with the City of Chino, and the Chino Community Center Oversight Committee receives financial program information.

State, federal and local grants received by the District are accounted for separately, with each assigned its own unique budget code. Each grant is assigned to either an accounting or budgeting services grant monitor who is familiar with the grant awards and contracts, and works with the Executive Director of Fiscal and Audit Services, grant project director, resource development specialist, and internal auditor to ensure compliance with the grant or contract's intended purpose.

Analysis and Evaluation

Processes, safeguards, and internal controls are in place to ensure that all financial resources of the District, including auxiliary activities, long-term debt instruments, fund-raising efforts, and grants are used with integrity in a manner consistent with the intended purpose of the funding source.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The District monitors student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

The District disburses financial aid through a contract with Bank Mobile (III.D.15.1) and maintains the financial statements for Fund 74 (III.D.15.2). AB19 created the California College Promise, which provides state funding to California Community Colleges to help eligible students complete their educational goals. Participation in AB19 requires that community colleges participate in the Federal Direct Student Loan Program to help maximize access to need-based financial aid for all students, and ensure students complete the FAFSA or California Dream Act Application. As of July 1, 2019, the District has participated in the Federal Direct Student Loan Program and continues to monitor the cohort default rate (CDR). The Financial Aid and Accounting Departments have dual responsibility in monitoring Title IV funds. Both departments work together to meet the various compliance requirements and effectively serve students. Additionally, the District has a dedicated accounting specialist to help monitor Title IV funds and oversee the activity of the dedicated federal financial aid fund. The District has segregated Title IV revenues and assets using a separate fund, and has contracted with an outside service to assist with disbursements to ensure compliance with federal regulations.

The District has contracted with a third-party servicer, Ascendium Education Solutions (III.D.15.3), for outreach and counseling activities to assist students with default prevention services and loan counseling. This service includes cohort default analysis, delinquency assistance, and default prevention outreach. Default rates have been monitored and are well within the federal guidelines. The District's three-year cohort default rate (III.D.15.4) is 3.7%, which meets the federal requirement (<30%). Default rates for fiscal years 2018, 2017, and 2016 are 3.7%, 5.3%, and 10.1%, respectively.

The federal financial aid programs are audited for compliance annually by an external auditing firm. Corrective action will be performed in relation to any deficiencies noted to ensure compliance.

Analysis and Evaluation

The District proactively manages financial aid practices to ensure default rates are within acceptable standards. Every year, the external auditors have selected Title IV Federal Financial Aid as a major program to be audited for federal purposes. The audit focuses on compliance with federal regulations including revenue streams and cash management. If deficiencies are noted, the District will take necessary steps to ensure compliance.

Contractual Agreements
16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Contractual agreements of the District are governed by Board Policy 6100 (Delegation of Authority) (III.D.16.1), Board Policy 6330 (Purchasing) (III.D.16.2), and Board Policy 6340 (Contracts) (III.D.16.3) and contain appropriate provisions to maintain the integrity of the District. The District typically utilizes standardized agreements that have been reviewed and approved by legal counsel and that provide for control of the terms and conditions. In addition, District contractual agreements are monitored by the Executive Director, Business Services.

Board Policy 6100 (Delegation of Authority) requires that no contract shall constitute an enforceable obligation against the District unless it has been approved or ratified by the Governing Board. The Governing Board reviews and ratifies a contracts, purchase orders and warrants list monthly (III.D.16.4). Any contracts not included on this report are presented to the Board under a separate agenda item.

Board Policy 6340 (Contracts) requires that only those authorized according to the District's signature list may contractually execute a contract (III.D.16.5). The Governing Board approves the District's signature list. Board Policy 6330 (Purchasing) requires that the District operate with a current purchasing manual, seek competitive pricing and protection against conflict of interest, and ensure purchases of materials, supplies, or public works projects that exceed statutory limits are through advertised bids approved by the Board.

Analysis and Evaluation

Contracting practices and agreements support the District Mission, goals, and priorities, and are in compliance with Board Policies and Administrative Procedures. All contracts are written according to the procedures in the purchasing manual. The Purchasing Department staff reviews each contract, with a final review performed by the Executive Director, Business Services. The review includes assurance that the contract is written according to the terms negotiated. Additionally, a review of compliance with established codes, regulations, policies, and procedures – including indemnification, termination, and hold harmless clauses – is conducted. Purchasing practices are reviewed as part of the annual audit and Program and Services Review

processes. This review includes statistical testing of expenditures for contracts. No exceptions have been cited for contractual agreements with external agencies.

Conclusions on Standard III.D: Fiscal Resources

The District effectively uses fiscal resources to achieve its mission and to improve academic quality and institutional effectiveness.

Improvement Plan(s)
N/A

Evidence List
III.D.1.1	[BP 6300 Fiscal Management](#)
III.D.1.2	[BP 6305 Reserves](#)
III.D.1.3	[Budget Monitoring Report](#)
III.D.1.4	[Audit Report Letter](#)
III.D.2.1	[Budget Development Handbook Intro](#)
III.D.2.2	[Adopted Budget 2021-2022](#)
III.D.2.3	[AP 6200 Budget Preparation](#)
III.D.2.4	[BP 6200 Budget Preparation](#)
III.D.2.5	[BP 6250 Budget Management](#)
III.D.2.6	[AP 6250 Budget Management](#)
III.D.2.7	[Budget Monitoring Report](#)
III.D.3.1	[Budget Development Handbook Intro](#)
III.D.3.2	[Budget Development Workshops Presentation 03-02-2022](#)
III.D.3.3	[Yearend Projections for 2020-2021](#)
III.D.3.4	[Executive Team Agenda-budget review](#)
III.D.4.1	[Budget Development Handbook, complete](#)
III.D.4.2	[Grant Priority and Development Process](#)
III.D.4.3	[BP 6300 Fiscal Management](#)
III.D.4.4	[Braided Funding Model](#)
III.D.4.5	[Grants Development and Management Office Final Report 2020-2021](#)
III.D.5.1	[BP 6300 Fiscal Management](#)
III.D.5.2	[AP 6300 Fiscal Management](#)
III.D.5.3	[Audit Report](#)
III.D.6.1	[Audit Report Letter](#)
III.D.6.2	[Governing Board Item Audit](#)
III.D.6.3	[Budget Forum Presentation 02.03.2021](#)
III.D.7.1	[Audit Report](#)
III.D.7.2	[Audited Financial Statements June 30, 2021](#)
III.D.7.3	[Overview of Financial Statements Report](#)
III.D.8.1	[Bond Performance Audit 2021](#)
III.D.8.2	[Independent Auditors Report](#)
III.D.8.3	[Bond Citizens Oversight Committee Minutes 11.15.2021](#)
III.D.9.1	[Cash Flow Analysis](#)
III.D.9.2	[Adopted Budget 2021-2022, pages 27-31](#)

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Leaders in all areas of the District encourage innovation, facilitate funding, and support new initiatives and ideas to improve student learning. College Planning Council is the main body that connects all areas of the District to ensure effective planning. The Educational Master Plan (Vision 2030) (IV.A1.1) clearly connects the values, goals, and priorities.

The Educational Master Plan outlines major educational initiatives including developmental educational reform, distance learning, dual enrollment, facilities improvement, and guided pathways. Since the development of the Educational Master Plan, the District has engaged additional initiatives such as the Academic and Career Community development (IV.A.1.2), the Textbook Transformation Project (IV.A.1.3), the Chaffey Experience (IV.A.1.4), and the Peer Assistance for Learning (PALs) program (IV.A.1.5), which all align to Chaffey Goals regarding equity and achievement. All these efforts represent the convergence of departments and programs with varying levels of responsibility to implement and scale District-wide efforts that impact the student experience.

Chaffey's robust professional development infrastructure (IV.A.1.6) for faculty, classified professionals, and managers supports professional learning and training related to Diversity, Equity, Inclusion, and Accessibility (DEIA), educational initiatives, and their implementation.

Analysis and Evaluation

The Educational Master Plan (Vision 2030) explains the context, current challenges, innovative goals, and facilities planning for the future institutional excellence of the District. The webpages

for the Textbook Transformation Project and The Chaffey Experience highlight the scope and goals of those programs.

2. **The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 2510 (Participation in Shared Governance) (IV.A.2.1 and IV.A.2.2) provides a policy (the "what") and a procedure (the "how") that define the shared governance roles and responsibilities for faculty and classified professionals. The roles and responsibilities of the Academic and Classified Senates and classified and faculty bargaining units are also identified.

Administrative Procedure 2410 (Board Policies and Administrative Procedures) (IV.A.2.3) further defines the role of administrators, faculty, classified professionals, students, and the Governing Board in the development of Board Policies and Administrative Procedures. As stated in Administrative Procedure 2410, "Board policy is the voice of the Governing Board and defines the general goals and acceptable practices for the operation of the District." Administrative Procedures, "implement Board policy, laws, and regulations. They address how the general goals of the District are achieved and define operations of the District. They include details of policy implementation, responsibility, accountability, and standards of practice." Administrative Procedure 2410 details the systematic process of how Board Policies and Administrative Procedures are developed, vetted, and adopted/approved by all shared governance groups.

Specific to the Governing Board, Board Policy and Administrative Procedure 2200 (Governing Board Duties and Responsibilities) (IV.A.2.4 and IV.A.2.5) address the duties and responsibilities of the Governing Board. As stated in Board Policy 2200, the Governing Board, "...on behalf of the people of the communities in the District, guarantees the accountability of the Chaffey Community College District by assuring that it (a) achieves appropriate results for appropriate persons at an appropriate cost, and (b) avoids unacceptable activities, conditions and decisions."

Analysis and Evaluation

Board Policies 2200 (Governing Board Duties and Responsibilities) and 2510 (Participation in Shared Governance) and Administrative Procedure 2200 (Governing Board Duties and Responsibilities), 2410 (Board Policies and Administrative Procedures), and 2510 (Participation in Shared Governance) directly address the roles and responsibilities of each constituency group represented in the shared governance process.

