



Chaffey College

Date: August 30, 2023

To: Dr. Joe Wyse, Team Chair
Mr. Mitch Charles, Vice Chair
Dr. Catherine Webb, ACCJC Staff Liaison

From: Dr. Henry Shannon, President, Chaffey College

CC: Misty Burrue, Accreditation Liaison Officer

Re: College Update on Core Inquiries

Chaffey College is looking forward to the upcoming Focused Site Visit. In order to facilitate the team's review process, please see below pertinent college developments pertaining to the core inquiries, in addition to evidence the team may find helpful in advance of the visit.

Core Inquiry 1: The team seeks to clarify how the institution identifies and regularly assesses learning and student support outcomes to continuously improve programs and services and how the results of these assessments are being communicated.

Standards or Policies: Standards I.B.8, II.A.3, and II.C.2.

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 1.
(300 words max.)

Assessment of Learning and Student Support Outcomes for Continuous Improvement

While the District utilizes Taskstream to report the results of Course Learning Outcome (CLO) assessments, the Academic, Community, and Employability Skills (ACES) assessment evidence is now available in Canvas ([CII-01](#)). Specific programmatic improvements and post-CLO assessments are evidenced by programs like Computer Science, Interior Design, and Engineering ([CII-02](#)). Examples of student support assessment include Athletics, Supplemental Instruction, and the Multidisciplinary Success Center ([CII-03](#)).

As stipulated by Section 4d of the Program and Services Review (PSR), a three-year ACES assessment plan ensures at least half the course sections undergo ACES assessments. Using the PSR Instructional Writing Guide rubric ([CII-04](#)), all courses undergo assessments for either CLOs or ACES in three-year cycles. PSR Student Support Writing Guide ([CII-05](#)) requires that all SSOs be assessed on a three-year cycle.

Results of these assessments are communicated through various means including the OAC Newsletter, "Did You Know?" ([CII-06](#)) series, ACES outcomes reports ([CII-07](#)), and Flex breakout sessions. These platforms offer updated data on instructional assessment, thus ensuring a shared understanding of the District's strengths and challenges.

Processes Ensuring Effectiveness of Student Support

During spring 2023, the District identified a Student Support Outcomes Prototype workgroup that was responsible for exploring the correlation between student support interactions and Institutional Learning Outcomes (ILO)-ACES ([CII-08](#)). The workgroup met during summer 2023 to address issues surrounding the lack of data associated with student support interactions.

As a result, the workgroup designed a framework that will allow for data system development, collection, and improvement planning within instructional support and student service areas. Student Support faculty and staff will map service types to ILO-ACES, select student support interactions in real time, and analyze proportion of ILO-ACES across Student Support Areas. Improvement planning will be informed by a gap analysis ([CII-09](#)).

Evidence: Provide the list of evidentiary documents which will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 1.

(documents should be separate pdf files on submitted flash drive)

1. [CII-01_OAC_Newsletter05_2022](#)
2. [CII-02_PSR_SLO_ProgramExample](#)
3. [CI-03_PSR_SLO_StdntServices](#)
4. [CII-04_PSR-WritingGuide](#)
5. [CII-05_SS_PSR_WritingGuide](#)
6. [CII-06_SLO_Communications](#)
7. [CII-07_ACES_Outcome_Report](#)
8. [CII-08_SS_Outcomes](#)
9. [CII-09_SS_OutcomesPrototype](#)
10. [CII-10_SLO_SSOA_Committee](#)
11. [CII-11_SS_TeamMeetingNotes](#)
12. [CII-12_SSOA_CanvasTraining](#)

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college’s work. (300 words max.)

To ensure regular assessment of learning outcomes, a dedicated Student Support Outcomes Assessment (SSOA) committee ([C11-010](#)) has been established. This committee aims to implement a common assessment tool, including assessment strategies. The assessment scope extends beyond classrooms, covering services like instructional support, counseling, and extracurricular activities. During Fall 2023, content in Canvas will be shifted to ACES data collection, including training of faculty and staff on the process and reporting of ACES activities ([C11-11](#)).

Streamlined processes are in place to gauge the efficacy of student support services, with each service area connecting measurable outcomes to the ACES-ILO framework. Feedback from faculty and staff interacting with students and accessing support services will be collected after each semester by the SSOA committee and guide ongoing enhancement of support services. The SSOA committee will be incorporated into the District’s PSR process beginning in Fall 2023.

