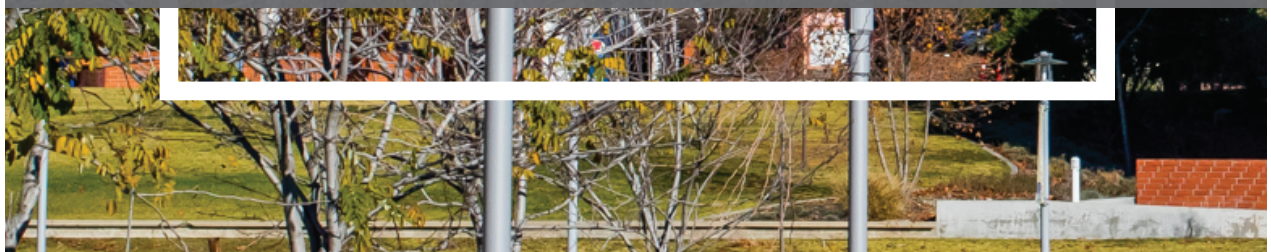


# Chaffey College

Institutional Self-Evaluation Report  
of Educational Quality and Institutional Effectiveness  
In Support of Reaffirmation of Accreditation

---

2016







## Accreditation Oversight Committee

The Accreditation Oversight Committee (AOC) ensures the college continually works to meet and exceed all standards required by ACCJC. AOC oversight consists of ensuring that all college activities are mapped to both the accreditation standards and institutional strategic goals, as well as coordination and continuity between high-level shared governance bodies working on multi-faceted college-wide initiatives. AOC is engaged in ongoing institutional improvement and is responsible for monitoring and evaluating progress of the Quality Focus Essay.



### MEMBERS

#### Managers

Troy Ament, Lisa Bailey, Eric Bishop, Jason Chevalier, Leonard Crow,  
Raymond Cuellar, Anthony DiSalvo, Kathy Dutton, Jim Fillpot, Michael Fink,  
Yolanda Friday, Sherrie Guerrero, Joy Haerens, Susan Hardie, Laura Hope, Teresa Hull,  
Amy Nevarez, Cory Schwartz, Alisha Serrano, Melanie Siddiqi, Anita Undercoffer,  
Ted Younglove

#### Faculty

Emily Avila, Marie Boyd, Angela Burk-Herrick, Misty Burrue, Ricardo Diaz,  
Shelley Eckvahl, Christa El-Said, Tim Greene, Erik Jacobson, David Karp, Carol Hutte,  
Md Matin, Mellanie Reeve, David Rentz, Rob Rundquist, Cindy Walker,  
Teresa Williamson

#### Staff

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Danielle Pearson, Stephanie Moya, Theresa Rees, Areli Rodriguez, Julie Sanchez,  
Melissa Sosa, Yubel Svensson, Vicky Valle

#### Students

Caleb Beaver, Arsalan Khan



### **Institutional Self-Evaluation Report – Certification**

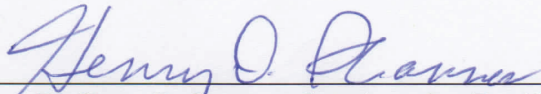
**To:** Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

**From:** Dr. Henry D. Shannon, Superintendent/President  
Chaffey College  
5885 N. Haven Avenue  
Rancho Cucamonga, CA 91737

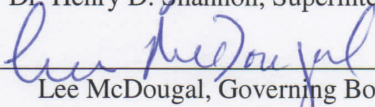
This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

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.

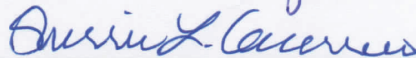
**Signatures:**



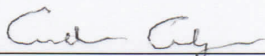
Dr. Henry D. Shannon, Superintendent/President



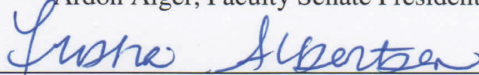
Lee McDougal, Governing Board President



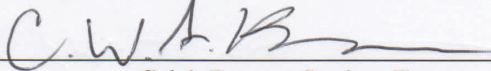
Dr. Sherrie L. Guerrero, Accreditation Liaison Officer



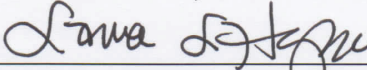
Ardon Alger, Faculty Senate President



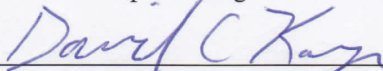
Trisha Albertsen, Classified Senate President



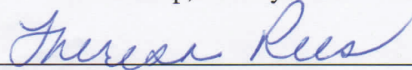
Caleb Beaver, Student Trustee



Laura Hope, Management Chair – AOC



David Karp, Faculty Chair – AOC



Theresa Rees, Classified Chair – AOC



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## Acronym Key

<b>AOC</b>	Accreditation Oversight Committee
<b>AP</b>	Administrative Procedure
<b>BAT</b>	School of Business and Applied Technology
<b>BIT</b>	Behavioral Intervention Team
<b>BP</b>	Board Policy
<b>CAI</b>	Common Assessment Initiative
<b>CPC</b>	College Planning Council
<b>CCFA</b>	Chaffey College Faculty Association
<b>CIW</b>	California Institution for Women at Chino
<b>CIM</b>	California Institution of Men at Chino
<b>CSEA</b>	California School Employees Association
<b>CCLC</b>	Community College League of California
<b>CTE</b>	Career Technical Education
<b>ESM</b>	Enrollment and Success Management Committee
<b>FSC</b>	Faculty Success Center
<b>FSI</b>	Faculty Summer Institute
<b>FIT</b>	Faculty Inquiry Team
<b>GEM</b>	Green Earth Movement Committee
<b>GPS</b>	Guiding Panthers to Success (GPS) Centers
<b>HS</b>	School of Health Sciences
<b>HSI</b>	Hispanic Serving Institution
<b>IERTC</b>	Inland Empire Regional Training Consortium
<b>KNA</b>	School of Kinesiology, Nutrition, and Athletics
<b>LA</b>	Language Arts
<b>LMC</b>	Labor Management Committee
<b>MS</b>	School of Mathematics and Science
<b>OAC</b>	Outcomes and Assessment Committee
<b>OIR</b>	Office of Institutional Research
<b>PEC</b>	President's Equity Council
<b>PSR</b>	Program and Services Review
<b>RAC</b>	Resource Allocation Committee
<b>SBS</b>	School of Social and Behavioral Sciences
<b>SLO</b>	Student Learning Outcomes
<b>SSSP</b>	Student Success and Support Program
<b>TAACCCT</b>	Trade Adjustment Assistance Community College and Career Training
<b>TAG</b>	Threat Assessment Group
<b>VIP</b>	Visionary Improvement Plan
<b>VPA</b>	School of Visual and Performing Arts



## Badge Key



Standard I.A, B, C



Action Items:  
Plans Emerging from the  
Self-Evaluation



Standard I.A, B, C  
Evidence



Communication:  
Quality Focus Essay (QFE) Goal 1



Standard II.A, B, C



Efficiency:  
Quality Focus Essay (QFE) Goal 2



Standard II.A, B, C  
Evidence



Equity:  
Quality Focus Essay (QFE) Goal 3



Standard III.A, B, C, D



Standard III.A, B, C, D  
Evidence



Standard IV.A, B, C



Standard IV.A, B, C  
Evidence



High school had barely ended when I stepped onto the Chaffey campus to start my first semester of college. As the first person in my family to attend college, I didn't really know how to be a successful student. Thankfully, Coach Klein walked me through the process, helped me sign up for classes, and guided me through the financial aid and EOPS process. Even though my assessment scores required me to take a number of foundation English and Math classes, I was able to graduate in two years with an athletic scholarship by working hard, attending summer sessions, learning good study habits, and using campus resources like the Success Centers, EOPS, and the athletic facilities. The knowledge, confidence, and student success strategies I gained at Chaffey prepared me to succeed in my education and basketball career. I went on to attain my Bachelor's degree in Business Administration and my Master's degree in Coaching and Athletic Administration. I proudly returned to Chaffey as an instructor and coach, and I enjoy inspiring my students to achieve their dreams the way that Coach Klein and other instructors inspired me.

- Prentice Harris, Kinesiology Faculty and Basketball Coach





### *History of Chaffey College*

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 and 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 College facilities. Property was acquired in Alta Loma, and a long-anticipated new College opened its doors in the spring of 1960. Passage of Measure L (\$230 million) in 2002 enabled the College to construct and renovate a number of buildings on the Rancho Cucamonga, Chino, and Fontana campuses.

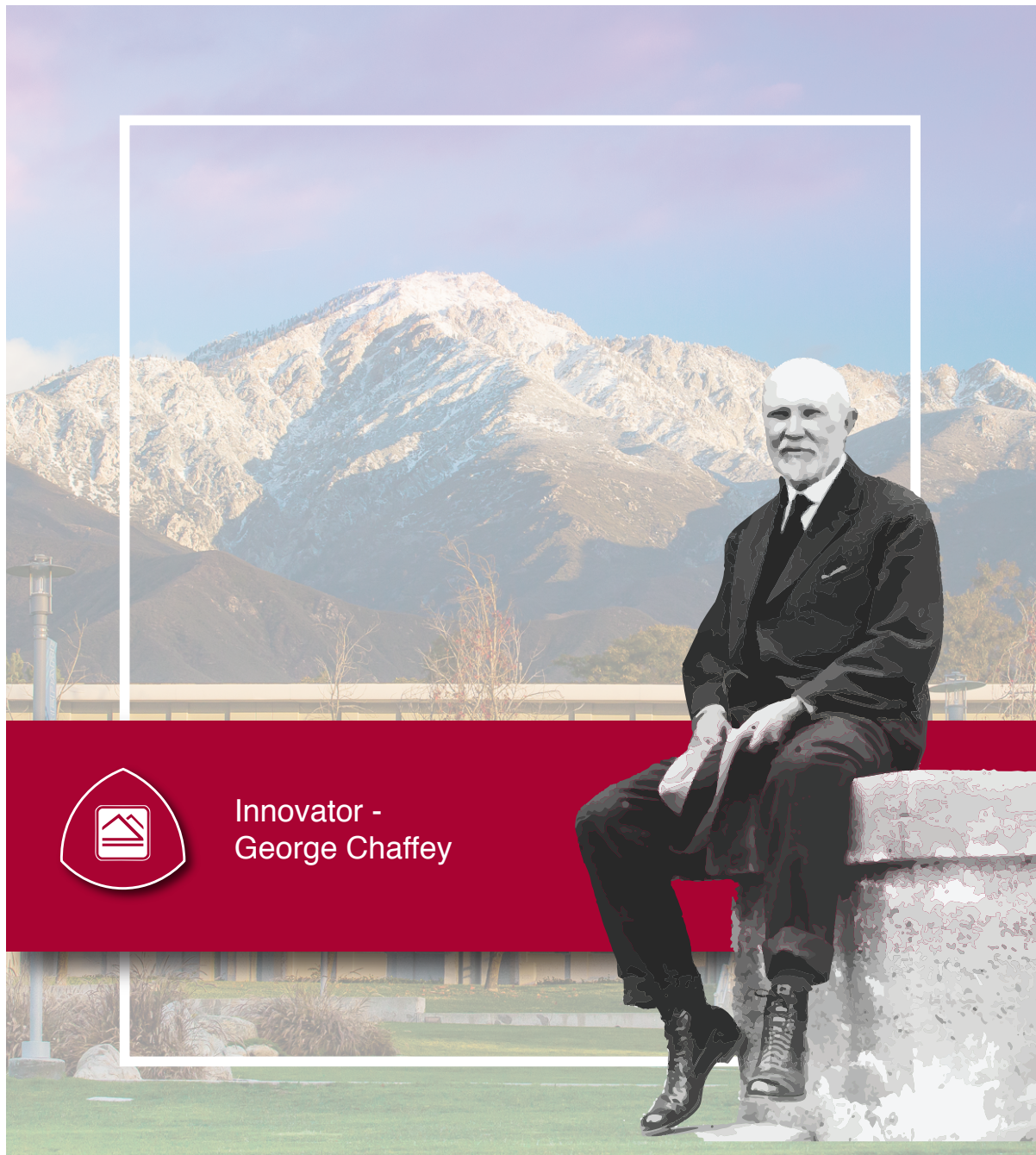
The Chaffey Community College District serves the population of the Inland Empire in western San Bernardino County where the communities of Chino, Chino Hills, Fontana, Guasti, Montclair, Mt. Baldy, Ontario, Rancho Cucamonga (Alta Loma, Cucamonga, and Etiwanda), and Upland are located.