3. **Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

Evidence of Meeting the Standard

Administrative Procedure 2510 (Participation in Shared Governance) (IV.A.3.1) clarifies the role faculty, staff, administration, students, and the community play in the planning and operations of the District, ensuring each has a substantial voice in their area of responsibility and expertise. This shared process creates a partnership of shared goals, while recognizing the different roles and responsibilities throughout the District.

Academic Senate 10+2 outlines (IV.A.3.2) the roles and responsibilities of faculty in the shared governance process. Chaffey College uniquely added to the statewide 10+1 by adding a shared governance component to include the role faculty have in hiring criteria, policies, procedures, and equivalencies for new faculty members (see Standard III.A.2).

The District also embraces a tri-chair model, as evidenced in the Accreditation process, in which important governance tasks include management, faculty, and classified professional chairs who share the leadership responsibilities for convening stakeholders and keeping constituents engaged and informed.

Administrative Procedure 3250 (Institutional Planning) (IV.A.3.3) describes the composition and responsibility of College Planning Council (CPC). CPC periodically assesses the efficacy of the integrated planning cycle and processes. When changes are proposed in any of the integrated planning processes, those changes are reviewed and approved through shared governance groups such as Academic Senate, Classified Senate, and President's Cabinet.

Analysis and Evaluation

The governance structure and practices embrace the District's values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making, processes promoting mutual respect and trust through open communication and actions, and fostering integrity.

4. **Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

Evidence of Meeting the Standard

The District utilizes two shared governance bodies to address this Standard: Curriculum Committee, a subcommittee of the Academic Senate, and the Outcomes and Assessment Committee (OAC). Both committees include representatives from the faculty and administration.

The Curriculum Committee (IV.A.4.1) is an Academic Senate standing subcommittee and is charged with the development and maintenance of professional quality curriculum, regular review and updating of courses and programs, new and modified course and/or program proposals, review of articulation agreements, requisite review, and investigation of evaluative instruments to measure the effectiveness of program curricula, all of which is outlined in Administrative Procedure 4020 (Program and Curriculum Development) (IV.A.4.2). Representation on the Curriculum Committee includes faculty from each school, the Curriculum Chair and Academic Senate President, the Articulation Officer, a CTE Liaison, Outcomes and Assessment Facilitator, and representatives from Program and Services Review (PSR) and the Library. Selected administration and staff representatives include the Curriculum Specialist, the Chief Instructional Officer, the Dean of Institutional Effectiveness, Transfer Center Director, the Catalog and Schedule Coordinator, as well as representatives from Strong Workforce, Distance Education, Admissions and Records, and Financial Aid.

Administrative Procedure 3250 (Institutional Planning) (IV.A.4.3) establishes the role of the Outcomes and Assessment Committee (OAC) as an integral component of the program review process, particularly with respect to the evaluation of student learning outcomes. The OAC oversees the development and assessment of institutional, program, and course-level learning outcomes. The committee also evaluates the assessment cycles and data reported by departments in their program reviews. Like the Curriculum Committee, the OAC is composed of faculty and administrators (IV.A.4.4).

Analysis and Evaluation

The structure and procedures for the curriculum process are well defined through established Board Policies and Administrative Procedures. The policies clearly set the direction and oversight of the development of curriculum, and the procedures set forth clear steps and role clarification of faculty and administration in the process. The Curriculum Committee is active and engaged, connecting faculty and administrators to emerging trends, statewide mandates, and departments within the District. The OAC provides another opportunity for faculty and administrators to establish and provide resources for student learning assessment for instructional programs and student and learning support services.

5. **Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard

Administrative Procedure 2510 (Participation in Shared Governance) (IV.A.5.1) establishes the District's participatory and decision-making structure, which includes representation of all involved constituencies so that relevant perspectives are considered and aligned with expertise and responsibility. Each constituency group has clearly identified roles in the decision-making process.

The Chaffey College Educational Master Plan (Vision 2030) (IV.A.5.2) integrates strategic planning efforts and informs the public of the District's intentions. Administrative Procedure 3250 (Institutional Planning) (IV.A.5.3) describes the purpose of College Planning Council (CPC), a participatory governance group with broad membership including faculty, staff, and administrative constituent groups. CPC provided direction and input throughout the development of the Educational Master Plan during monthly meetings from spring semester 2018 through fall semester 2019. CPC monitors and assesses District-wide planning efforts and forwards recommendations to the Superintendent/President.

The Curriculum Review and Approval Process Handbook (IV.A.5.4) illustrates the curriculum process, including the roles and responsibilities of the faculty, dean, coordinator, chief instructional officer, and Governing Board.

Analysis and Evaluation

Administrative Procedure 2510 (Participation in Shared Governance) articulates how the District's governance structure involves faculty, staff, administration, students, and the community in the planning and operation of the District. The District uses established structures and processes to ensure timely decision-making as may be evidenced in the cyclical review of policy, curriculum review and approval processes, program review, resource allocation, budget development, and strategic planning. Published handbooks and timelines ensure that the District takes timely action on District policies, curriculum, and plans.

6. **The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

Evidence of Meeting the Standard

Administrative Procedure 2510 (Participation in Shared Governance) (IV.A.6.1) describes the District's governance structure and the role faculty, staff, administration, students, and the community serve in the planning and operation of the District. President's Cabinet serves as a central recommending and decision-making shared governance group within the District and provides the structure for recommending Board Policies and Administrative Procedures, and reviewing actions, recommendations, and requests of planning groups and task forces. President's Cabinet amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal and external environments. Chaffey College's tri-chair model encourages distributed leadership among faculty, classified professionals, and managers. Tri-chairs represent a broad constituency and bring unique perspectives to the District's planning efforts.

Administrative Procedure 3250 (Institutional Planning) (IV.A.6.2) articulates the role of College Planning Council (CPC), assuring the effectiveness of ongoing planning processes by periodically reviewing and recommending institutional planning decisions. CPC integrates the District's mission, vision, and core competencies, and strategic planning efforts (see Standard IV.A.5).

Decision-making processes conducted by the Governing Board, Academic Senate, Classified Senate, and Chaffey College Student Government are documented and widely communicated across the institution. The Citizens' Oversight Committee monitors and reports to the public annually how bond revenues are being spent for projects in the facilities assessment report. Agendas and minutes (IV.A.6.3) keep the community informed and are available on the District's website.

In addition, newsletters and other forms of information are utilized to keep the campus community aware of changes and trends, which may be found in the President's Update, Report to the Community, and the Educational Master Plan.

Analysis and Evaluation

The District widely communicates decision-making processes and the results of those decisions through the District's website, agendas, meeting minutes, email, newsletters, and forums. Committees provide support for the District's operational and planning efforts and include college wide stakeholders. The committee composition, purpose, scope, and membership are available on the District's website, including the District's Board Policies and Administrative Procedures. Further, both senates include standing items of their agendas for ongoing updates and opportunities for feedback on a variety of issues.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

As stated in Administrative Procedure 2410 (Board Policies and Administrative Procedures) (IV.A.7.1), "Board policy is the voice of the Governing Board and defines the general goals and acceptable practices for the operation of the District...administrative procedures implement Board policy, laws, and regulations. They address how the general goals of the District are achieved and define operations of the District. They include details of policy implementation, responsibility, accountability, and standards of practice." The process for regular shared governance review and updating of Board Policies and Administrative Procedures is defined in Administrative Procedure 2410.

Administrative Procedure 3225 (Institutional Effectiveness) (IV.A.7.2) further identifies the processes the District has instilled to regularly evaluate decision-making policies, procedures, and processes to assure their integrity and effectiveness. As identified in Administrative Procedure 3225, College Planning Council (CPC) is the representative body charged with carrying out the implementation and evaluation of several policies, procedures, and processes. CPC is charged with: evaluating institutional performance on the District's strategic plan; evaluating the Integrated Planning Cycle and processes; establishing institutional effectiveness performance indicator (IEPI) goals for the state Chancellor's Office; establishing institution-set standards as required by the Accrediting Commission for Community and Junior Colleges

(ACCJC); reviewing all other District plans (e.g., Educational Master Plan, Facilities Plan, Technology Plan, Student Success and Support Plan, Equity Plan, etc.) and recommending changes as appropriate.

Spearheaded by CPC, the District engages in an annual Committee Self-Assessment Survey (IV.A.7.3) to assess the efficacy of its committee processes. The survey obtains reflective feedback from committees in four key areas: 1) equity-minded practices and evidence-based decision-making; 2) committee processes; 3) committee interaction and collaboration; and 4) committee outcomes. Committees are also prompted to submit two examples of how the committee's actions have addressed the purpose/mission of the committee and how the committee intends to improve and/or fulfill its purpose/mission in the future. Results of these findings are explored annually by CPC as a means of examining and improving internal processes in support of student learning and achievement.

Analysis and Evaluation

Policies and procedures are regularly reviewed through a cyclical review process that is described in Administrative Procedure 2410 (Board Policies and Administrative Procedures). This process includes feedback and input from all shared governance groups. The role of CPC is defined in Administrative Procedure 3225 (Institutional Effectiveness). This representative body is charged with evaluating the efficacy of various processes, including development of the institution's Educational Master Plan (Vision 2030) and establishing institutional strategic goals. CPC has identified timelines, responsible parties, and measurable outcomes for all objectives and activities identified within the strategic goals.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

The District exercises a robust and effective governance model that engages every level of the institution as appropriate.

Improvement Plan(s)
N/A

Evidence List
IVA1.1   Vision 2030 Educational Master Plan Feb2020
IV.A.1.2   Academic and Career Community (ACC) Student Pledge Webpage
IV.A.1.3   Textbook Transformation Project Webpage
IV.A.1.4   The Chaffey Experience Webpage
IV.A.1.5   PALs Program Webpage
IV.A.1.6   PD HUB
IV.A.2.1   BP 2510 Participation in Shared Governance
IV.A.2.2   AP 2510 Participation in Shared Governance
IV.A.2.3   AP 2410 BPs and APs
IV.A.2.4   BP 2200 Governing Board Duties and Responsibilities
IV.A.2.5   AP 2200 Governing Board Duties and Responsibilities
IV.A.3.1   AP 2510 Participation in Shared Governance

B. Chief Executive Officer

1. **The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 2410 (Board Policies and Administrative Procedures) ([IV.B.1.1](#) and [IV.B.1.2](#)) address the way policies and procedures are adopted by the Governing Board.