In addition, the SSOA committee will ensure broad sharing of outcome results across departments to evaluate trends and identify strengths and weaknesses. Regular department meetings will promote open discussions, while a SSOA Canvas Training Hub ([C11-12](#)) will offer ongoing support and training of faculty and staff responsible for mapping and assessing student support outcomes.

Core Inquiry 2: The team seeks to understand how Total Cost of Ownership (TCO) is integrated into long-range capital facilities and equipment plans in support of overall institutional improvement goals.

Standards or Policies: III.B.4.

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 2. (300 words max.)

Chaffey College integrates Total Cost of Ownership (TCO) into its long-range planning for facilities and technology, ensuring acquisition, operation, and renewal costs are considered. Beginning with the Cambridge-West (CW) TCO analysis, the Budget Advisory Committee established a TCO workgroup, meeting bi-monthly from January through August 2023. The workgroup reviewed the District’s TCO methodology and implemented a comprehensive framework to ensure sustainable, cost-effective development aligns with institutional improvement goals. Shared governance groups participate in the strategic alignment and planning process, reviewing District goals and preparing planning forecasts ([C12-01](#)). TCO

implementation documentation includes guidelines for both facilities and technology planning, as well as vendor selection and cost-saving initiatives ([CI2-02](#)).

Facilities Master Planning, Bond Efforts, and Budgeting:

Guidelines for facilities planning include “FIERCE” planning principles and a TCO review by the Executive Team at 50% of building completion ([CI2-02](#), page 1). Chaffey uses the Facilities TCO Framework ([CI2-03](#)) (updated jointly with CW in April 2022) to track operational and life cycle facilities' costs. Cost metrics, based on 2019-20, currently govern future facilities projects. Furthermore, established staffing standards, informed by CW recommendations ([CI2-03](#), pages 2 & 9), determine maintenance personnel assignments.

Technology Capital Investments, Budgeting, and Staffing Standards:

As a part of the annual Resource Allocation Committee (RAC) review process, the Technical Review Team ([CI2-02](#), page 2) assesses technology and equipment requests, with particular attention to "Big Ticket Items" (costs exceeding \$50,000). These evaluations ensure acquisitions align with District standards ([CI2-04](#)) and are cost-effective and compliant with safety standards. Chaffey studied hardware/software acquisitions and operational expenses and, using 2022-23 data, began applying a 20% TCO cost factor ([CI2-05](#), page 1) for future technology purchases. Published standards ([CI2-06](#)) guide departments on equipment requests and budgeting. In addition, the CW TCO study informed the District’s Technology Replacement Program (TRP), which includes recommended staffing ratios for Information Technology (IT) personnel ([CI2-07](#) page 7). Staffing recommendations are determined using the TRP and assessment of technological needs, lifecycle, opportunities for efficiencies, and long-term support required.

Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 1 which will assist the team to better understand current college processes and outcomes.

(documents should be separate pdf files on submitted flash drive)

1. [CI2-01_TCO_DecisionMaking](#)
2. [CI2-02_TCOImplementation](#)
3. [CI2-03_CW-FacilitiesTCO_Framework](#)
4. [CI2-04_Furniture_Standards](#)
5. [CI2-05_TCOTechAnalysis](#)
6. [CI2-06_TechnologyStandards](#)
7. [CI2-07_IT-TCO-TRP_Analysis](#)
8. [CI2-08_Bond_COC_Minutes](#)
9. [CI2-09_Bond_COC_Update](#)
10. [CI2-10_MeasureP_Finan_Audit](#)
11. [CI2-11_BondPerformanceAudit](#)

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college’s work. (300 words max.)

As described in the ISER (page 184), 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 (CI2-08) monitors and reports to the public annually (CI2-09) how bond revenues are being spent for projects. Financial (CI2-10) and performance audits (CI2-11) demonstrate the District’s financial position and compliance with the performance requirements for Measure P, indicating that the District expended bond funds for the specific projects developed by the District’s Governing Board and approved by the voters.

Core Inquiry 3: The Team seeks to understand how the institution ensures regular and substantive interaction (RSI) between students and instructors in all distance education courses.

Standards or Policies: Policy on Distance Education and Correspondence Education

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 3. (300 words max.)