Chaffey College operates three primary campuses: the main campus in Rancho Cucamonga, two smaller campuses in Fontana and Chino, and an educational program at the California Institution for Women in Chino (CIW). The 200-acre main campus is located at the base of the San Gabriel Mountains. Facilities that support the academic mission of the College at the Rancho Cucamonga campus include discipline-specific laboratories, a theater, contemporary art museum, library, nature preserve, student center, cafeteria, bookstore, a network of student success centers, and a child development center. The Chino campus provides instruction and a full array of student support services including admissions, financial aid, academic counseling, student success center, cybrary, and bookstore in its five buildings. Two additional locations in Chino support the Chino campus. The first is the Chino Educational Center that hosts the Economic Development Department and provides a myriad of services to local businesses and industries to enhance performance in the workplace. The Robert Pile Information Technology Center houses the College's Cisco academies and the industrial electrical technology program. The Fontana campus provides access to higher education for residents in the eastern portion of the College district. The campus includes three buildings and offers instruction in a multitude of general education and a limited number of career technical courses. Like Chino, Fontana provides the traditional complement of services, including admissions, financial aid, academic counseling, student success center, cybrary, and bookstore. All three campuses have a Guiding Panthers to Success (GPS) Center to support new and continuing students. The CIW site

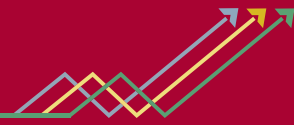


contains a series of classrooms in the Education Building within the prison, as well as a success center that supports the academic and student services, such as counseling and educational planning. The College is currently developing the foundation for an education program in the California Institution for Men in Chino (CIM) beginning in the summer of 2016.

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, foundation skills, and community education programs.



# Fact Book



In order to support the data needs for this institutional self-evaluation report and to provide relevant resources for the College community, the Office of Institutional Research prepared a comprehensive Fact Book in Spring 2016 ([IN-1](#)) which includes the following sections:

- **Service Area Data** (pp.1-13)
- **Participation Rate Data** (pp. 15-20)
- **Enrollment Trend Data** (pp. 21-30)
- **Student Demographic Data** (pp. 31-43)
- **College Preparedness Data** (pp. 45-51)
- **Hope Data Upon Entry to Chaffey College** (pp. 53-59)
- **Mindset Data Upon Entry to Chaffey College** (pp. 61-65)
- **Core Competency Data Upon Entry to Chaffey College** (pp. 67-82)
- **Instructional Offering Data** (pp. 83-90)
- **Employee Characteristics Data** (pp. 91-99)
- **Institutional Initiatives Data** (pp. 101-150)
  - Hope (pp. 101-111)
  - Mindset (pp. 112-122)
  - Success Centers (pp. 123-132)
  - Fast Track (pp. 133-138)
  - Supplemental Instruction (pp. 139-145)
  - Turning Point at Chaffey College (pp. 146-150)
- **Student Achievement Data** (pp. 151-190)
- **Distance Learning Data** (pp. 191-201)
- **Student Employment and Wage Data** (pp. 203-210)
- **Core Competency Graduation Data** (pp. 211-223)

The Fact Book includes the charts, data, and analyses that explain and augment the data snapshots provided in the following sections. The data referenced below can be found in the Enrollment Trend Data and the Student Demographic Data sections of the Fact Book.

## Enrollment Trends

- Chaffey's annual unduplicated student headcount declined from 29,395 to 23,599 (a 19.8% decline) from 2009-10 to 2012-13. The 25,945 unduplicated students served in 2014-15 represent a 9.9% increase since 2012-13.
- Over 98% of Chaffey College's total annual unduplicated student population enrolls in one or more credit courses annually; 1.2% to 1.7% annually is enrolled exclusively in non-credit courses.
- Unduplicated student headcount at the Rancho Campus, Chino Campus, and Other Locations declined by 20.6%, 14.0%, and 33.6% respectively from 2009-10 through 2012-13. However, since 2012-13, unduplicated student headcount at the Rancho Campus has increased by 9.3%; at the Chino Campus by 15.3%; and at Other Locations by 19.0%. With the addition of new instructional facilities in 2012, unduplicated student headcount at the Fontana Campus has increased by 40.1% since 2009-10. Over this same period, planned reductions in Distance Learning section offerings have resulted in a 32.4% decline in annual unduplicated Distance Learning student headcount.
- The total number of enrollments generated by students declined from 136,439 in 2009-10 to 108,157 in 2012-13, a 20.7% decline. While the number of enrollments increased to 119,289 in 2013-14 (a 10.3% increase), from 2013-14 to 2014-15 a decline of 5,327 enrollments (-4.5%) was observed. Rancho, Chino, and Distance Education had declines of 22%, 5.2%, and 35.1%, respectively.
- Three instructional schools—Social & Behavioral Sciences (24.8%); Math and Science (22.2%); and Language Arts (18.5%)—comprise approximately two-thirds of all enrollments offered.
- From the 2009-10 fiscal year to the 2012-13 fiscal year, Chaffey experienced a planned 17.4% decline in FTES generation, a loss of approximately 2,581 FTES due to the budget crisis. Since the 2012-13 fiscal year Chaffey College has experienced a 19.7% increase in FTES generation, reporting approximately 2,412 more FTES in the 2014-15 fiscal year than in the 2012-13 fiscal year. The Rancho, Chino, and Fontana campuses represent 67%, 12.6%, and 10.3% of those FTES numbers, respectively.
- The percentage of full-time students has steadily declined. After peaking in the fall 2010 semester when 35.6% of the student population was enrolled full-time, full-time enrollment has consistently declined each year. In fall 2014, 27.1% of the student population was enrolled full-time.
- The average student unit load has also declined. The average student unit load rose from 8.40 units attempted in fall 2009 to 8.61 units attempted in fall 2011. However, since fall 2011 the average unit loads has consistently declined. In fall 2014, students attempted an average of 8.13 units.
- Most students enroll in 3.0 to 11.9 units per term.



## Student Demographic Data

- Reflecting the Chaffey College service area population, in 2014-15 approximately 80% of the Chaffey College student population was from historically underrepresented racial/ethnic groups. The largest increase was observed among Hispanic and multi-racial/ethnic students.
- Female students represented 57.8% of the general student population in 2009-10. By 2014-15, the percentage of female students represented in the general student population declined to 56.1%, a 2.9% decline. Over this same time period, the percentage of male students represented in the general student population increased from 40.7% to 41.1%, a 1.0% increase. However, the percentage of male students varied over this period, ranging from 40.1% to 41.2%.
- A small but increasing percentage of students are declining to state their gender. In 2009-10, 1.5% of students declined to identify their gender. By 2014-15, this percentage had increased to 2.8%, an 86.7% increase.
- Over the past six years, Chaffey College has observed a consistent decline in mean student age. In 2009-10, the mean student age was 25.6. By 2014-15, student age had declined to 24.8. In 2014-15, 68.0% of students were 24 years of age or younger, while 18.1% were 30 years of age or older.
- Chaffey College has observed a pronounced increase in the percentage of students identified as economically disadvantaged, increasing from 49.3% in 2009-10 to over 70% in 2014-2015.
- The percentage of students with disabilities enrolled at Chaffey College has increased over the past six years.
- Over the past six years approximately 400 to 475 veterans have been identified as actively enrolled at Chaffey College.
- The number of Foster Youth students enrolled at Chaffey College has risen from 11 students in 2009-10 to 105 students in the 2014-15 academic year.
- After a two-year spike in 2012-13 (23.3%) and 2013-14 (25.7%), the percentage of first-time students declined in 2014-15. The percentage of continuing students increased significantly in 2014-15, representing approximately two-thirds of the 2014-15 student population (66.0%).
- Since 2009-10, the percentages of first-time transfer students (6.8% in 2009-10; 3.3% in 2014-15, a 51.5% decline), returning students (21.3% in 2009-10; 15.0% in 2014-15, a 29.6% decline), and special admit students (2.8% in 2009-10; 1.1% in 2014-15, a 60.7% decline) have all declined.

- Since 2009-10, the percentage of students who reside within the Chaffey College district boundaries has declined slightly (from 75.3% to 71%), while the percentage of out-of-district residents has increased slightly (from 22.9% to 26.9%).
- Out-of-state/international student enrollment has remained relatively static, representing approximately 1.8% to 2.2% of the total student population annually.
- Almost two-thirds of students in 2014-15 had an educational goal of obtaining an AA degree and transferring, while an additional 9.4% intended to transfer without earning an AA degree and 10.8% intended to earn an AA degree only. While 2.0% of students intended to earn a CTE degree or certificate, the remaining 14.3% selected some other educational goal.



## Description of Service Area

For a complete description of the College's service area, please refer to the Service Area Data and Participation Rate Data sections of the Fact Book. Briefly stated, the following facts describe the College's service area:

- The Chaffey College service area represents 39.0% of the total San Bernardino County population. Three cities—Fontana (24.9%), Rancho Cucamonga (21.1%), and Ontario (20.5%)—represent approximately 2/3 of the service area population.
- Approximately 75% of the Chaffey College service area population is from traditionally underrepresented racial/ethnic groups. Hispanic residents represent over half of the service area population (53.5%), followed by Caucasian (26.4%) and Asian (10.3%) and African American (6.7%) residents. Racial/ethnic diversity is reflected across the seven service area cities.
- Approximately 13.4% of the service area population lives below the federally-defined poverty level. Examining residents who live below 125% of the poverty level (a definition that is consistent with the poverty level at which Pell Grants and BOG [Board of Governors] Waivers are awarded), almost 18% of service area residents experience poverty.
- Of the service area adult population (residents 25 years of age or older), 43.8% of the service area population possesses a high school diploma or less.
- Median annual earnings among the adult population in the Chaffey College service area are estimated to be \$38,312. Individuals who do not possess a high school degree (median annual earnings: \$22,476) or high school graduate (\$29,658) earn significantly less than residents with College degrees.
- Participation rates were examined through percentage point gap analyses, a methodology employed in the District's Student Equity Plan and approved by the California Community College Chancellor's Office (CO). In examining service area/student population gaps by race/ethnicity, the Office of Institutional Research found unequal representation among Asian and Caucasian students.
- Employing the percentage point gap analysis methodology to identify areas where unequal representation might exist by gender, it appears that male students are not represented proportionately to their representation in the service area adult population.
- Chaffey College students are almost four times as likely to be identified as having economically disadvantaged status.



## Locations

The College's main campus is located in Rancho Cucamonga:



Chaffey College  
Rancho Cucamonga Campus  
5885 N. Haven Avenue  
Rancho Cucamonga, CA 91737

The Fontana Campus has this location:



Chaffey College  
Fontana Campus  
16855 Merrill Avenue  
Fontana, CA 92336

The Chino Campus comprises three separate facilities:



Chaffey College  
Chino Campus  
5897 College Park  
Chino, CA 91710



Chino  
Educational Center  
13106 Central Avenue  
Chino, CA 91710



Robert Pile  
Information Technology Center  
13170 Seventh Street  
Chino, CA 91710

Additionally, the College offers face-to-face instruction at two state prisons in Chino where incarcerated students may earn certificates and degrees:



California Institution  
for Women at Chino  
16756 Chino-Corona Road  
Corona, CA 92880

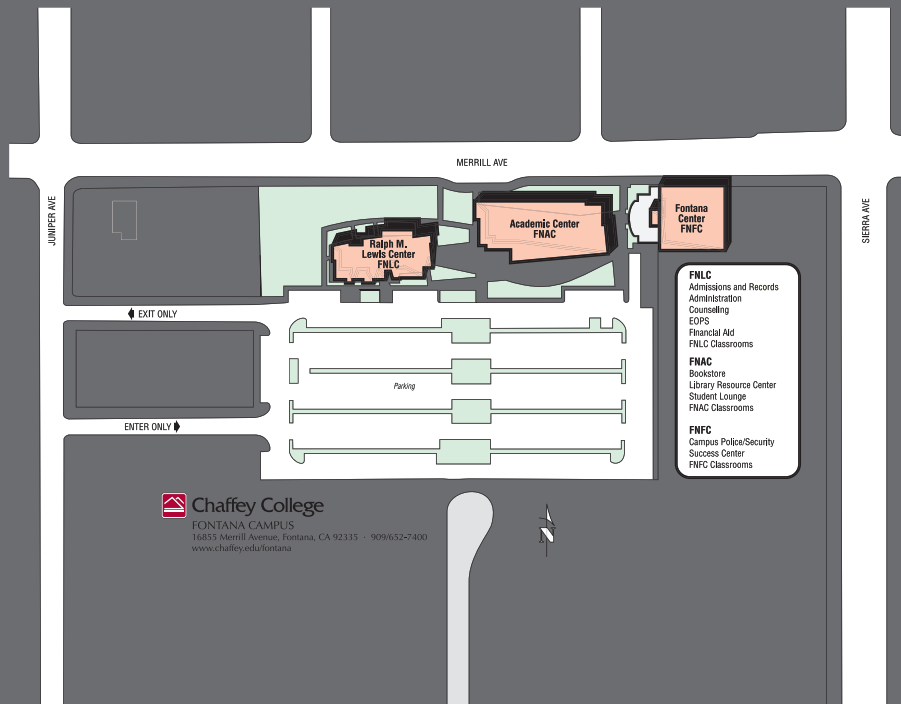


California Institution  
for Men at Chino  
14901 Central Avenue  
Chino, CA 91708