Board Policy 2420 (Superintendent/President Support to the Governing Board) ([IV.B.1.3](#)) notes that the Superintendent/President "shall assure that the community is served, the mission and goals of the organization are achieved, programs and services are of high quality, and institutional practices are legal, ethical, and prudent."

Board Policy 2430 (Delegation of Authority to the Superintendent/President) ([IV.B.1.4](#)) delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Governing Board.

Board Policy 3250 (Institutional Planning) ([IV.B.1.5](#)) requires that the Superintendent/President ensures that the District implements institutional planning.

For instance, the 10-Point Plan ([IV.B.1.6](#)) was created in 2021 by the Executive Team led by the Superintendent/President to address concerns that have impacted the current social climate and have revealed that the District can do more to support faculty, classified professionals, and

administrators, specifically those of color. Regular updates are provided for the 10-Point Plan to the entire District, including the Governing Board, through forums and study sessions.

The Superintendent/President relies on President's Cabinet, which include deans, the Executive Leadership Team, and representatives from the Chaffey College Faculty Association, California School Employees Association, and the Academic and Classified Senate in all aspects of planning for the District. College Council meetings, which include all management, employee groups, confidential employees, and both Senate Presidents, are held quarterly, and Executive Team meetings are held weekly. The Superintendent/President delegates responsibility to the associate superintendents, who work with the CEO to establish evaluation updates and keep the Superintendent/President informed. Additionally, Board Agenda Review meetings are held monthly to allow employee groups to ask questions and provide input for upcoming Governing Board meetings (IV.B.1.7).

Administrative Procedure 3225 (Institutional Effectiveness) (IV.B.1.8) established College Planning Council (CPC). Under direction of the Superintendent/President, CPC is a comprehensive shared governance group who reviews the District's performance on many metrics.

Analysis and Evaluation

The Superintendent/President's job description delineates his responsibilities for the planning, organization, and functioning of the management of the District, the development of all policies and procedures, and implementation of master planning documents. As a holistic review of the ISER also illustrates, the Superintendent/President relies upon the expertise of a variety of teams, including the executive team, President's Cabinet, and a variety of governance groups to inform and propel planning, budgeting, and organizational decisions that are reviewed and monitored on an ongoing basis. Further, the Superintendent/President is evaluated annually by the Governing Board in order to assure the fulfillment of these essential leadership functions.

2. **The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Evidence of Meeting the Standard

Board Policy 7110 (Delegation of Authority) (IV.B.2.1) delegates authority to the Superintendent/President to authorize employment. The Superintendent/President ensures that the District employs qualified and competent administrators, faculty, and staff. The Superintendent/President directs an Executive Leadership Team comprised of an Associate Superintendent of Business Services and Economic Development, an Associate Superintendent of Instruction and Institutional Effectiveness, an Associate Superintendent of Student Services and Strategic Communications, and an Associate Superintendent of Administrative Services and Emergency Operations.

Board Policy 7120 (Recruitment and Selection) ([IV.B.2.2](#)) states that the Superintendent/President shall establish procedures for the recruitment and selection of employees. The criteria and procedures for hiring management employees are established by the Superintendent/President.

The Superintendent/President maintains an organizational chart (See [Section D](#)) which is updated annually, or as needed, and shows the hierarchy of positions under the Governing Board and the Superintendent/President. The functions list is also updated annually, or as needed, and gives a detailed description of the job responsibilities of each position.

Analysis and Evaluation

The Superintendent/President effectively plans an administrative structure organized and staffed to reflect the Mission of the District. The Superintendent/President is empowered to authorize employment and perform other personnel actions. Additionally, the Superintendent/President is authorized to assign and/or reassign administrative staff, and create and eliminate administrative positions. Within the administrative structure, authority is delegated appropriately, and responsibilities of positions are clearly outlined, studied, and evaluated.

3. **Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
   - **establishing a collegial process that sets values, goals, and priorities;**
   - **ensuring the college sets institutional performance standards for student achievement;**
   - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
   - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
   - **ensuring that the allocation of resources supports and improves learning and achievement; and**
   - **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

Cumulatively, the evidence demonstrates the collegial process that the institution engages in to identify internal and external challenges and opportunities that inform the District's Strategic Goals. Collegial review and discussion occurs through College Planning Council (CPC). This process is identified in Administrative Procedure 3250 (Institutional Planning) ([IV.B.3.1](#)). As identified in Administrative Procedure 3250, "the charge of CPC is to ensure proper alignment of the District's mission, vision, and core values with the District's integrated planning framework. One of the functions of the CPC is to assure the effectiveness of ongoing planning processes by periodically reviewing and recommending institutional planning decisions and processes that are coordinated and consistent with the established direction and focus of the District."

Another function of CPC is to identify institutional effectiveness performance indicators such as the Vision for Success Goals and institution-set standards related to Accreditation." The Chaffey College Integrated Planning Model (IV.B.3.2) illustrates the relationship between the District's Mission Statement, Chaffey Goals, and the strategic plans that operationalize these goals. The annual program and services review and subsequent resource allocation processes reflect the implementation of Chaffey Goals and demonstrates the alignment of educational planning and resource allocation. Institution-set standards (IV.B.3.3) that align with Chaffey Goals are regularly reviewed and updated by CPC to assess the efficacy of these collective efforts in achieving the institutional mission.

Analysis and Evaluation

The Educational Master Plan, Chaffey Goals, the District's integrated planning model, program and services review, resource allocation, and a cyclical, systemic evaluation process that is typified by the annual establishment of institution-set standards illustrates how the District has aligned its processes to address this Standard.

4. **The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard

Board Policy 3200 (Accreditation) (IV.B.4.1) articulates the role of the Superintendent/President and their responsibility for ensuring the District complies with the Accreditation process and Standards of the Commission, keeping the Governing Board informed and involved where required, and providing the Governing Board with a summary of any Accreditation reports.

While the Superintendent/President has the primary leadership role for Accreditation, Administrative Procedure 3200 (Accreditation) (IV.B.4.2) establishes the Accreditation Liaison Officer (ALO) and the Accreditation Oversight Committee (AOC). The Chief Instructional Officer (CIO) serves as the ALO, working in conjunction with the AOC to guide the District through the self-evaluation process, ensure all constituency groups participate in the process, and produce the self-evaluation document. The AOC also oversees the development and production of any additional follow-up, midterm, and annual reports that are required by the Commission. The AOC is a subcommittee of CPC and provides regular reports to the larger governance body.

Faculty, staff, and administrative leaders have responsibility for assuring compliance with Accreditation requirements and document compliance through validation of the work of the Accreditation Oversight Committee (AOC). The ALO works with the leadership team to accomplish the work of the committee and ensure compliance with all requirements, standards, and policies. The Governing Board is regularly updated on matters related to Accreditation, and the Board has appointed a liaison as a conduit for additional information. The

Superintendent/President reviews all reports submitted on behalf of the District, which are approved by the Governing Board and completed on time.

Analysis and Evaluation

The Superintendent/President ensures that Board Policy and Administrative Procedure 3200 establish the framework for how the District prepares for and responds to all matters required of the Commission.

5. **The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

Evidence of Meeting the Standard

Administrative Procedure 3225 (Institutional Effectiveness) (IV.B.5.1) identifies the alignment of institutional practices to District goals; namely: 1) Accreditation status; 2) fiscal viability; 3) student performance and outcomes; and 4) programmatic compliance with state and federal guidelines. The role and membership of College Planning Council (CPC) is identified in Administrative Procedure 3225, a representative shared governance committee that was created to ensure that goals are established through processes that includes broad participation and communication.

The Integrated Planning Model (IV.B.5.2) documents the relationship between the District's Mission Statement, Chaffey Goals as identified in the District's Educational Master Plan (Vision 2030), and Institutional Strategic Plans. The Integrated Planning Model illustrates how plans are operationalized and evaluated through a systemic, cyclical process that leads to evidence-based decision-making and continuous improvement.

Board Policy and Administrative Procedure 6300 (Fiscal Management) (IV.B.5.3 and IV.B.5.4) and Board Policy and Administrative Procedure 6250 (Budget Management) (IV.B.5.5 and IV.B.5.6) are the policies and procedures that have been adopted/approved to ensure that the effective control of budget and expenditures exist. Board Policy 6300 specifically states that procedures will be developed that, "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." Additionally, Board Policy 6250 ensures that, "the budget shall be managed in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. Budget revisions shall be made only in accordance with these policies and as provided by law."

Analysis and Evaluation

The institution has policies and procedures in place that ensure that institutional practices are consistent with the institutional mission and practices and that sound fiscal and budget management strategies are in place that are consistent with Title 5, state and federal regulations, and accounting and auditing practices.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

All Board Policies and Administrative Procedures are posted to the Chaffey College website (IV.B.6.1), including items under consideration and the status of the approval process.

Report to the Community (IV.B.6.2) is an annual luncheon that is open to District faculty, staff, alumni, partners, and the public at large. The event provides updates on all areas of the District and includes students' stories and testimonials. This event is generally well attended and affords an opportunity for the Superintendent/President to provide an update to the community (city mayors, police and fire departments, K-12 superintendents) on the status of the District. Another opportunity for the Superintendent/President to engage and communicate with local communities is the Superintendents/Principals Meeting (IV.B.6.3), an event designed to provide local high school superintendents and principals with updates such as Guided Pathways, Academic and Career Communities, and AB 705.

The President's Update (IV.B.6.4) is a monthly newsletter that is posted to the District website and includes topics relevant and timely for each particular month. For example, the January 2022 President's Update included information about the COVID-19 surge, the Higher Education Emergency Relief Funds (HEERF), providing grants and vaccine incentives to students, holiday gift drive-through event, and nursing student pinning ceremonies.