Ensuring Regular and Substantive Interaction (RSI) in Courses

The District has implemented reviews, training, and reminders to guarantee consistent and meaningful interaction in all courses. While Distance Education (DE) provides faculty with ample resources and guidelines, some may not use them consistently. To further ensure RSI is occurring in all DE courses, expectations for RSI are explicitly outlined in the 2023-2026 CCFA Collective Bargaining Agreement (CBA), including professional service expectations, office hours, expectations for DE, and general evaluation conditions for all faculty (CI3-01). An Evaluation Forms Committee will begin the work of reviewing and recommending appropriate revision(s) to the forms and procedures for evaluations during fall 2023 (CI3-01, page 12). The forms will include clear expectations for faculty evaluations and RSI accountability measures.

In 2021, the District significantly revised Administrative Procedure (AP) 4105 (Distance Education) to institutionalize and more comprehensively define regular and effective contact. In 2023 AP 4105 was updated, replacing the term "regular and effective contact" with "regular and substantive interaction" (CI3-02). AP 4105 was reviewed and approved by all stakeholders, including Academic Senate (CI3-03).

In addition to AP 4105, the CBA outlines the Expectations for Distance Education ([CI3-01](#), page 8), stipulating that teaching online must ensure:

- Regular and substantive interaction between the instructor and the student.
- Opportunities for student-to-student interaction.
- Regular instructional engagement and monitoring throughout the course.

Means of Instructor Interaction

While instructors can interact through various methods ([CI3-04a](#), [04b](#), [04c](#), [04d](#), [04e](#), [04f](#), [04g](#), [04h](#)) DE supports the following technology tools for faculty and regularly offers training on their use:

- Communication tools like Harmonize and Pronto
- Interactive video tools like Canvas Studio and PlayPosit
- Annotation/grading tools like Turnitin and Perusall
- Canvas inbox and campus email
- Live sessions using Zoom and InSpace

DE and Institutional Research are exploring how to best leverage Impact Analytics in Canvas to ensure depth and consistency of RSI activity, evaluating both measures of instructor-to-student RSI and student-to-student interaction. In addition, the data may clarify which tools are most effective.

Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 1 which will assist the team to better understand current college processes and outcomes.

(documents should be separate pdf files on submitted flash drive)

1. [CI3-01_RSI_faculty_contract](#)
2. [CI3-02_AP_4105](#)
3. [CI3-03_AcadSen_AP4105Update](#)
4. [CI3-04a_RSI_Email_Chaffey](#)
5. [CI3-04b_RSI_Email_Canvas](#)
6. [CI3-04c_RSI_Speedgrader](#)
7. [CI3-04d_RSI_Perusall](#)
8. [CI3-04e_RSI_HarmonizePronto](#)
9. [CI3-04f_RSI_Disc_Boards](#)
10. [CI3-04g_RSI_Messaging](#)
11. [CI3-04h_RSI_Various_examples](#)
12. [CI3-05_RSI_Resource_DE_Hub](#)
13. [CI3-06_RSIChecklist_DEHub](#)
14. [CI3-07_DYK_vol110](#)

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)

The District's RSI implementation efforts and strategies are designed to support faculty and improve the overall quality of online instruction.

RSI Implementation: Class-Level Details

In Spring 2021, faculty were required to set up communication plans detailing RSI methods. Deans monitored and ensured RSI across online courses during the pandemic. Training was restructured to enhance online instruction, with RSI as the focal point. The CVC-OEI Course Design and Peralta Equity Rubrics, which highlight RSI, were recognized as benchmarks. Distance Education trained 18 Peer Online Course Review (POCR) reviewers, aligning courses through their mentorship via the established local POCR process.

Support and Communication

The Distance Education Hub ([CI3-05](#)) offers the following:

- Resources on course design, accessibility, equitable practices, and RSI.
- Ed Code requirement guidelines, communication plan templates, and guides on discussions.
- Regular announcements and impactful messages offering tips, best practices, and resources.

Tools & Resources

To bolster interaction, Distance Education offers the following:

- An RSI checklist ([CI3-06](#)) for faculty guidance.
- Discipline-focused guidelines being developed by various departments.
- Technology tools like PlayPosit, Canvas Studio, Canvas Analytics, and Harmonize for enhancing student engagement.

Professional Development

Since Spring 2021, approximately 15% of faculty participated in Peer Online Course Review (POCR) Academies to refine course delivery. The District has expanded participation in POCR training, with over 140 faculty that have been POCR trained. Institutional Research evaluated the impact of that training and found that participation increased course success for all students by approximately 12%, and success for students of color increased by over 30% ([CI3-07](#)). 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. Distance Education continues to provide access to seminars, workshops, and FLEX activities centered on distance education and RSI.