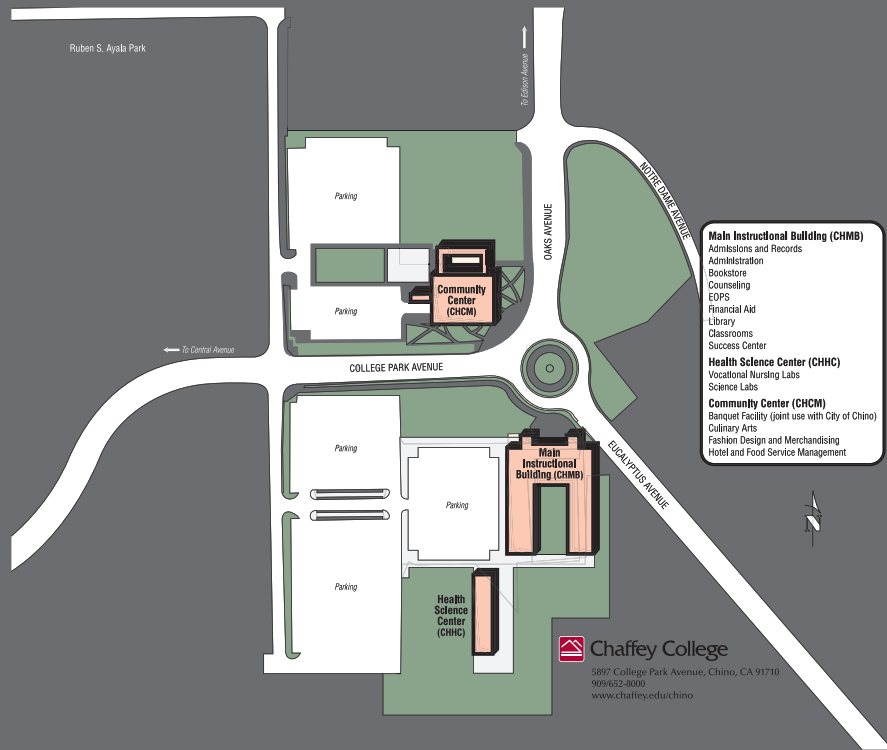




# FONTANA CAMPUS



# CHINO CAMPUS



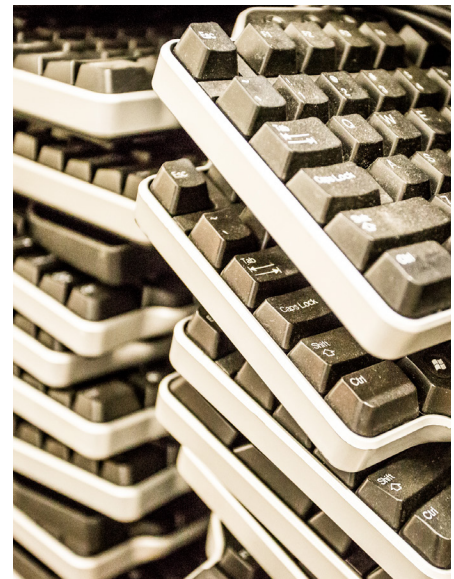
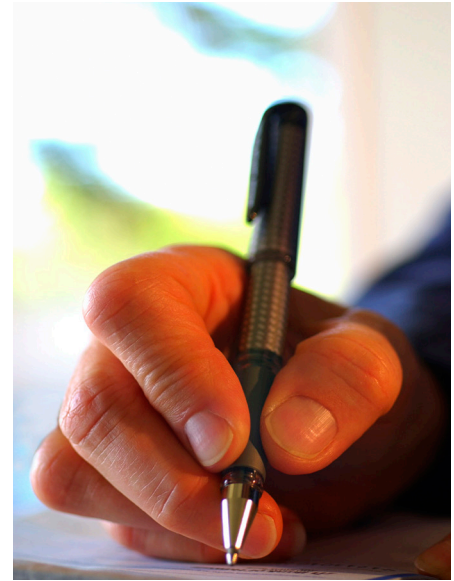
## Instructional Offerings

The Chaffey College Fact Book includes detailed data, charts, and analyses for the following summation of the College's instructional offerings:

- The vast majority of sections offered at Chaffey College are for credit—approximately 98.5% to 99.2% of all sections offered over the past six years were for credit.
- Over the past six years, Chaffey College has observed a slight increase in the number of UC/CSU transferable sections and the number of sections transferable to CSUs only.
- While the percentage of UC/CSU transferable and CSU-only transferable section offerings has increased over the past six years, the percentage of non-transferable section offerings has declined.
- The percentage of career technical education (CTE) sections has declined slightly over the past six years.
- Influenced primarily by recent curricular changes that resulted in the merging of the English and Reading Departments, the percentage of pre-collegiate foundation skill (i.e., basic skill) section offerings have decreased while the percentage of non-foundation skill sections and non-credit foundation skill sections offered have increased.
- The percentage of sections offered at the Rancho Campus has declined slightly as the College has made a concerted effort to offer additional sections at the Chino and Fontana Campuses and Other Locations. In 2009-10, 69.5% of the sections offered were at the Rancho Campus. With the planned reduction in Distance Learning sections in order to restructure curriculum and pedagogical design, the percentage of Distance Learning sections offered declined by 28.2% (8.5% to 6.1%).
- In order to improve pedagogical design and instructional support, Chaffey College intentionally reduced the number of sections offered in hybrid and exclusively online modalities. As student success rates have improved, the District has slowly expanded the number of distance learning offerings. Reflecting this planned redesign, the percentage of non-Distance Learning sections offered increased from 91.5% in 2009-10 to 93.9% in 2014-15, a 2.6% increase. Over this same period, the percentage of sections offered as hybrid (2.2% in 2009-10; 1.5% in 2014-15) and exclusively online (6.3% in 2009-10; 4.6% in 2014-15) declined by 31.8% and 27.0%, respectively.
- While the majority of section offerings are still scheduled as weekly census procedure (WSCH), Chaffey College has focused on expanding Fast Track (accelerated) offerings that provide students with additional entry points throughout the course of the semester. As a result, daily census procedure (DSCH) section offerings have increased significantly over the past two years.



- Responding to student demand while still meeting the needs of a diverse student population, Chaffey College has increased the percentage of sections offered in the morning (prior to 12:00 noon) and in the evening (after 4:30 p.m.) while still retaining significant afternoon and arranged-hour enrollment opportunities.



## 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.



### **Aviation Maintenance Technology (IN.2)**

The Aviation Maintenance Technology program is approved by the Federal Aeronautics 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)  
<https://www.faa.gov/>  
<http://av-info.faa.gov/MaintenanceSchool.asp>



### **Emergency Medical Technician (EMT) Program (IN.3)**

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

Inland Counties Medical Agency (ICEMA)  
1425 South "D" Street  
San Bernardino, CA 92415-0060  
(909) 388-5823  
<https://www.sbcounty.gov/icema/main/default.aspx>  
[https://www.sbcounty.gov/icema/main/emt\\_trng\\_prgms.aspx](https://www.sbcounty.gov/icema/main/emt_trng_prgms.aspx)





### **Associate Degree Nursing (ADN) Program** ([IN.4](#), [IN.5](#))

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.

Board of Registered Nursing (BRN)

P.O. Box 944210

Sacramento, CA 94244-2100

(916) 322-3350

[www.rn.ca.gov](http://www.rn.ca.gov)

[www.rn.ca.gov/education/rnprograms.shtml#adn](http://www.rn.ca.gov/education/rnprograms.shtml#adn)



Accreditation Commission for Education in Nursing, Inc.

3343 Peachtree Road NE,

Suite 850,

Atlanta, CA 30326

Phone: (404) 975-5000

<http://www.acenursing.org/>



### **Vocational Nursing (VN) Program** ([IN.6](#))

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

[www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)

[http://www.bvnpt.ca.gov/education/schools/vn\\_schools.shtml](http://www.bvnpt.ca.gov/education/schools/vn_schools.shtml)



### **Dental Assisting Program** ([IN.7](#), [IN.8](#))

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

American Dental Association  
Commission on Dental Accreditation  
211 Chicago Avenue  
Chicago, IL 60611-2678  
(800) 621-8099  
<http://www.ada.org/en/coda>  
<http://www.ada.org/en/coda/find-a-program/search-dental-programs/allied-programs>



Board of Dental Examiners  
2005 Evergreen Street, Suite 205  
Sacramento, CA 95815  
(916) 263-2300  
<http://www.dbc.ca.gov/>  
[http://www.dbc.ca.gov/applicants/rda/courses\\_rda\\_approved.shtml](http://www.dbc.ca.gov/applicants/rda/courses_rda_approved.shtml)



### **Radiologic Technology (Rad Tech) Program** ([IN.9](#), [IN.10](#))

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 (CDPH)  
Radiologic Health Branch (RHB)  
P.O. Box 997414, MS 7610  
Sacramento, CA 95899  
(916) 558-1784  
<https://www.cdph.ca.gov/programs/Pages/RadiologicHealthBranch.aspx>

Joint Review Commission on Education in Radiologic Technology (JRCRT)  
20 N. Wacker Drive, Suite 2850  
Chicago, IL 60606-3182  
(312) 704-5300  
<http://www.jrcert.org/>



**Certified Nursing Assistant ([IN.11](#))**

The Certified Nursing Assistant program is approved by the California State Department of Health.