Analysis and Evaluation

The Superintendent/President works and communicates effectively with both the campus community and the cities served by the District by providing timely updates via the District website, email, and forums. The Superintendent/President is active in the community and represents the District throughout the service area.

Conclusions on Standard IV.B: Chief Executive Officer
Chaffey College's Superintendent/President is responsible for the operations, planning, and future directions of the District. The Superintendent/President uses the network of teams available within the organizational structure of the organization, as well as the Governing Board's direction as articulated through Policies and Procedures, to build the capacity of the District to effectively serves students currently enrolled and support the capacity of the District to plan for future generations of students.

Improvement Plan(s)
N/A

Evidence List
IV.B.1.1   BP 2410 Board Policies and Administrative Procedures
IV.B.1.2   AP2410 BPs and APs
IV.B.1.3   BP 2420 Superintendent/President Support to the Governing Board

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

Board Policy 2200 (Governing Board Duties and Responsibilities) (IV.C.1.1) outlines the broad authority granted to the Governing Board to establish and assure academic quality, integrity, effectiveness, and financial stability of the District. This policy clearly gives the Governing Board the authority to represent the public interest, establish policies, hire and evaluate the CEO, assure fiscal health and stability, and monitor the performance and educational quality of the District.

Board Policy and Administrative Procedure 2510 (Participation in Shared Governance) (IV.C.1.2 and IV.C.1.3) outline the roles of faculty, staff, and students in the shared governance process, as well as the commitment of the Governing Board to guarantee that all constituent groups have input in the decision-making process.

Board Policy 6305 (Reserves) (IV.C.1.4) requires that the Superintendent/President maintain a general fund reserve at, or above 7%. This policy also establishes a two-thirds vote by the

Governing Board for transfers from the reserve for contingencies to any expenditure classification.

Analysis and Evaluation

The Chaffey Community College District is under the control of a board of elected community members comprised to form the Governing Board. The Governing Board is authorized to establish policies that assure students are provided a quality educational experience that is based on integrity and effectiveness both through programs and services. The Governing Board has also established policies that maintain the financial stability of the institution.

2. **The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

Evidence of Meeting the Standard

As documented in Board Policy 2200 (Governing Board Duties and Responsibilities) ([IV.C.2.1](#)), "The Governing Board deliberates with many voices but governs with one." While the Governing Board acts and governs with a single voice, the expertise of individual members is leveraged to enhance the ability of the Governing Board to act as a body. As part of their duties and responsibilities, the Governing Board: strives to govern with excellence with an emphasis on outward vision; encourages diversity; distinguishes between Governing Board member and chief executive roles; establishes broad written policies that provide guidance to the institution; monitors institutional performance and educational quality; and delegates power and authority to the Superintendent/President to effectively lead the District.

Governing Board members are stewards of public interest, and recognize and consider multiple perspectives from diverse communities in affirming a common vision for the District. To ensure equal representation of the communities served, Board members represent "districts" ([IV.C.2.2](#)) within the Chaffey College service area.

Analysis and Evaluation

Board Policy 2200 (Governing Board Duties and Responsibilities) delineates the roles and responsibilities of Governing Board members and documents how the Governing Board acts with one voice to ensure that the Chaffey Community College District is accountable to the communities it serves.

3. **The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

Evidence of Meeting the Standard

Through Governing Board Policy 2431 (Superintendent/President Selection) ([IV.C.3.1](#)), the Governing Board has codified a process that norms to Title V regulations and ensures that a fair and open process exists to fill a Superintendent/President vacancy. To ensure that a seamless

governance process remains in place, Board Policy 2432 (Superintendent/President Succession) (IV.C.3.2) identifies the process for appointment of an acting (less than 30 days) or appointed (periods in excess of 30 days) Superintendent/President in the absence of the Superintendent/President.

Governing Board Policy 2435 (Evaluation of the Superintendent/President) (IV.C.3.3) directs the Governing Board to conduct an annual evaluation of the Superintendent/President, providing timely and regular feedback on the Superintendent/President's performance. As identified in Board Policy 2435, the evaluation process shall comply with requirements set forth in the Superintendent/President's contract of employment with the District and employ an evaluation process agreed upon by the Governing Board and the Superintendent/President. The criteria for evaluation is operationally defined and based upon the execution of Governing Board Policies, the Superintendent/President's job description, and performance goals and objectives developed in accordance with Board Policy 2430 (Delegation of Authority to the Superintendent/President) (IV.C.3.4).

Analysis and Evaluation

Board Policies 2431 (Superintendent/President Selection) and 2432 (Superintendent/President Succession) identify the processes in place to select the Superintendent/President and ensure seamless governance of the District in the Superintendent/President's absence. Board Policy 2435 (Evaluation of the Superintendent/President) codifies a process for systemic and timely evaluation of the Superintendent/President.

4. **The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

Evidence of Meeting the Standard

Board Policy 2200 (Governing Board Duties and Responsibilities) (IVC.4.1) specifies the authority of the Board as an independent policy-making body that deliberates with many voices but governs with one. The Governing Board is responsible for developing policies in the areas of governance processes, Governing Board-staff relationships, and executive expectations. "The Governing Board guarantees the accountability of the District by assuring that it (a) achieves appropriate results for appropriate persons at an appropriate cost, and (b) avoids unacceptable activities, conditions and decisions."

Board Policy 2715 (Code of Ethics) (IV.C.4.2) reinforces the Governing Board's responsibility to advocate for and defend the institution and protect it from undue influence or political pressure, "Acting in a manner to merit the trust and confidence of the public and those it serves, the Governing Board accepts its responsibility of "trusteeship." Foremost in its declaration is the Governing Board's pledge to discharge faithfully the duties of its office regardless of personal considerations, recognizing that the public interest must be its primary concern." Board Policy 2716 (Political Activity) (IV.C.4.3) provides additional protection from undue influence by restricting the Governing Board's use of District resources for political purposes.

Board Policy 2100 (Governing Board Elections) (IV.C.4.4) notes that Governing Board member terms are four years in length. The Governing Board is selected by the voters within the areas they represent within the District, covering the cities of Chino, Chino Hills, Fontana, Guasti, Mt. Baldy, Ontario, Rancho Cucamonga (Alta Loma, Cucamonga, and Etiwanda), and Upland (IV.C.4.5).

Board Policy 2105 (Election of Student Trustee) (IV.C.4.6) defines the general practice and requirements for electing the Student Trustee, and Board Policy 2015 (Student Trustee) (IV.C.4.7) describes the Student Trustee's ability to participate in discussion of issues and receive all materials presented to members of the Governing Board (except for closed session). The student member is recognized as a full member of the Governing Board at meetings.

Regular Governing Board meetings are open to the public in accordance with California government code and are governed through Board Policy 2310 (Regular Meetings of the Governing Board) (IV.C.4.8). Board Policy 2340 (Agendas) (IV.C.4.9) stipulates that all Board agendas, informational materials, and notes are made available on the District's website prior to all meetings of the Board.

Two Board policies work together to ensure that public participation is included in the Governing Board meetings. Board Policy 2345 (Public Participation in Governing Board Meetings) (IV.C.4.10) ensures that anyone wishing to address the Governing Board may do so. Board Policy 2350 (Speakers) (IV.C.4.11) provides additional clarity with regard to who may address the Governing Board.

The Governing Board annually nominates a board member to serve as the Governing Board Policy Liaison. In this capacity, the Governing Board Policy Liaison meets with the Superintendent/President and the Dean of Institutional Research, Policy, and Grants to review Board Policies and Administrative Procedures prior to their submission to the Governing Board for first reading and information. The role of the Governing Board Policy Liaison is outlined in Administrative Procedure 2410 (Board Policies and Administrative Procedures) (IV.C.4.12).

Analysis and Evaluation

The Governing Board is an independent policy-making body that reflects the public interest, and a Student Trustee participates on the Governing Board. Board Policies and Administrative Procedures regulate Governing Board member conduct and establish protocols to protect the District from undue influence or political pressure. Public interest in the quality of education and District operations is provided through public comment at Board meetings and through the Board's consistent adherence to open meeting laws and principles. Minutes of meetings provide examples of public input and comments.

5. **The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, financial integrity and stability.**

Evidence of Meeting the Standard

The Chaffey College Governing Board values, supports, and assesses student success and achievement as demonstrated in Board Policy 1250 (Board Goals for Student Success) (IV.C.5.1). The District's strategic, educational, and other plans are designed to achieve the following Governing Board expectations for student success in six areas:

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 (see also Board Policy 1450 (Core Competencies) (IV.C.5.2)):

   - Effective communication and comprehension skills
   - Critical thinking and information competency
   - Community/global awareness and responsibility
   - 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.

6. Students understand how to access resources that will reduce out-of-pocket costs as much as possible, including financial aid, grants, scholarships, and other support programs.

As identified in Board Policy 2200 (Governing Board Duties and Responsibilities) (IV.C.5.3), the Chaffey College Governing Board has ultimate responsibility for educational quality, legal matters, integrity, and stability. In summary the Governing Board, "guarantees the accountability of the Chaffey Community College District by assuring that it (a) achieves appropriate results for appropriate persons at an appropriate cost, and (b) avoids unacceptable activities, conditions and decisions." The Governing Board has established and follows these guiding principles:

1. Govern with excellence with emphasis on outward vision, strategic leadership, and a future orientation; encourage diversity in viewpoints and collective decisions; strives for a clear distinction between Governing Board and chief executive roles.

2. Develop broad governance policies that achieve appropriate results for appropriate persons at an appropriate cost.

3. Avoid unacceptable activities, conditions and decisions in the areas of governance, board-staff relationships, and executive expectations.

Analysis and Evaluation

Policies (consistent with the District Mission Statement) are in place to ensure support is given to the quality, integrity, and improvement of student learning programs and services, and the

resources necessary to support them. Board Policy 1250 (Board Goals for Student Success) demonstrates that the Chaffey College Governing Board values, supports, and assesses student success and achievement. Board Policy 1450 (Core Competencies) demonstrates that the Governing Board, administrators, faculty, and staff of the Chaffey Community College District strive to develop lifelong learners who exhibit four core competencies.