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

<http://www.cdph.ca.gov/services/training/Documents/SCH.AUG.pdf>

# Governing Board



**Lee C. McDougal**  
President



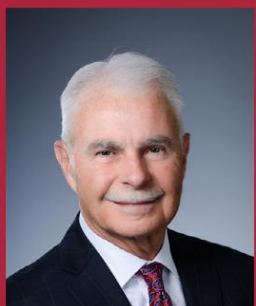
**Katie Roberts**  
Vice President



**Kathleen Brugger**  
Clerk



**Gloria Negrete-McLeod**  
Member

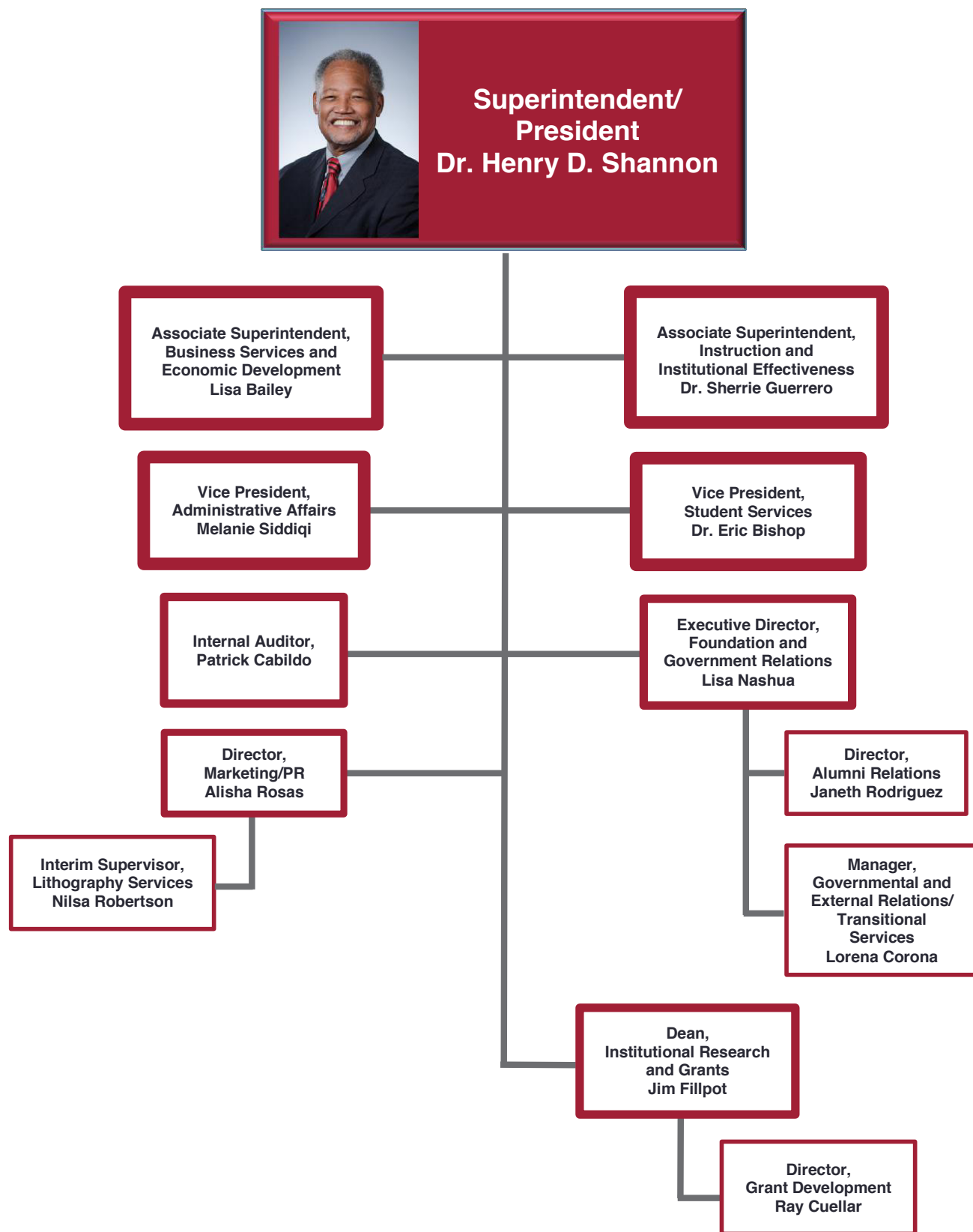



**Gary C. Ovitt**  
Member



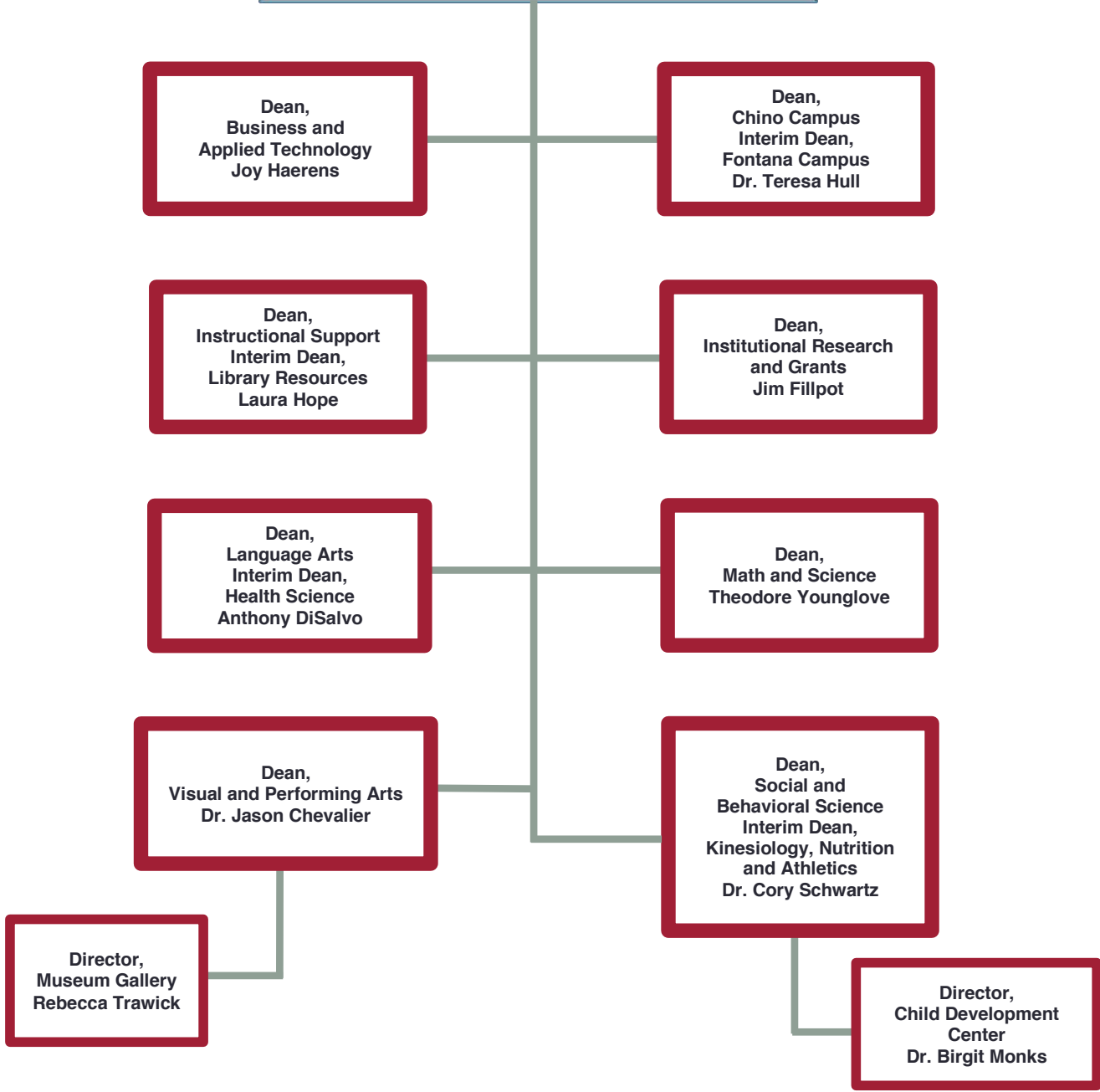
**Caleb Beaver**  
Student Trustee/  
ASCC President

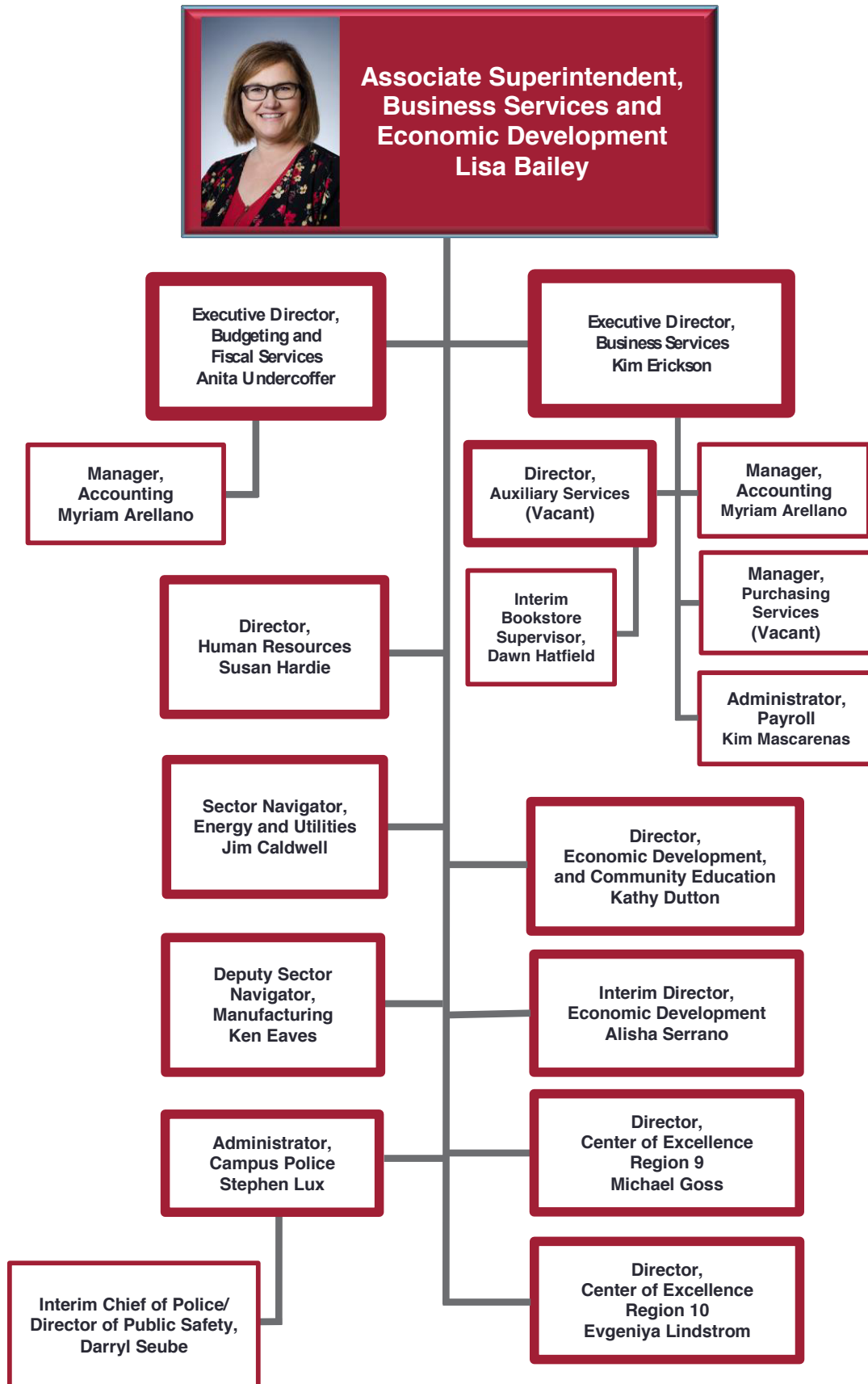


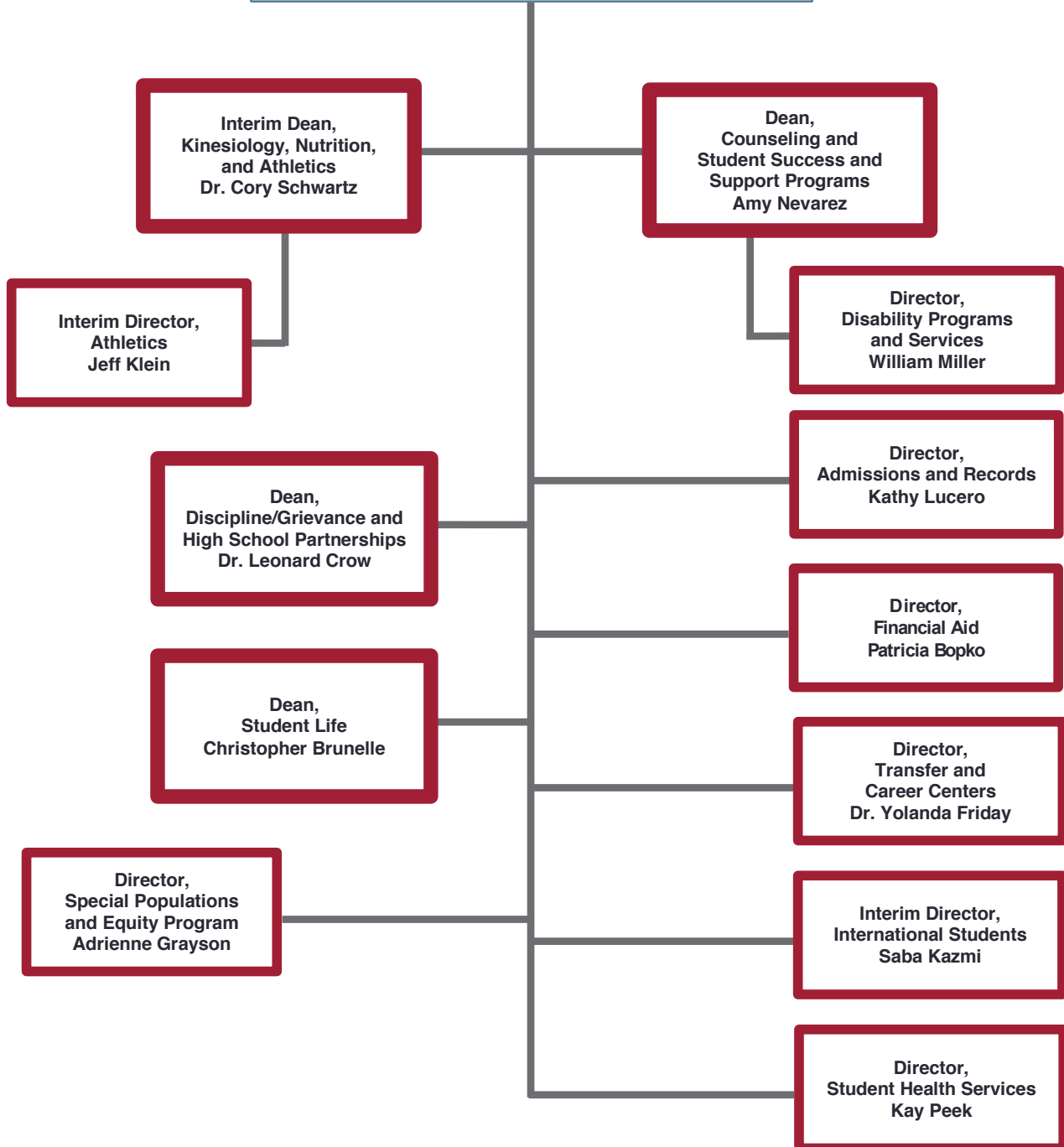
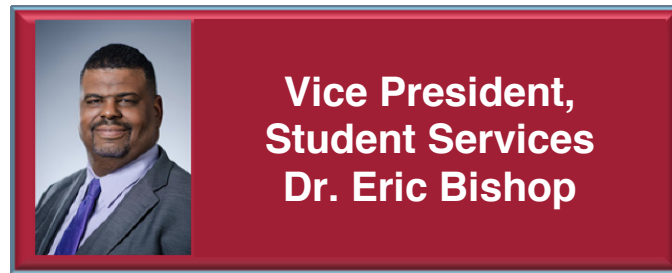