The Governing Board has ultimate responsibility for educational quality, legal matters, integrity and stability. Board Policy 2200 (Governing Board Duties and Responsibilities) demonstrates that the Chaffey College Governing Board has ultimate responsibility for educational quality, legal matters, and integrity and stability.

6. **The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

Evidence of Meeting the Standard

Chapter two (IV.C.6.1) of the District's policy manual is devoted exclusively to Board Policies and Administrative Procedures that define the Board's size, duties, responsibilities, structure, and operating procedures. The Chaffey College website provides links to all of the Board Polices and Administrative Procedures, which demonstrate compliance with this Standard.

Analysis and Evaluation

All Board Polices and Administrative Procedures are posted on the District's website and available to the public.

7. **The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

Evidence of Meeting the Standard

Along with maintaining an active membership, the District also follows the Community College League of California (CCLC) policy structure, and regularly updates all Board Policies and Administrative Procedures following the criteria outlined in Board Policy and Administrative Procedure 2410 (Board Policies and Administrative Procedures) (IV.C.7.1 and IV.C.7.2).

Analysis and Evaluation

The Governing Board strictly adheres to all Board Policies and Administrative Procedures. Board Policies provide well-defined structure for all activities of the Governing Board. Board Policy review is conducted as necessary, or in response to changes in legislation, Accreditation, or to meet emergent issues. When deemed necessary, Board Policy and Administrative Procedure 2410 outline the process for accomplishing this work.

8. **To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

Evidence of Meeting the Standard

Board Policy 2200 (Governing Board Duties and Responsibilities) (IV.C.8.1) speaks to how the Governing Board shall, "...seek the knowledge and skills it needs to perform with excellence." As part of this evidence-based approach to inform decision-making, the Governing Board has established a calendar of monitoring reports (IV.C.8.4). Monitoring reports address a wide-range of District activities (e.g., distance education; intersegmental partnerships; student success; etc.) that inform the Governing Board about student success, learning, and achievement.

Two examples of how the Governing Board reviews key indicators of student learning and achievement and reviews institutional plans to improve academic quality come from the February 2020 and May 2022 Board Meetings. At their February 2020 (IV.C.8.2) regular meeting, the Governing Board received a draft of the District's Educational Master Plan (EMP) for review and discussion. The Educational Master Plan, which was adopted at the Governing Board's March 2020 meeting, provides an educational vision for the District and identifies specific long-range goals to achieve this vision. During the study session of the May 2022 Governing Board meeting, a presentation (IV.C.8.3) was made to the Governing Board on the institution's progress of 2021-2022 Chaffey College Vision for Success performance outcomes. The report detailed Chaffey's performance on key metrics such as: completion, transfer, unit accumulation at time of award, workforce preparation, and equity.

Analysis and Evaluation

The Monitoring Report Calendar identifies a regular and systemic process that has been established by the Governing Board to review student learning and achievement and institutional plans. Study session presentations further illustrate how the Governing Board is informed and utilizes evidence to improve academic quality.

9. **The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Evidence of Meeting the Standard

Board Policy 2740 (Governing Board Education) (IV.C.9.1) stipulates that the Board will engage in regular, ongoing training for Board development. Annual Governing Board retreats are held in which topics such as ethics; preventing harassment, discrimination and retaliation in the academic setting; best practices of effective community college boards; board goals; and Accreditation are discussed. The Board also engages in self-assessment during the annual retreats.

Board Policy 2100 (Governing Board Elections) (IV.C.9.2) ensures that Governing Board members serve staggered terms of office. The terms are staggered so that two of the Board members shall be elected at one Board election, and three of the Board members at another.

Board Policy 2110 (Vacancies on the Governing Board) (IV.C.9.3) articulates the way vacancies on the Governing Board are to be addressed. In 2020, a Board member retired mid-term and a provisional appointment was made to the Governing Board to replace this member as outlined in Board Policy 2110.

New Board Members attend an orientation provided by the District and are offered the opportunity to attend a series of workshops provided by the Community College League of California.

Analysis and Evaluation

The Governing Board participates in ongoing training for Board development. The District also has an orientation process in place for new Board members, and a procedure in place for providing continuity of membership and staggered terms of office.

10. **Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

Evidence of Meeting the Standard

Board Policy 2745 (Governing Board Self-Evaluation) (IV.C.10.1) states that the Governing Board is committed to continuing evaluation of its performance in order to identify strengths, as well as areas in which it may improve its functioning. To this end, the Governing Board conducts regular self-evaluation with assistance from a consultant with the Association of Community College Trustees.

The Superintendent/President's Office holds annual Governing Board retreats in which the Board participates in the self-evaluation, self-assessment process. The instrument used for this process involves ranking of the Board Members' performance on characteristics of effective Governing Boards. The Governing Board was most recently evaluated (IV.C.10.2) at the January 28, 2022 Board Retreat.

Analysis and Evaluation

The Governing Board conducts a regular self-evaluation that assesses their performance against existing Board Policy. The results are analyzed and used to improve Board performance as well as academic quality and institutional effectiveness.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

Administrative Procedure 2710 (Conflict of Interest) (IV.C.11.1), Administrative Procedure 2712 (Conflict of Interest Code) (IV.C.11.2), and Board Policy 2715 (Code of Ethics/Standards of Practice) (IV.C.11.3) outline the Governing Board Members' duties, expectations, and reporting requirements as an officer of the District.

Board Policy 2715 (Code of Ethics/Standards of Practice) outlines the Governing Board's standards of conduct, ethics principles, and process for addressing violations. When potential conflicts of interest or ethics matters arise, the Superintendent/President and Governing Board President are authorized to consult with legal counsel. Violations of policy are addressed by the Governing Board President, who will first discuss the alleged violation with the member to reach a resolution.

Governing Board Member interests are disclosed through annual filing of the Statement of Interest Form 700 from the California Fair Political Practices Commission. Governing Board Members' economic interests do not interfere with their impartiality; nor do their interests outweigh the Board's duty to ensure the academic and fiscal integrity of the institution. Statement of Interest Form 700 is available for review upon request from the Chaffey College Superintendent/President's Office.

Analysis and Evaluation

Members of the Governing Board adhere to an established code of ethics and conflict of interest policy, including statements of economic interest, which are disclosed in a Statement of Interest Form 700 from the California Fair Political Practices Commission on an annual basis. To date, there have been no violations of the code of ethics or conflict of interest policies.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Governing Board follows Board Policy 2430 (Delegation of Authority to the Superintendent/President) (IV.C.12.1) giving "responsibility for administering the policies adopted by the Governing Board and executing all decisions of the Governing Board requiring

administrative action." Board Policy 2430 stipulates that the Superintendent/President has authority to interpret Board Policy, make decisions for District operations, and ensure that the District complies with all laws and regulations.

Board Policy 2435 (Evaluation of the Superintendent/President) (IV.C.12.2) requires that the Governing Board conduct no less than an annual evaluation of the Superintendent/President. The evaluation of the Superintendent/President includes requirements established in the contract of employment with the Superintendent/President. The Governing Board uses an evaluation process developed and mutually agreed upon by the Governing Board and the Superintendent/President.

Analysis and Evaluation

The Governing Board follows Board Policy 2430 (Delegation of Authority to the Superintendent/President), as well as Board Policy 2435 (Evaluation of the Superintendent/President). These policies allow the Superintendent/President to manage the operations of the District as well as provided an effective structure for the Governing Board to hold the Superintendent/President accountable for operations.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Board Policy 3200 (Accreditation) (IV.C.13.1) articulates the role of the Superintendent/President and their responsibility for ensuring the District complies with the Accreditation process and Standards of the Commission, keeping the Governing Board informed and involved where required, and providing the Governing Board with a summary of any Accreditation reports. While the Superintendent/President has the primary leadership role for Accreditation, Administrative Procedure 3200 (Accreditation) (IV.C.13.2) articulates how the Associate Superintendent of Instruction and Institutional Effectiveness serves as the Accreditation Liaison Officer (ALO), working in conjunction with the Accreditation Oversight Committee (AOC), and ensures that all District reports are prepared for and submitted to the Accrediting Commission.

The Governing Board received training during their regular Board meetings on eligibility requirements, Accreditation Standards, and Commission policies. The Governing Board is regularly updated on all Accreditation issues, including eligibility requirements, Accreditation Standards, Commission policies, Accreditation processes, and the District's accredited status.

In preparation of Standard IV.C, the Superintendent/President and the Accreditation Liaison Officer prepared a draft document for the Governing Board, and at the October 20, 2022 Governing Board meeting, the Governing Board received a complete draft of the full institutional self-evaluation report for review, with particular discussion about Standard IV.C. At the

November 16, 2022 Governing Board meeting, the institutional self-evaluation report and the quality focus essay were submitted to the Governing Board as information.

Analysis and Evaluation

The Governing Board effectively participates in the Accreditation process and in the evaluation of Board roles and functions, and serves as the primary review body for all drafts and revisions of this section. The Governing Board monitors accomplishments related to Accreditation recommendations and has final approval of Accreditation documents including the midterm report and substantive change proposals.

Conclusions on Standard IV.C: Governing Board
The Governing Board aligns its conduct, training, and scope with the internal policies that inform their work. They also engage in ongoing training and preparation in order to stay informed regarding emerging trends and legislative changes. In turn, that improves their capacity to provide input to the Superintendent/President regarding the overall direction of the District and support the needs of District constituencies.