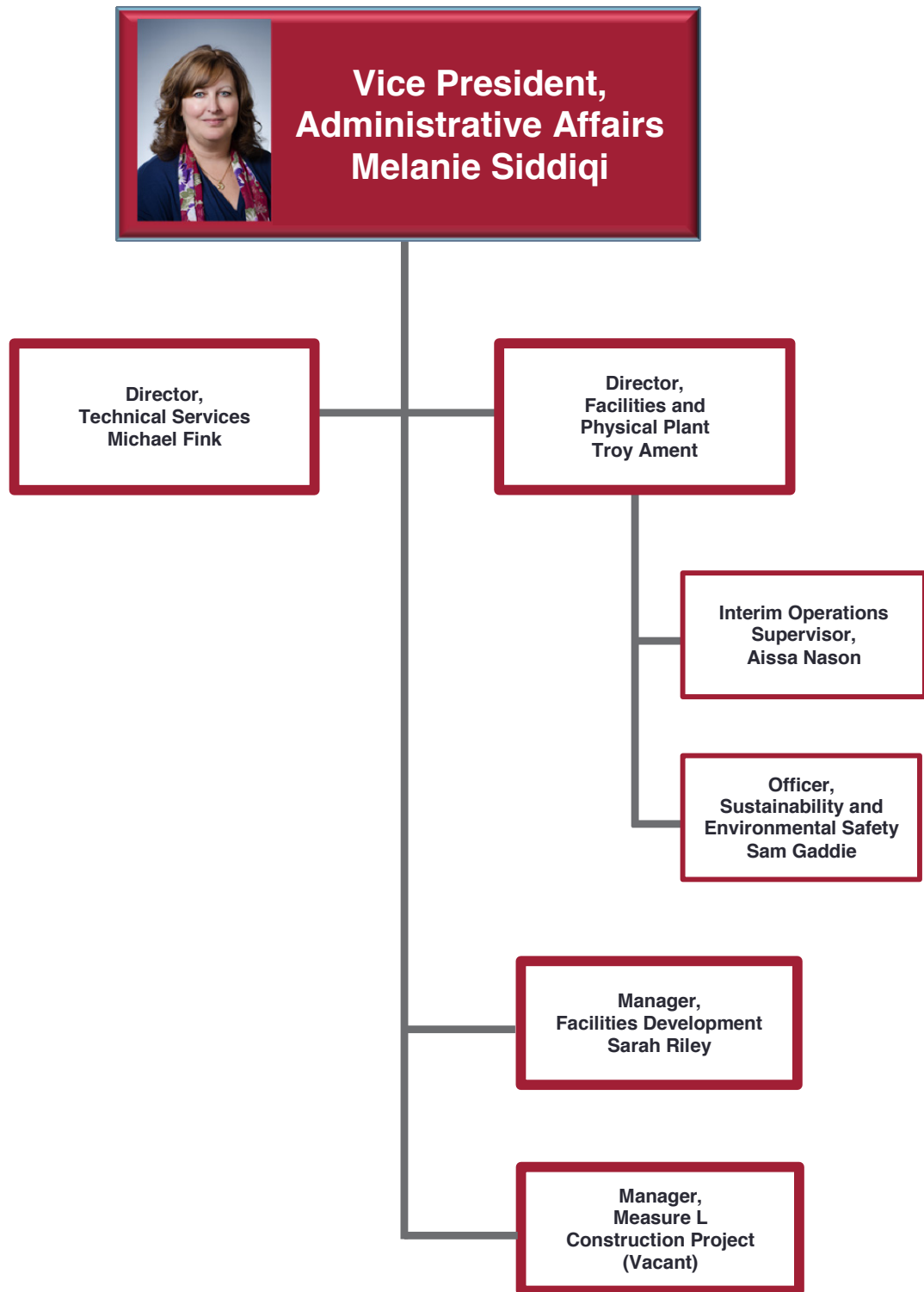
**Associate Superintendent,  
Instruction and  
Institutional Effectiveness  
Dr. Sherrie Guerrero**