Improvement Plan(s)
N/A

Evidence List
IV.C.1.1   BP 2200 Governing Board Duties and Responsibilities
IV.C.1.2   BP 2510 Participation in Shared Governance
IV.C.1.3   AP 2510 Participation in Shared Governance
IV.C.1.4   BP 6305 Reserves
IV.C.2.1   BP 2200 Governing Board Duties and Responsibilities
IV.C.2.2   Governing Board District Maps
IV.C.3.1   BP 2431 Superintendent/President Selection
IV.C.3.2   BP 2432 Superintendent/President Succession
IV.C.3.3   BP 2435 Evaluation of the Superintendent/President
IV.C.3.4   BP 2430 Delegation of Authority to the Superintendent/President
IV.C.4.1   BP 2200 Governing Board Duties and Responsibilities
IV.C.4.2   BP 2715 Code of Ethics
IV.C.4.3   BP 2716 Political Activity
IV.C.4.4   BP 2100 Governing Board Elections
IV.C.4.5   Governing Board District Maps
IV.C.4.6   BP 2105 Election of Student Trustee
IV.C.4.7   BP 2015 Student Trustee
IV.C.4.8   BP 2310 Regular Meetings of the Governing Board
IV.C.4.9   BP 2340 Agendas
IV.C.4.10   BP 2345 Public Participation in Governing Board Meetings
IV.C.4.11   BP 2350 Speakers
IV.C.4.12   AP2410 BPs and APs
IV.C.5.1   BP 1250 Board Goals for Student Success
IV.C.5.2   BP 1450 Core Competencies

H. Quality Focus Essay

Chaffey College consistently engages in improvement efforts and aspirational planning. That spirit is evidenced in the Educational Master Plan (Vision 2030) and the variety of improvements discussed throughout the Institutional Self-Evaluation Report (ISER). Chaffey considers the spirit of improvement to be an essential part of the DNA of the culture. The District actively seeks employees who are interested in working at a dynamic and engaged environment, even calling out the desire in the faculty job descriptions with this statement:

On a regular basis, we commit ourselves to remaining on the front edge of transformational practices, which requires a continuous investment in faculty and their growth. We depend on faculty to co-design and lead the implementation of initiatives that positively impact students and advance the completion of their goals. Further, we remain closely tied to our community and are seeking faculty who will join us in our quest to provide responsive and supportive programming to engage and improve the communities we serve. The entire campus community aspires to consistently fulfill the vision that Chaffey College improves lives through education. Chaffey College is seeking faculty who will join in the fulfillment of our vision through commitment to continuous improvement and student achievement for all.

Further, Chaffey endeavors to quickly respond to emerging needs in a collaborative and systemic way. Administrators, classified professionals, and faculty are regularly engaged in improvement efforts together. Chaffey embraces a sense of relentless clarity about the Mission and its importance to the community as improvements are explored, implemented, measured, and evaluated. Even the pandemic did not stop Chaffey College from innovating. In fact, reform efforts were an essential part of the survival process as the entire enterprise shifted to a virtual platform. Without that commitment to improve, the transition would have been even more difficult.

In fall of 2021, College Planning Council, the larger governance home of the Accreditation Oversight Committee, evaluated the District's 2016 ISER as well as college-wide dialog regarding challenges and student achievement in order to identify three focus efforts for the Quality Focus Essay. Those areas are: equity, communication, and future-mindedness. Both communication and equity were identified in the 2016 ISER, but the District has included future-mindedness as a result of many experiences during the pandemic regarding technology implementation and systems gaps, as well as a desire to maintain Chaffey's relevance as a partner when students seek employability and social and economic mobility.

I.   Equity

Chaffey College prides itself on being forward looking – always focusing on quality improvements and fostering a culture of innovation that inspires the entire campus community. To ensure the greatest impact of individual efforts, the District strategically approaches holistic institutional improvement through a shared value system that drives students, staff, faculty, and administration. Framed by the District's commitments outlined in the Mission Statement and

made actionable by the goals of the Strategic Plan, the District's vision statement brands the moral imperative that shapes daily work and creates the District's long-term legacy.

The first area that Chaffey College is dedicated to improving is equity. Like every other California community college, Chaffey College maintains a formalized Equity Plan that it submits to the California Community College Chancellor's Office. That document, as with other local studies, indicates that while Chaffey has made strides in opportunity and success for many student populations, there is still much more work to do to ensure that all students succeed equitably (QFE 1.1).

QFE 1.1   Student Equity Plan 2022-2025

Chaffey College has made significant strides in supporting LatinX students in achieving a proportionate ratio of ADT awards consistent with the student population. Significantly, all of the District's demographics are well-represented in awards.

2021-22 Award Earners
Comparison to General Student Population
## by Ethnicity and Gender

BY ETHNICITY	2021-22 Award Earners (n= 2,625)		2021-22 General Student Population (N = 28,316)	
Asian (includes Filipino, P.I.)	240	9.1%	2,464	8.7%
Black/African American	215	8.2%	2,190	7.7%
Latinx	1,667	63.5%	17,372	61.3%
Native American	17	0.6%	49	0.2%
White	411	15.7%	4,643	16.4%
Other	0	0.0%	898	3.2%
Unknown/Decline to State	75	2.9%	700	2.5%
BY GENDER				
Female	1,709	65.1%	17,202	60.7%
Male	905	34.5%	10,539	37.2%
Non-Binary	1	0.0%	77	0.3%
Unknown/Decline to State	10	0.4%	498	1.8%

That has occurred because of increased efforts by the Transfer Center and the deactivation of the University Studies program two years ago. In 2020, the Superintendent/President also initiated a 10-Point Plan to address equity-informed goals for the District. The Plan includes a wide variety of approaches including reformation of the Criminal Justice curriculum, the completion of a comprehensive climate survey, the addition of a Diversity, Equity, Inclusion and Accessibility (DEIA) Officer for the District, equity-based curriculum review and more. These efforts

illustrate the District's commitment to equity, and tremendous progress has been made as a result of the Superintendent/President's leadership (QFE 1.2).

QFE 1.2   10-Point Plan Update 11-30-2022

In 2021, the District engaged Dr. Luke Wood and Dr. Frank Harris from Center for Organizational Responsibility and Achievement (CORA) to conduct the climate assessment, and while the results are generally positive, it is clear that multi-ethnic students are struggling to feel a sense of value and belonging. This trend is evidenced in the slide below in which students were asked to rate their sense of belonging and value;
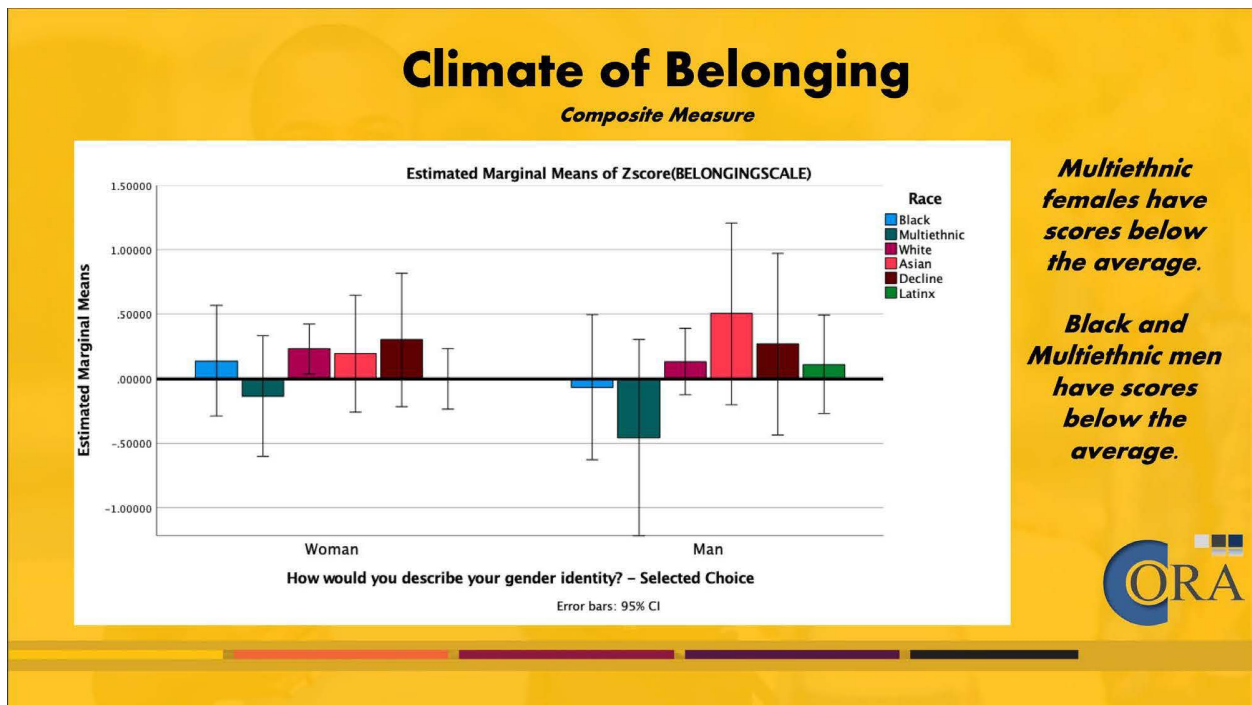
Belonging is just one area that Chaffey College is working to improve. CORA is also working with the District on "listening sessions" with students of all demographics to help guide future planning and identify activities that can improve achievement among students of color, students with disabilities, and LGBTQIA+ students as well. During the pandemic, the District experienced a significant decrease in enrollments among men of color, and their success and achievement is still below what can be achieved. Chaffey also experienced a significant loss of enrollment of AB 540 students, from almost 1,500 in 2018 to just under 200 in 2022. As a result, additional activities and support are part of the plan to improve the experiences of students who most need the District in order to elevate their quality of life and social and economic mobility.

In Standard I.B.1, the Commission specifically notes the essential nature of institutional improvement and equity in the following Standard:

"The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement."

Chaffey College, in its revision of the Mission Statement, has made equity a centerpiece of its efforts, specifically attending to "economic mobility for all." Further, one of the Chaffey Goals specifically calls out "equity" as a central goal because the student population is more diverse than ever in the District's history and serving students who seek an education in order to improve their quality of life is more critical given the economic demands of inflation and the volatility of the workforce landscape. The items below represent some of the immediate efforts, and these activities are also articulated as part of the District's Strategic Plan (QFE 1.3) and will be incorporated into the District's Equity Plan (QFE 1.1).

QFE1.3   Strategic Plan

Chaffey commits to the following activities to advance equitable outcomes and improve students' sense of belonging and improve employability outcomes:

Initiate Student Success Teams

Introduction and Rationale

Chaffey is currently working to establish Student Success Teams as a partnership between Admissions and Records and Financial Aid. These areas are teaming up to identify vulnerable student populations who may have started the enrollment process or already enrolled but have not applied for Financial Aid. The Executive Director of Admissions and Records and Financial Aid has initiated the concept and is activating logistical steps to implement the teams over the coming months.

This idea was originally conceived in 2019 as part of Chaffey's Guided Pathways efforts, but the focus has shifted to students with financial need given the loss of enrollment of the District's most vulnerable students and the results from the Hope Survey. Over 2,400 students participated in the survey, and students revealed the following:

- 62% experienced at least one form of basic needs insecurity, including
- 39% experienced food insecurity in the prior 30 days,
- 54% experienced housing insecurity in the previous year, and
- 11% experienced homelessness in the previous year

These data came from the 2020 Hope survey and illustrate the dire economic situations that Chaffey's students are facing (QFE 1.4). As a result, connecting students to Financial Aid is of paramount importance for the educational and economic survival of students.

QFE 1.4   Hope Survey

Anticipated Impact on Student Learning and Achievement

The anticipated impact on student learning and achievement is higher retention rates and increases in the average number of units that students feel that they can carry. The average unit load is approximately eight units, making the time to completion longer and more fraught with disruption. If students have access to an assistance team in Admissions and Records and Financial Aid, both of these goals are more achievable.

Outcome Measures

This strategy is designed to give more students more personal care and improve a sense of belonging, while simultaneously improving the numbers of students retained at the District and the numbers of students who utilize financial aid

Project Action Plan

Activity	Responsible Party	Resources Required	Timeline for Completion
Organize appropriate personnel into a case management structure	Executive Director of Admissions and Financial Aid Associate Superintendent of Student Services	Configuration of existing and hourly staff	Spring 2023
Identify individual students who are likely to benefit	Executive Director of Admissions and Financial Aid Associate Superintendent of Student Services	Reports from Institutional Research	Fall 2022
Prepare contact protocols for case management calls and outreach	Admissions and Records and Financial Aid staff with assistance from strategic Communications team	Training time	Fall 2022
Prepare a tracking mechanism for contacts and evaluate impact	Institutional Research Admissions and Records teams Financial Aid teams	Forms developed by Institutional Research	Fall 2022 and beyond

Expansion of ESL Programming

Introduction and Rationale

Over the past two years, the District has redesigned its entire ESL program to shift from traditional credit to non-credit programming. This redesign occurred in order to better serve non-

resident populations and reduce the cost barriers to students so that they can access English learning to improve their employability. Historically, ESL enrollments were declining considerably, and non-resident students did not have an access point, which contributed to the decline. Further, Chaffey's AB 540 population also declined considerably during the pandemic from a high of 1,500 students to only a couple of hundred students. While AB 540 status does not necessarily suggest a need for ESL, certainly families of these prospective students may benefit. The rationale also included the notion that enrolling families may also help the District re-engage their adult children. Further, Chaffey has an opportunity to provide ESL instruction to Amazon, one of the largest employers in the Region. Amazon reached out to Chaffey to be its exclusive partner in providing ESL to their distribution employees, which increases their employability as well.

Anticipated Outcome on Student Learning and Achievement

English language learning is often a gateway to other opportunities for students to improvement their employability within their current work environment. It can also engage students in other preparation to develop their own businesses or build skills in sectors in which employability is possible for non-residents. As an economic engine in the Inland Empire, Chaffey has an obligation to help students improve their skills in ways that help also improve their lives, per the District Mission.

Outcome Measures

In addition to overall increases in ESL enrollment, it is the District's intention to specifically increase enrollment within the community. Chaffey will grow access and enrollment in ESL through community centers, as well as through workplaces like Amazon. The research design for these increases also includes tracking the experiences of these students to determine if their learning also resulted in improved employability or engagement in workforce preparation programs through either Instruction or Economic Development.

Project Action Plan

Activity	Responsible Parties	Resources Required	Timeline for Completion
Implement an instructional and student support presence of ten sections in communities and Amazon	Intersegmental Partnerships Student Services	Additional faculty to teach additional sections and training as needed	Fall 2022
Survey students and employers to determine impact	Institutional Research	Time from Institutional Research and the faculty to implement	Spring 2023

Activity	Responsible Parties	Resources Required	Timeline for Completion
Design and build the infrastructure responsible for expanding instructional and student services instruction in the community	Intersegmental Partnerships Student Services	Funds for Success Guides and tutors to support students onsite	Spring 202 – Fall 2023
Engage ESL students in other opportunities for employment and training	Economic Development Instruction Outreach and communications	Faculty time to develop new curriculum Training for faculty teaching new curriculum Marketing for new opportunities	Fall 2023 and beyond

Develop Community-Building Capacity in the Student Experience

Introduction and Rationale

Because students of color and multi-ethnic students identified decreased feelings of belonging and value in the Campus Climate Survey conducted by CORA, the District is committed to addressing this issue. Because the survey was conducted during the pandemic, disconnectedness was a constant factor in the student experience, but these students felt more marginalized than others, making it a factor in retention and achievement. To increase the sense of belonging, the District will leverage events and communications to promote a greater sense of belonging.

Outcome Measurements

A secondary survey will be conducted to measure some of the affective data points in order to determine if the District improved the perception of belonging and value. With these efforts, it is anticipated that these metrics will improve.

Anticipated Outcome for Student Learning and Achievement

National research increasingly points to a sense of belonging and value as an influential factor on learning and achievement. For instance, researcher Terrell Strayhorn (2018) notes that students who felt that their identities were both "seen" and valued were more likely to achieve their overall educational goals (QFE 1.5). Because these are tied, the District is focusing on belonging as a success factor that will improve overall course success, retention, and goal completion.

QFE 1.5   Strayhorn Article

Project Action Plan

Activity	Responsible Parties	Resources Required	Timeline for Completion
Organize a welcome event every semester	Student Services Instruction	Funds to pay any additional staffing Auxiliary funds to support food Marketing support to students for the event	Inaugural event Fall 2022
Implement communications based on "community" in the Student Portal	Student Services Instruction Information Technology	Time from Information Technology Services Content development time for deliver through the Portal	Spring 2023 and beyond
Engage Portal messaging to support Academic and Career interests	Student Services Instruction Information Technology	Time from Information Technology Services Content development time for deliver through the Portal	Fall 2023
Scale Academic Advising	Instruction Instructional Support	Training time for faculty Change to contract language, which has already occurred	Fall 2023 and beyond

II. <u>Communication</u>

The District identified "communication" as an area of improvement in 2016 in its last Institutional Self-Evaluation Report (ISER), and College Planning Council has determined that it will continue into the next planning and improvement cycle. Communication, especially electronic, was essential for the continuous support of students in the online environment. Now in endemic status, communication of all types continues to be an area to improve and streamline. Through focus groups and surveys, students noted that that they often felt confused by tools or frustrated by multiple log-ins. A communication focus also addresses or overlaps with equitable outcomes efforts addressed in the previous section.

Communication aligns to Standard II.C.3 which states,
"*The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.*"

As discussed in the ISER, communication is a complex and ever-evolving issue when serving so many student populations with a variety of goals and deliveries. During the pandemic, the District implemented a variety of methods of reaching students. The need to communicate sparked a deluge of tools and approaches, and in the process, the student experience became a maze of trial and error.

This Standard is focused on a variety of potential areas, but implicitly the students' experience during their journey is at the core. Learning outcomes, achievement, and equity are not possible if institutional practices are not optimally effective. During the pandemic, it became clear that a lack of integrated systems and communication protocols challenged students in ways that undermined overall effectiveness. Since Chaffey's last Accreditation in 2016, the District rebuilt its entire web-based identity, per the prior Quality Focus Essay and review, but communication persists as an area needing further refinement and improvement, especially with the reliance on virtual systems.

Further, these efforts are also related to Standard I.B.7, which also reinforces the importance of examining policies and practices and the totality of their effectiveness to the educational enterprise and the Mission:

"The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and the accomplishment of the mission."

To address these issues, Chaffey implemented a "Student Design Team" in 2019 to help provide a mirror regarding processes and experiences that presented obstacles and confusion for all students. The Student Design Team was used to change the layout of the Portal and modify the representation of registered sections. The District has identified other processes within the registration process and the Portal that need improvement.

The pandemic certainly interfered with the scale of Student Design Team utilization, but Chaffey is in the process of reinstituting the team in order to gather the kinds of qualitative information necessary to plan. In order to achieve these improvements, the inclusion of qualitative data from students regarding services and processes will be essential.

In reviewing data and information regarding the ISER, it was clear that while some quantitative data had been collected, the pandemic meaningfully slowed efforts to assess the students' satisfaction and engagement with student and learning support and services. Engaging more of this activity at traditional levels will be an important part of continuous improvement efforts in both student services and instructional support. Those activities are specifically outlined in Standard IIB.3 below:

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Prior to the pandemic, these efforts were robust and continuous, and many students participated in surveys, and student participation in support services was significant. Shifting to fully virtual services was exceptionally challenging in these areas, and the efforts to incorporate regular evaluation waned as did student participation (QFE 2.1). As a result, those renewed endeavors, as discussed in the ISER, are included in the communication plan as well. Ongoing and rich dialog with students about their experiences will be critical in the next development phase in order to maintain effectiveness and relevance.

QFE 2.1   Student Design Team Jamboard

Re-Engage the Student Design Team

Introduction and Rationale

The Student Design Team was originally created to help Chaffey College identify barriers during the matriculation process. Local research indicates that the District's yield rate from application to enrollment is approximately 48 %. Just before the pandemic, eleven federal work study students were hired for expressly this purpose, and a bit of information was gathered, but then the District shifted that activity to assisting with the Chaffey Coronavirus website. Students regularly reviewed communications, and they gave suggestions regarding improvements. This feedback is essential for the District to improve the registration process, especially in a time when enrollment is less stable.