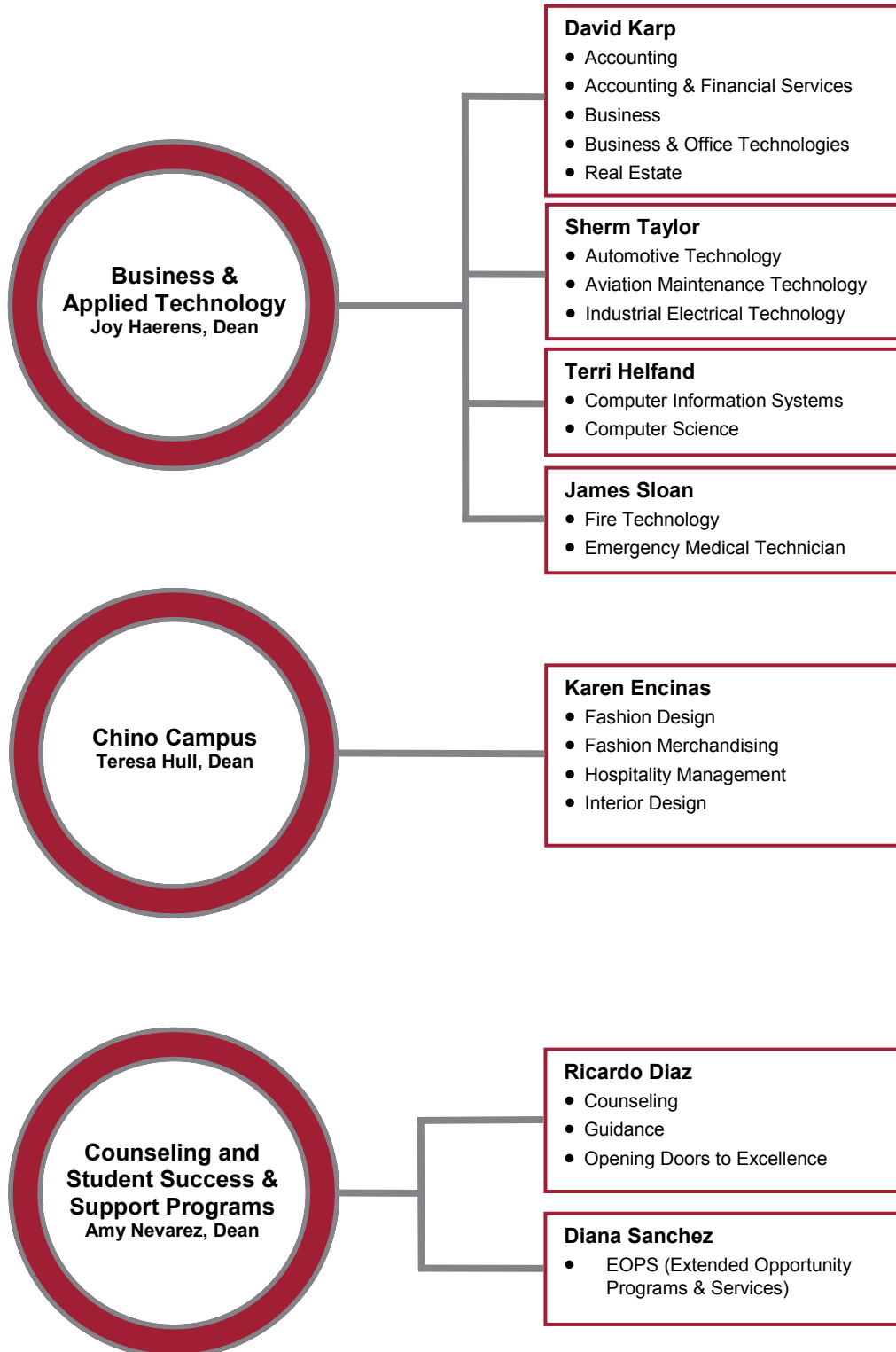




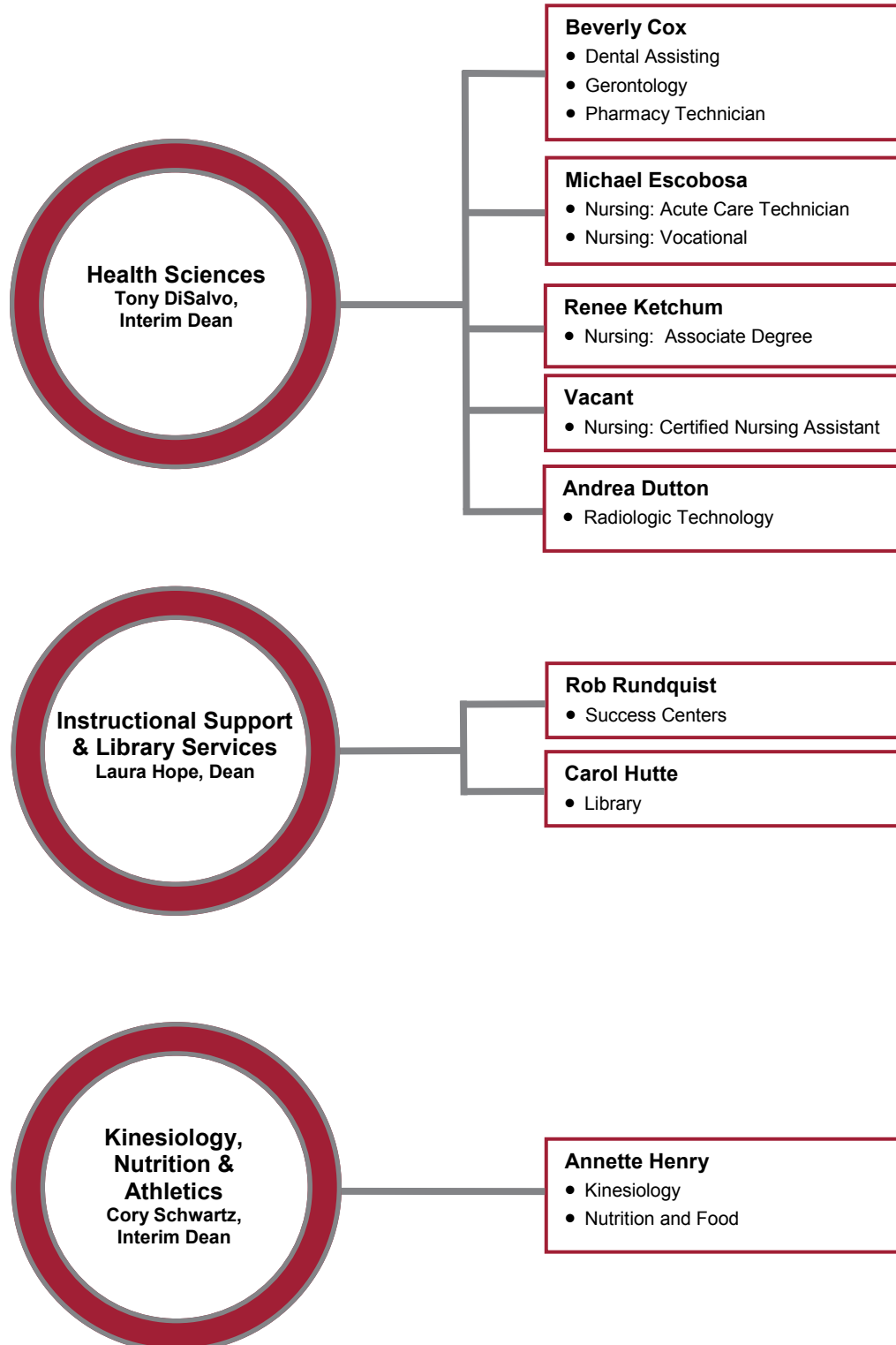




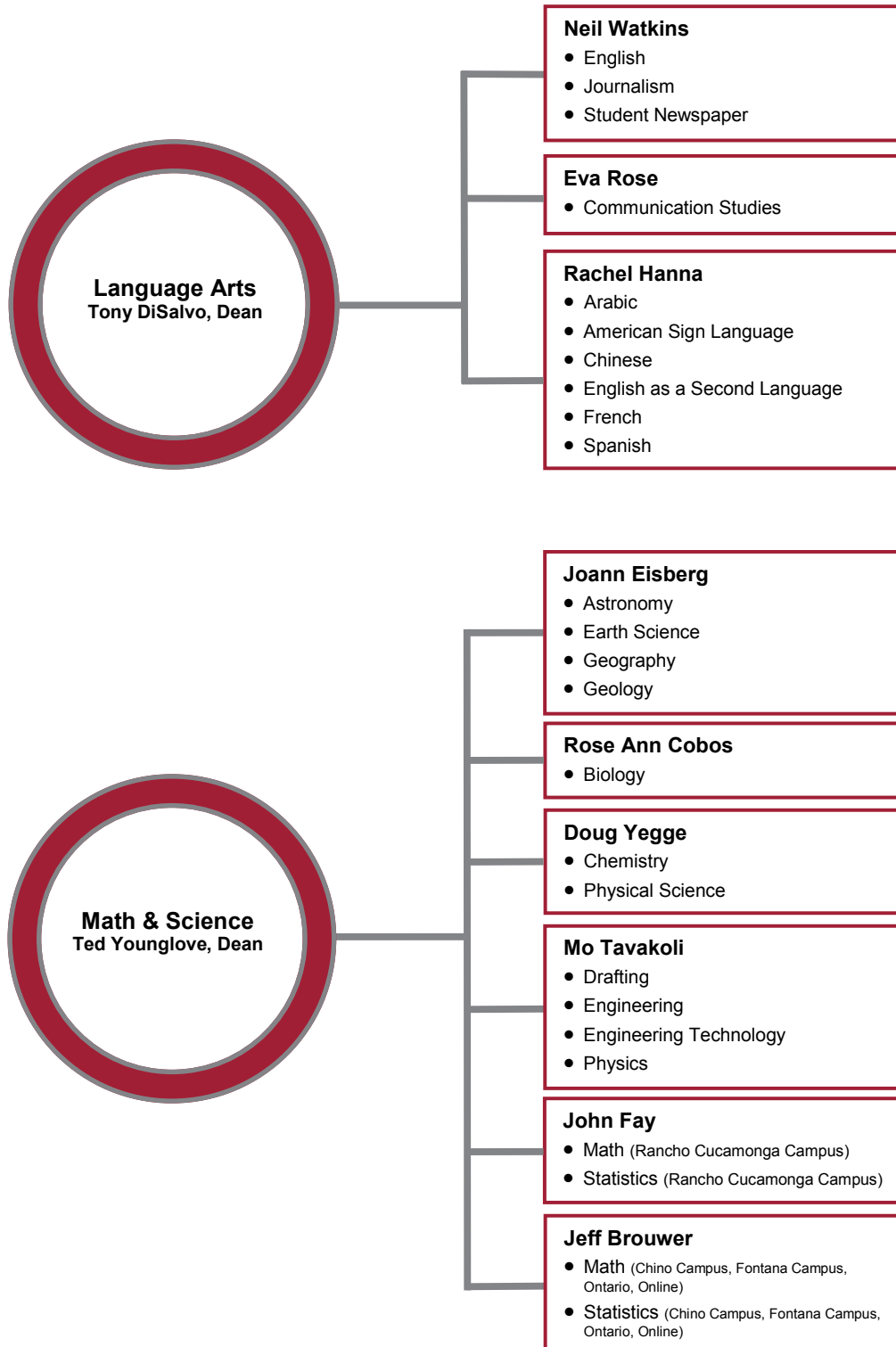
# Coordinators and Subject Areas



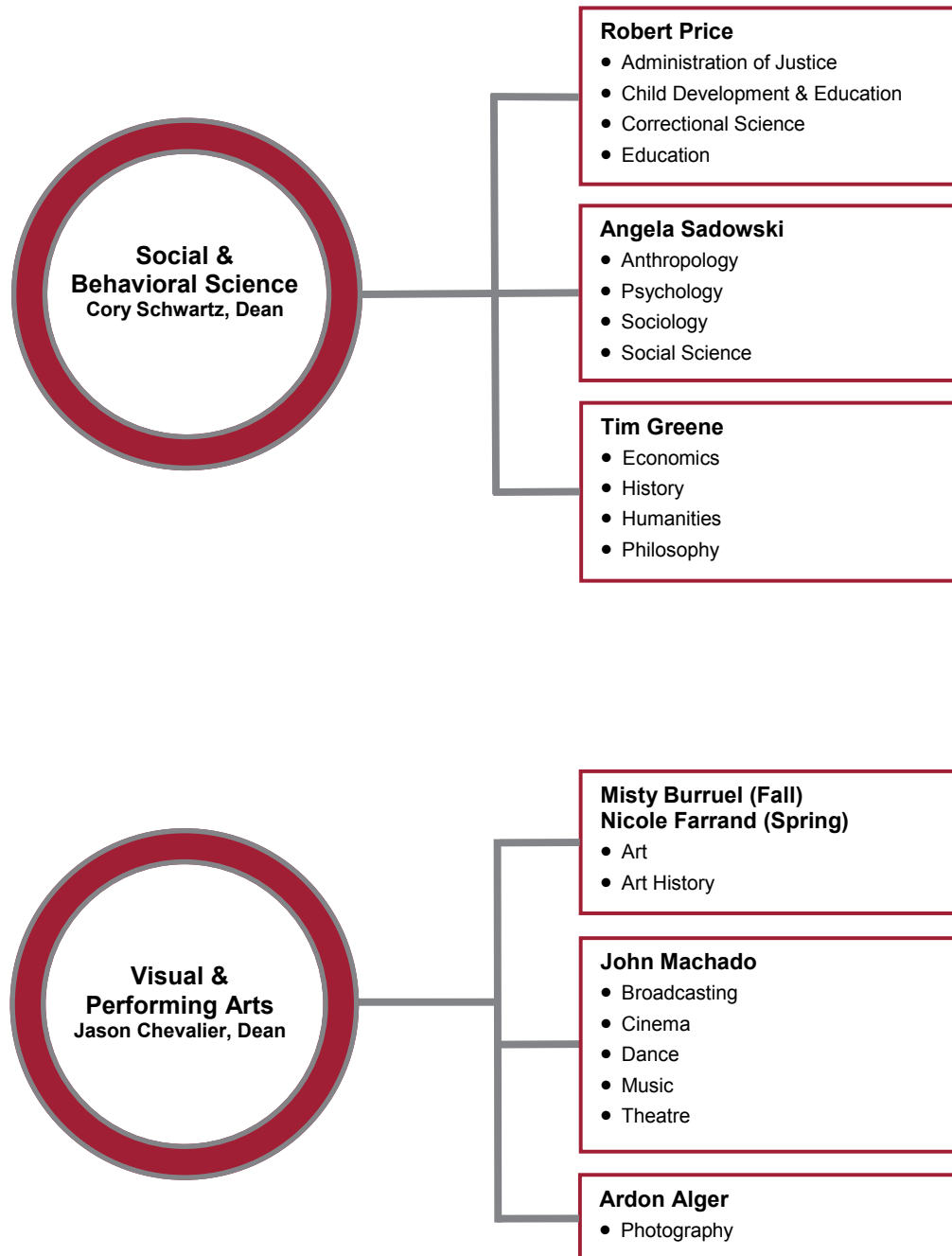
# Coordinators and Subject Areas



# Coordinators and Subject Areas



# Coordinators and Subject Areas





# Committees

The committee process is essential to the effective day-to-day operations of Chaffey College and the participatory governance model by which the college operates.

## 504 Compliance Committee

Chair, William Miller, Director, Disability Programs and Services

## 508 Compliance Committee

Chair, Amy Nevarez, Dean, Counseling and Student Success & Support Programs

## Academic Accommodations Committee

Chair, William Miller, Director, Disability Programs and Services

## Accreditation Oversight Committee

Tri-Chairs: Laura Hope, Management; David Karp, Faculty; Theresa Rees, Classified/Confidential

## Art Committee

Chair, John Machado, Faculty

## Behavior Intervention Team (BIT)

Co-Chairs, Len Crow, Management; Nicole Barbari, Faculty

## Calendar Committee

Chair, Laura Hope, Dean, Instructional Support and Library Services

## Child Development and Education Advisory Committee

Chair, Kristy Knight

## Chino Advisory Team

Chair, Teresa Hull, Dean, Chino Campus

## Citizens' Oversight Committee

Chair, Jamie Harwood

## Classified Senate

Chair, Anita Fletcher, Classified Senate President

## Classified Success Network Advisory Committee

Chair, Vicky Valle, Classified

## Colleague Steering Committee

Chair, Isabel Bogue, Classified

## College Council

Chair, Henry Shannon, Superintendent/President

## College Planning Council

Chairs: Sherrie Guerrero, Laura Hope, Jim Fillpot, Management; Neil Watkins, Faculty; Tim McClaury, Classified

## Commencement Committee

Chair, Christopher Brunelle, Dean, Student Life

## Community Education Advisory Committee

Chair, Kathy Dutton, Director, Employment Development and Community Education

## Cultural Affairs Committee

Tri-Chairs: Rebecca Trawick, Management; Doug Duno, Faculty; Sheryl Herchenroeder, Classified

## Curriculum Committee

Chair, Marie Boyd, Faculty

## Disabilities Program Advisory Committee

Chair, William Miller, Director, Disability Programs and Services

## Distance Education (DE) Committee

Tri-Chairs: Laura Hope, Management; Terri Helfand, Faculty; Kim Noseworthy, Classified

## Enrollment & Success Management (ESM) Committee

Tri-Chairs: Jim Fillpot, Laura Hope, Management; Cindy Walker, Faculty; Classified (vacant)

## EOPS/CARE Advisory Committee

Chair, Olivia Sevilla

## Ethics Across the Curriculum Committee

Co-Chairs: Ryan Falcioni and Barbara King, Faculty

## Evaluation Procedures Committee

Chair, Vacant

## Faculty Advising Advisory Committee

Co-Chairs: Robin Ikeda and Wendy Whitney, Faculty

## Faculty Senate

Chair, Ardon Alger, Faculty Senate President

## Faculty Success Center (FSC) Advisory Committee

Chair, Cindy Walker, Faculty Success Center Coordinator

## Financial Aid Appeals Committee

Chair, Patricia Bopko, Director, Financial Aid

## Green Earth Movement (GEM) Committee

Tri-Chairs: Ted Younglove, Management; Faculty (vacant); Classified (vacant)

# Committees

## Health and Safety Committee

Chair, Susan Hardie, Director, Human Resources

## High School Petitions Committee

Chair, Susan Starr, Faculty

## Honorary Degrees/Titles Committee

Chair, Ardon Alger, Faculty Senate President

## Honors Program Committee

Chair, Julie Song, Faculty

## Journalism Publications Committee

Chair, Michelle Dowd, Faculty

## Labor Management Committee (Faculty)

Chair: None

## Library Advisory Committee

Chair, Carol Hutte, Faculty

## Marketing Committee

Chair, Alisha Rosas, Director, Marketing and PR

## One Book - One College Committee (OBOC)

Facilitator: Charmaine Phipps; Campus Liaison: Neil Watkins; Marketing & Publicity: Sheryl Herchenroeder; Treasurer: Deckard Hodge; Secretary: Vacant; Community Liaison: Robert Piluso

## Outcomes & Assessment Committee (OAC)

Co-Chairs: Marie Boyd and Angela Burk-Herrick, Faculty

## Outreach Committee

Chair, Alisha Rosas, Director, Marketing and PR

## President's Cabinet

Chair, Henry Shannon, Superintendent/President

## President's Equity Council

Tri-Chairs: Eric Bishop, Management; Carol Dickerson, Faculty; Stephanie Moya, Classified/Confidential

## Professional Development Committee

Tri-Chairs: Laura Hope, Management; Cindy Walker, Faculty; and Candice Brock, Classified

## Professional Relations Committee

Chair, TBD

## Program and Services Review Committee (PSR)

Co-Chairs: Sherrie Guerrero, Assoc. Superintendent of Instruction and Institutional Effectiveness; Misty Burrue, Faculty

## Resource Allocation Committee (RAC)

Tri-Chairs: Lisa Bailey, Management; Misty Burrue, Faculty; Stephanie Moya, Classified/Confidential

## Resource Development Committee

Chair, Ray Cuellar, Director, Grant Development

## Scholastics Standards Committee

Chair, Ricardo Diaz, Faculty

## Sign Committee

Chair, Alisha Rosas, Director, Marketing & Public Relations

## Student Activities & Student Government Faculty Advisory Committee

Chair, Christopher Brunelle, Dean, Student Life

## Student Grievance Committee

Chair, Len Crow, Dean, Discipline/Grievance and High School Partnerships

## Student Petitions Committee

Chair, Kathy Lucero, Director, Admissions and Records

## Student Success and Support Program Advisory Committee

Chair, Amy Nevarez, Dean, Counseling and Student Success & Support Programs

## Study Abroad Committee

(on hiatus until further notice)  
Chair: Tony DiSalvo, Dean, Language Arts

## Technology Committee

Tri-Chairs: Michael Fink, Management; Steve Siedschlag, Faculty; Eva Ramirez, Classified/Confidential

## Transfer Center Advisory Committee

Chair, Yolanda Friday, Director, Transfer Center

## Trees, Plants, and Grounds Committee

Co-Chairs: Sarah Cotton and Robin Ikeda, Faculty

## Vocational Education Program Advisory Committee

Chair, Program Coordinator

## Wignall Museum of Contemporary Art Advisory Committee

Chair, Rebecca Trawick, Director, Wignall Museum of Contemporary Art



## Required Components in Support of Self-Evaluation

### *Organization of Self-Evaluation Process*

The process of preparing the self-evaluation report began in 2011 with planning for the development of the Accreditation Oversight Committee (AOC). The driving tenant for that committee was the belief that if College activity was mapped to the accreditation standards and documented on an annual basis using technology, the creation of all reports to ACCJC (especially the self-evaluation) would be a more orderly process. The intent was that AOC would annually convert those committee reports into a draft outline that documented College activity for the year. After several years of outlines, much of the evidence needed to create the self-evaluation would already be cataloged and organized.