Anticipated Outcomes on Student Learning and Achievement

One of the primary goals of the community college mission is access to education. The community college acts as a democratizer for students with educational and economic challenges. If potential students go as far as applying but fail to enroll, some of the reasons they don't fully engage are because of process failures, and the District needs to take responsibility for that failure. Increasing access, in turn, increases the capacity for learning and achievement. Even though unemployment in the Inland Empire is reasonably low, many are "underemployed," making a college education and training a necessity to improve their economic and social capital. As the CTEOS report indicates, career training has an enormous impact on students' income, increasing their hourly wage by $8.00 overall (QFE 2.2).

QFE 2.2   Chaffey College CTEOS 2021

Outcome Measures

The primary unit of measurement is an increase in the number of students who apply and subsequently enroll. While there are likely a great many reasons why students fail to enroll, if the District can activate a more student-centered approach to matriculation, it is likely that the numbers of enrollments will increase commensurate with improvement efforts.

Project Action Plan

Activity	Responsible Parties	Resources Required	Timeline for Completion
Re-Initiate a team of student workers as the "Student Design Team"	Student Services	Leadership time for the Design Team Compensation for students performing this work	Fall 2022
Re-initiate the feedback protocols used in 2019	Student Services and Institutional Research	Hiring time for Design Team and orientation time/compensation for student participants	Fall 2022
Identify a slate of high-impact annual projects for the Student Design Team to review	Student Services Instruction Information Technology	Leadership time from Student Services and Instruction to create a project list	Spring 2023
Develop more formal collection mechanisms that can be shared with District personnel	Student Services Institutional Research	Time from Institutional Research to review and update, if necessary, the tools developed in 2019	Spring 2023

Feedback Improvement in Support Areas

Introduction and Rationale

As previously noted, participation in learning support and some student services areas has decreased during the pandemic. Just getting students to utilize the supports was the District priority. As the surrounding communities settle into "endemic status," Chaffey's support network will generate efforts to more intentionally measure the learning and experiences of student participants. Alternatively, appropriate personnel will also evaluate the extent to which students formerly utilized services and support and have drifted from making them a central part of their college experience.

Outcome Measurements

The District will measure these efforts by standardizing survey instruments and collection efforts. Efforts occurred during the pandemic, but participation was low, for instance with the Success Center survey only including approximately 100 students. Making that an irresistible

part of all students' experiences, regardless of delivery, will increase the numbers of respondents and also enrich the feedback for planning and improvement.

Anticipated Outcome on Student Learning and Achievement

The anticipated outcome is improved support experiences. That can be measured by satisfaction rates as well as by learning outcomes data increases.

Project Action Plan

Activity	Responsible Parties	Resources Required	Timeline for Completion
Evaluate previously utilized tools for tracking learning and satisfaction in all service and support areas	Student Services Instructional Support	Time from Institutional Research to review tools	Fall 2022
Revise tools as needed to collect appropriate data	Student Services Instructional Support	Time from affected areas to review tools and revise as needed	Spring 2023
Deploy revised tools in all service and support basis on a regular basis	Student Services Instructional Support	Time to develop an implementation protocol	Spring 2023
Develop a strategic plan using student feedback and findings	Student Services Instructional Support	Leadership to reflect on findings and develop a strategic plan using the findings	Fall 2023
Measure the impact of improvements and "close the loop" on new activities	Student Services Instructional Support Institutional Research	Leadership to reflect on findings and develop a strategic plan using the findings	Spring 2024

III. <u>Future-Mindedness</u>

Chaffey College prides itself on its innovative spirit and mindset. Even with the pioneering framework for which the District is known, the pandemic taught the campus community about how many processes needed to be automated and simplified. Some of the activities outlined in the Quality Focus Essay represent the continuation of that work and represent the modernization of efforts that are aligned with technological improvements that help students navigate the system. Further, the District has also begun efforts that represent increases in opportunities for employability, which aligns to the District's strategic plans, equity, and the following standard:

Standard IVA.1
"Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking

initiative for improving the practices, programs and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systemic participative processes are used to assure effective planning and implementation."

A culture of innovation does not necessarily equate to future-mindedness. Despite Chaffey's many accomplishments as innovators, those reforms need to also support trends regarding student and business needs. Certainly, the pandemic put a spotlight on some antiquated paper-based processes, and many of those have been addressed. Using virtual tools, like the Portal, will help the District address the sense of belonging issue illuminated by the CORA climate survey. As previously discussed, African-American/Black students and multi-ethnic students are less likely to feel seen and valued. The Student Portal has the capacity to support the District in building out affinity groups and Academic and Career Communities based on students' interests. This is a central strategy for Chaffey to create more high-touch with high-tech that is designed to feel personalized based on the student's preferences. This can also integrate with the District's current efforts to implement My Path, which gives students specific information based on self-reported characteristics.

Other efforts to remain "future-minded" relate to shifts in student needs. For instance, nationally, many traditional-aged students are questioning the relevance of college for their future. With rising student debt and potentially unclear connections between a college award and improved employment, Chaffey is embracing a spirit of entrepreneurship to bring together the ethos that career and transfer are part of the same continuum rather than a delineating bifurcation for students.

Implement an Entrepreneurship Hub

Introduction and Rationale

The District has been a model of entrepreneurship and workforce preparation in two ways: the Industrial Technical Learning (InTech) Center and the Invention and Inclusive Innovation (I3) project. The InTech Center provides work-related training, contract education, and pre-apprenticeships and apprenticeships for the community of workers in the District. The I3 Project, which is sponsored by the Chancellor's Office, has allowed Chaffey to develop curricular programming focused on entrepreneurship and is now providing other colleges in California with guidance about how to do this as well (QFE 3.1). These efforts are significant because of the rise of the gig economy and the desire of many community members to own and operate their own businesses. As a result, Chaffey is in an active exploratory mode to establish an entrepreneurship hub within the community.

QFE 3.1   The Breeze Article Invention Internship

Outcome Measurements

Initially, interest in this effort can be measured by the numbers of partnerships and participation of the local community leaders. Once established, the effectiveness and relevance of the effort will be measured by participation rates and satisfaction surveys of key stakeholders and

participants. The District is in the very early stages of development of this idea and is just now laying the groundwork for partnerships with an initial contribution from local developer and entrepreneur, Randall Lewis.

Anticipated Outcomes on Student Learning and Achievement

Chaffey College has established strong ties with many city leaders within the seven cities it supports as well as with the local Chambers of Commerce. The feedback the District has received reinforces that not all community members who want to own and operate a business are interested in achieving a certificate or degree, but they may need education and training in order to make their small businesses successful. The Board of Labor Statistics indicates that approximately 20% of businesses fail in their first year, and 45% of businesses fail in their second year of operation, and this affects the capacity of the community and individuals to thrive. For many, an independently owned business may be one of the few roads to prosperity because of other employment barriers like former incarceration or residency status.

The entrepreneurship hub will be designed for local business owners or aspiring owners to build networks with current business owners, learn skills about how to avoid common pitfalls and create branding, and engage experiences that can drive their businesses into growth. These outcomes will need to be measured by participant surveys and assessments.

Project Action Plan

Activities	Responsible Parties	Resources Required	Timeline for Completion
Establish community partnerships for space and funding	Economic Development Instruction	Identification and solicitation of philanthropic resources within the community	Spring 2023
Engage a Steering Committee of internal and external stakeholders for design planning	Economic Development Instruction	Leadership and collaboration time for an invention period	Fall 2022 and beyond
Determine the details of the services and support of the center/hub	Economic Development Instruction	Time to plan for the design and necessary resources for activity in the center/hub	Spring 2023
Design assessment instruments for participants	Economic Development Instruction Institutional Research	Time from Institutional Research to develop a portfolio of assessments to measure effectiveness based on feedback from key stakeholders	Spring 2023

Activities	Responsible Parties	Resources Required	Timeline for Completion
Market the center/hub for student engagement and participation	Strategic Communications /Marketing	Funding to support strategic marketing	Fall 2023 or Spring 2024

Expand Distance Education Training and Instruction

Introduction and Rational

The pandemic reinforced the need to continue to diversify learning options for students. With distance education training as a centerpiece of educational operations, it has become evident that as the training quality and depth increases, so does the effectiveness. Over the past two years, Chaffey College has fully integrated with the California Virtual Campus/Online Exchange Initiative (CVC-OEI) so that students can readily enroll in courses not only at Chaffey but for other courses that are perhaps not available online at Chaffey.

As a result, the District has expanded participation in Peer Online Course Review (POCR) and training. Over 140 faculty have been POCR trained. When Institutional Research evaluated the impact of that training, researchers found that participation in training increased course success for all students by approximately 12%, and students of color increased success by over 30% (QFE 3.2). Those startling results indicate that the District needs to continue expanding POCR training because of the impact on student achievement as a result of course design improvements.

QFE 3.2   POCR Summary

Outcome Measurements

As the study previously mentioned illustrates, success and retention metrics are the key indicators of the effectiveness of this training. Faculty surveys will also be included, as many of the faculty who participated thus far have casually indicated that the training has improved all their teaching, not just their online instructional delivery.

Anticipated Outcomes on Student Learning and Achievement

When students are more likely to be retained and successful, then both learning and achievement are arguably improved. While current research has not delved into the impact on learning depth or faculty perceptions, those are likely elements of the next level of implementation. Obviously, when success rates are improved by 12%, fewer students are need to repeat courses and are more likely to achieve their goals in a timely manner. Further, when students of color are more successful, the District is making meaningful strides toward improving equitable outcomes for all of the students who need education in order to improve their lives and the lives of those they love.

Project Action Plan

Activity	Responsible Parties	Resources Required	Timeline for Completion
Identify and cultivate available resources (trainers and compensation) to make expanded training possible	Instruction Budgeting Services Distance Education	Additional funding for trainers and training	Fall 2023
Develop deliveries that expand training opportunities for more faculty participation	Instruction Distance Education	Time from the DE team to develop additional online training options	Fall 2024
Develop data collection protocols for the training experience	Instruction Distance Education	Time from DE leadership and Institutional Research to develop assessments	Fall 2024