The leadership of the AOC began with the associate superintendent of instruction and institutional effectiveness, a faculty member (SLO Facilitator), and a classified member (classified senate member) who initiated the first meetings. During the 2011-2012 academic year, the chairs met several times to discuss the structure of AOC, training materials, and tasks to be completed, including the creation of a “class” in the College’s learning management system (Moodle) to track and document the work of the AOC. A wide array of resources were uploaded and organized in Moodle, including the College’s self-evaluation report from 2010 (organized by standard subsections) as well as the 2010 team report’s responses to those standards. Training materials from ACCJC were also uploaded, including the eligibility requirements, the standards, materials the Accreditation Liaison Officer (ALO) received by attending ACCJC training, and a link to the ACCJC course, Accreditation Basics.

On September 6, 2012, the Accreditation Oversight Committee (AOC) held its first meeting. AOC included individuals from all constituent groups, including faculty, staff, students, and administrators. During 2012-2013, the AOC met at least seven times in order to engage in training about accreditation and to structure their work ([OV.1](#)). The College’s committee structure was mapped to the standards to demonstrate that accreditation work was ongoing and part of regular College activity ([OV.2](#)). The AOC developed subcommittees to address the following topics: midterm report, SLO report, committee team (e.g., working to educate team chairs on how to document their committee’s activity and host it in Moodle), a Moodle team, a Program and Services Review (PSR) liaison, and a self-evaluation team ([OV.3](#)). The entire AOC received training on Moodle ([OV.4](#)) and was assigned the task of completing the ACCJC Accreditation Basics online course. The leadership of AOC also met with all committee chairs to discuss the need to document each committee’s activity relative to the standards and upload that documentation in Moodle. Throughout the year, the subcommittees engaged in their work. About half of the committees uploaded their documentation into Moodle. Successful examples of this work (posted in Moodle) included reports submitted by the One Book, One College Committee, the Enrollment and Success Management Committee, the Green Earth Movement (GEM) Committee, and the Program and Services Review (PSR) Committee ([OV.5](#)). The AOC also reviewed the draft of the Midterm Report of 2013 and the SLO Report ([OV.6](#)).

During the 2012-2013 academic year, the AOC met at least four times. During these meetings, the focus was on the development of the self-evaluation report. At that time, the College's visit was scheduled for spring 2016. During the 2013-2014 academic year, the AOC discussed the structure of the self-evaluation report, resources available from ACCJC to support the self-evaluation process, and areas of concern. Conversations were also held about the new standards that had been developed and the need to review the mission statement ([OV.7](#)). AOC members attended ACCJC training for writing the self-evaluation on March 28, 2014 at Glendale College ([OV.8](#))

After those meetings, a number of events occurred that slowed the AOC's progress. First, the deepening of the budget crisis required the College to engage in discussion about innovative and efficient ways the College could mitigate the budget cuts. Next, negotiations began with the Chaffey College Faculty Association in 2013-2014, and the ALO was also the chief negotiator for the district. Finally, the College was given a choice whether or not to use the new standards (2014) for the self-evaluation or keep the old standards (2002). The College opted to go with the new standards, and the site visit date was changed from spring 2016 to fall 2016.

The first meeting of AOC in the 2014-2015 year was October 24, 2014 ([OV.9](#)). At this time, the AOC discussed the need to use the writing process as a guide for creating the self-study. This process began with an outline of the College's self-study. The AOC (which now included student representation) was divided into groups by standards. The subgroups were to meet with their subcommittees and other individuals on campus who had more knowledge about their particular standards. The AOC used the questions in the ACCJC Guide to Evaluating Institutions as a framework for discussion. The AOC met on November 7, 2014 ([OV.10](#)) and December 1, 2014 ([OV.11](#)) to discuss progress on the development of the outline.

As the work on the self-evaluation report progressed, a subcommittee of the AOC developed an accreditation survey that could assess the standards and institutional effectiveness processes. The intent was to conduct an initial assessment of institutional knowledge prior to the development of the self-evaluation and conduct a second assessment after the self-evaluation report was completed. In April, 2015, separate surveys were sent to students, faculty, classified staff, and managers so the questions could be tailored to the specific audiences ([OV.12](#)). The goal was to get a sufficient number of responses so that the results could be generalized at a 95% or higher confidence level across each group. The final numbers of survey responses by category are as follows:

Population	Population Size	Sample Needed	Returned Surveys	Current Confidence Level
Full-Time Faculty	222	141	153	97.2%
Part-Time Faculty	664	244	207	91.6%
Unknown Faculty			9	
Students	18,484	377	682	99.2%
Classified Professionals	249	152	127	89.1%
Managers	43	39	41	99.6%



As evinced in the above chart, three of the five groups achieved the required 95% or higher confidence level ([OV.13](#)). The AOC focused on the questions that were answered with a “do not know” response and identified areas where more than 30% of the group answered in this manner. The largest group responding with “do not know” was part-time faculty, although there were some areas in which faculty and classified staff responded with “do not know.” The AOC developed a subcommittee to further review the responses and develop an educational plan in order to provide more information to the campus community.

By May 15, 2015, the standard subgroups had completed their respective outlines and reported on their progress to the full AOC Committee. Over summer 2015, the leadership of AOC merged the separate standard outlines into one cohesive outline ([OV.14](#)). The College used [Basecamp \(OV.15\)](#), a cloud-based process management system to store the outlines and other ACCJC materials.

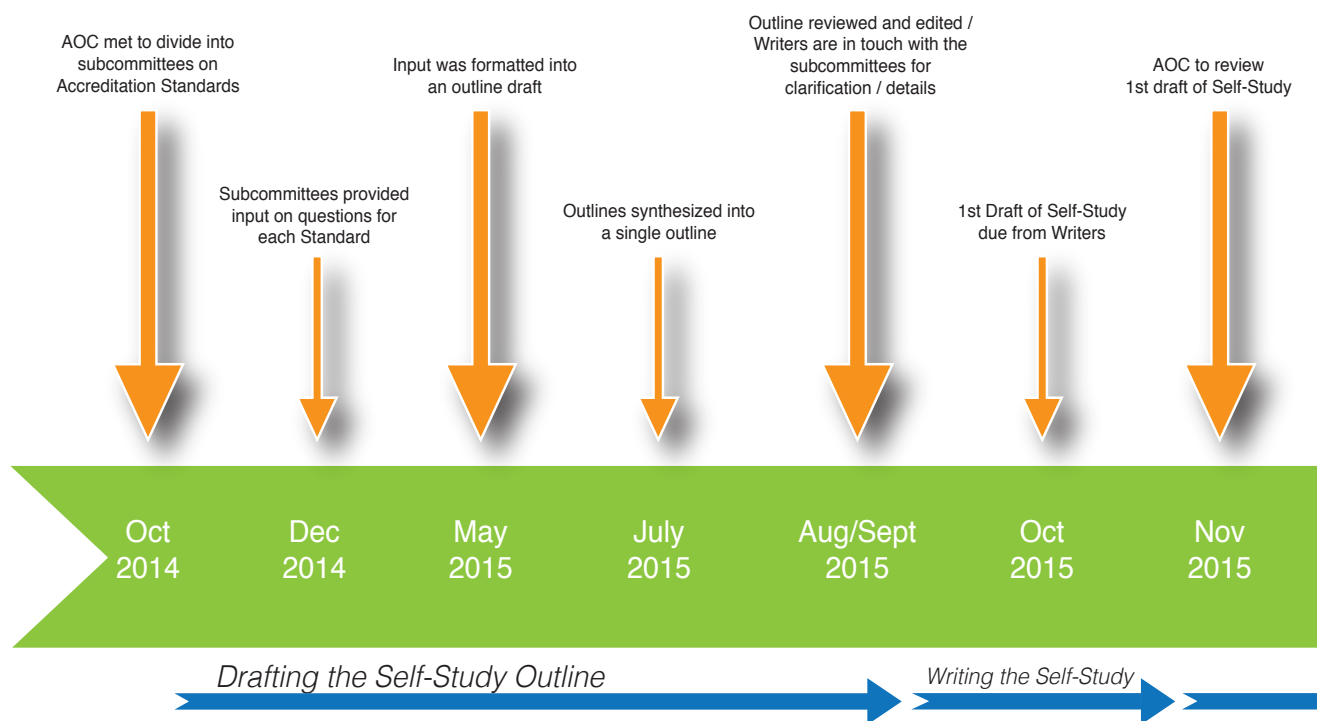
The Committee made two important decisions with respect to writing the narrative. First, a small group of standard leaders would write the draft narrative. This decision meant that large groups of faculty and staff were not writing to the standards in silos ([OV.16](#)). When the AOC reconvened on August 7, 2015 and September 11, 2015, the Committee set a goal to convert the outline into a draft narrative by the end of October, 2015. The first draft of the self-evaluation (based on the outline created by the standard committees of AOC) was created by November 1, 2015. That draft was given to the full AOC for review and comment on November 13, 2015 ([OV.17](#)). The writers were charged to meet with their standard groups, review the narrative, and make recommended changes by December 11, 2015. For the first time, the College had a complete narrative ready for the shared governance process that could be reviewed holistically, rather than reading one substandard at a time ([OV.18](#)). The second important decision was to create a separate subsection of the self-evaluation to address distance education. The College has been working since 2010 to improve the infrastructure, support, and success of distance learning. Consequently, discussion of distance education throughout the standards does not occur. Rather, all standards that connect to distance education are addressed in that separate section.

Once the draft was completed, the ALO assumed the role of content editor and devoted December (2015) and January (2016) to editing the draft. The ALO took special care to address the standards and eligibility requirements, and policies; identify evidence; address the College’s self-identified action items and team recommendations; and include all of the components required by the ACCJC Manual for Self-Evaluation. A small team of the AOC, including the Dean of the Office of Institutional Research worked to evaluate the quality of evidence and identify and locate any evidence missing from the January draft. On February 1, 2016 the Committee sent the edited draft of the self-evaluation report to the College community for review through the shared governance process ([OV.19](#)). The entire month of February was allocated for all constituent groups to review the draft and provide feedback. Members of the AOC also volunteered to read the draft critically through the lenses of the team assignments given to comprehensive evaluation teams. The month of February also represented the kick off of monthly Accreditation Forums focusing on one standard each month; these forums provided an opportunity for dialog and feedback on the evolving draft ([OV.20](#)). The distance education

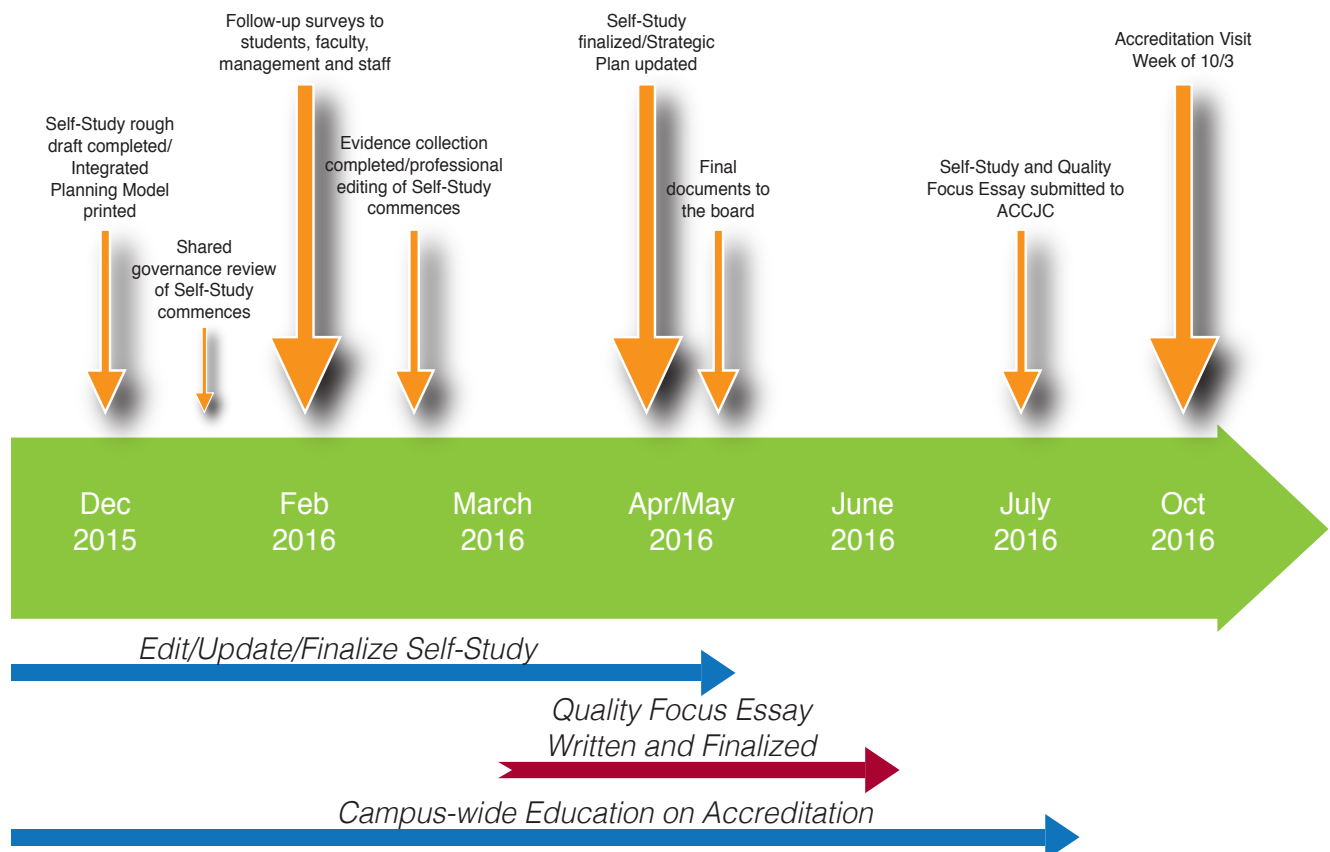
supplement was completed and distributed to the College community for review and discussion in March 2016 ([OV.21](#)).

The use of Jotforms ([OV.22](#), [OV.23](#)) proved instrumental in ensuring feedback remained focused and specific to the standards and evidence. In fall 2015, the College purchased Taskstream ([OV.24](#)), a cloud-based process management system with two components: an administrative side to house processes and a learning management side to help faculty document student learning outcomes assessment processes and reports. Taskstream became the repository for the self-evaluation evidence, and the Moodle archive was transferred to it as well ([OV.25](#)). Simultaneously, the College created a timeline to help communicate about accreditation to the campus as a whole:

## ACCREDITATION TIMELINE



During the 2015-2016 academic year, the educational subcommittee of AOC made several presentations and offered training opportunities (FLEX, Classified Appreciation week). Efforts began with a “January FLEX Blitz” which included a presentation during FLEX on accreditation preparation and integrated planning and game/review activities at school FLEX meetings ([OV.26](#), [OV.27](#)). The College created an online module in SoftChalk (Chaffey College: The Big Picture), made it available during spring 2016 FLEX ([OV.28](#)), and approximately 40 individuals took part in the training ([OV.29](#)). In addition, by March 2016, the Educational Vision and Integrated Planning Model had been revised and updated with the most current information ([OV.30](#)). And, in support of the institutional self-evaluation report, the College created a Fact Book to house all of the data needed not only for the institutional self-evaluation report but also for data about the College’s most important institutional initiatives ([OV.31](#)). These documents—which contained much of the information needed to address the knowledge gaps—were distributed to the campus community in March, 2016 ([OV.32](#)). At their April 2016 meeting, the AOC decided to delay the second accreditation survey until fall, 2016 so that the campus had time to review all of the materials ([OV.33](#)). The College will have those results available for the team in October, 2016.



With regard to the Governing Board's involvement, the superintendent/president and the ALO worked to develop draft narratives of IV.B and IV.C. At their retreat in February, 2016, the Governing Board was given a copy of the full draft report, and discussed the draft at the February Study Session prior to the board meeting ([OV.34](#)). In addition, throughout the 2015-2016 academic year, at the direction of the superintendent/president, the ALO not only updated the Governing Board on the College's progress with respect to accreditation, but also conducted training on one substandard per meeting ([OV.35](#)). This training ensured that the Governing Board was engaged in conversations about all of the accreditation standards and not just Standard IV.C.

Throughout March and April, 2016, the ALO added and linked evidence citations throughout the document. As each standard was assigned the appropriate evidence, the narrative was also edited and added to Taskstream so the campus could follow the development of the final version of the self-evaluation report. Additionally, the updated versions were sent to the primary writers for review.

At their February, March, and April meetings, the AOC discussed and mapped ideas that would result in the development of the quality focus essay and the action plans ([OV.36](#)). After development, the AOC shared the quality focus essay and action plans with the campus during the months of April and May. At their May 13, 2016 meeting, the College Planning Council also provided comment and feedback on the quality focus essay work plan ([OV.37](#)).

Another project completed in spring 2016 was the update and expansion of the College's accreditation webpage. The accreditation link was moved from a "one-click away" webpage to the College's main webpage. Additional content, archived reports, and resources were uploaded and a page for the 2016 comprehensive visit was created. Links to key documents, committees, and plans were also added ([OV.38](#)).

Both the Faculty Senate and the Classified Senate formally approved the complete, edited self-evaluation ([OV.39](#); [OV.40](#)). The Governing Board reviewed the institutional self-evaluation report as an informational item at its April 28, 2016 meeting. The Governing board formally approved the report at its May 26, 2016 meeting ([OV.41](#)). After this approval, the institutional self-evaluation report was posted to the College's website along with information concerning third-party comment in compliance with the Commission's directives (please see Standard [I.C.12](#)).



## Evidence List for Organization of Self-Evaluation Process

- [OV.1](#) AOC meeting notes, 2012-13
- [OV.2](#) Committees mapped to standards
- [OV.3](#) AOC meeting notes, 9-28-12
- [OV.4](#) AOC meeting notes, 10-16-12

<a href="#"><u>OV.5</u></a>	ESM Moodle Update
<a href="#"><u>OV.6</u></a>	AOC meeting notes, 3-1-13
<a href="#"><u>OV.7</u></a>	2013-14 AOC meeting notes
<a href="#"><u>OV.8</u></a>	Training Evidence
<a href="#"><u>OV.9</u></a>	AOC meeting notes, 10-24-14
<a href="#"><u>OV.10</u></a>	AOC meeting notes, 11-7-14
<a href="#"><u>OV.11</u></a>	AOC meeting notes, 12-1-14
<a href="#"><u>OV.12</u></a>	Accreditation Survey—Mean Responses by Group
<a href="#"><u>OV.13</u></a>	Accreditation Survey—“Don’t Know” categories
<a href="#"><u>OV.14</u></a>	Completed self-evaluation writing outline
<a href="#"><u>OV.15</u></a>	Basecamp screen shot
<a href="#"><u>OV.16</u></a>	List of writers
<a href="#"><u>OV.17</u></a>	AOC meeting notes, 11-13-15
<a href="#"><u>OV.18</u></a>	December draft of self-evaluation
<a href="#"><u>OV.19</u></a>	February draft of self-evaluation
<a href="#"><u>OV.20</u></a>	Forum flyers
<a href="#"><u>OV.21</u></a>	Distance Education Supplement email
<a href="#"><u>OV.22</u></a>	Jotforms website
<a href="#"><u>OV.23</u></a>	Jotforms feedback
<a href="#"><u>OV.24</u></a>	Taskstream website
<a href="#"><u>OV.25</u></a>	Published self-evaluation link—Taskstream
<a href="#"><u>OV.26</u></a>	January 2016 FLEX Booklet
<a href="#"><u>OV.27</u></a>	Materials for January school meetings
<a href="#"><u>OV.28</u></a>	Chaffey College: The Big Picture training module
<a href="#"><u>OV.29</u></a>	Participants in the Big Picture training module
<a href="#"><u>OV.30</u></a>	Educational Vision and Integrated Planning Model
<a href="#"><u>OV.31</u></a>	Fact Book
<a href="#"><u>OV.32</u></a>	Email notifications to campus
<a href="#"><u>OV.33</u></a>	AOC meeting notes, April 2016
<a href="#"><u>OV.34</u></a>	Governing Board retreat agenda - February 2016
<a href="#"><u>OV.35</u></a>	ALO Board Presentations
<a href="#"><u>OV.36</u></a>	AOC meeting notes, February--April 2016
<a href="#"><u>OV.37</u></a>	CPC meeting notes, 5-13-16
<a href="#"><u>OV.38</u></a>	Accreditation webpage link
<a href="#"><u>OV.39</u></a>	Faculty Senate minutes, 4-26-16
<a href="#"><u>OV.40</u></a>	Classified Senate minutes, 5-5-16
<a href="#"><u>OV.41</u></a>	Governing Board Packets, April and May 2016

*List of Contracts with Third-Party Providers and Non-Regionally Accredited Organizations*

The complete list of Third-Party Providers for the 2015-16 academic year can be found [here](#).



## Student Achievement Data

The Chaffey College Fact Book ([OV.31](#)) includes detailed data, charts, and analyses for the following summation of student achievement data:

- Since Chaffey College converted to the semester system in the 1994-95 academic year, success and course completion rates are at all-time highs. In the 2014-15 academic year, approximately 91.7% of Chaffey College course enrollments resulted in the student completing the course.
- Chaffey College has made substantial strides in reducing observed achievement gaps among students of diverse populations. From 2009-10 to 2014-15, Chaffey College success rates increased from 69.5% to 72.3%, a 4.0% improvement rate. Over this same time period, improvement rates for African American students (63.1% to 66.6%, a 5.5% improvement rate), Hispanic students (67.5% to 70.8%, a 4.9% improvement rate), Native American students (67.5% to 72.2%, a 7.0% improvement rate), and two-or more-race students (66.0% to 69.6%, a 5.5% improvement rate) have outpaced the District-wide improvement rate.
- Over the past six years, success rates among male students have increased 68.1% to 71.0%, while female student success rates increased from 70.5% to 73.4%.
- A very linear relationship exists between success rate and age. Lowest success rates are consistently observed among students in younger age ranges.
- From 2009-10 through 2012-13, persistence rates among Chaffey College students (defined as new student enrollment in three consecutive primary semesters) declined from 71.6% in 2009-10 to 63.9% in 2012-13, a 10.8% decline. However, since 2012-13 the District's overall persistence rate has increased to 74.5%. This rate represents a 16.6% improvement over the past two years, the highest persistence rate recorded in the history of the institution, and exceeds the statewide average by 1.7%.
- Examining student persistence rates by race/ethnicity, researchers observed that discrepancies among racial/ethnic groups have been substantially reduced over the past six years. In 2014-15, six of the seven racial/ethnic groups examined exhibited persistence rates that were within 4.7% of each other.
- Persistence rates are at all-time highs for both male (72.2%) and female (76.5%) students.
- The English Basic Skills Improvement Rate has steadily increased over the past six years. The cohort group that was tracked through 2008-09 and reported in the 2009-10 Student Success Scorecard experienced a 36.2% English Basic Skills Improvement Rate. In contrast, the cohort group that was tracked through 2013-14 and reported in the 2014-15 Student Success Scorecard experienced a 43.6% English Basic Skills Improvement Rate. The English Basic Skills Improvement Rate reported in 2014-15

represents a 20.4% improvement over the rate reported in 2009-10, the highest English Basic Skills Improvement Rate reported in the history of the institution, and exceeds the statewide average by 0.2%.

- The Math Basic Skills Improvement Rate has steadily increased over the past six years. The cohort group that was tracked through 2008-09 and reported in the 2009-10 Student Success Scorecard experienced a 27.1% Math Basic Skills Improvement Rate. In contrast, the cohort group that was tracked through 2013-14 and reported in the 2014-15 Student Success Scorecard experienced a 32.9% Math Basic Skills Improvement Rate. The Math Basic Skills Improvement Rate reported in 2014-15 represents a 21.4% improvement over the rate reported in 2009-10, the highest Math Basic Skills Improvement Rate reported in the history of the institution, and exceeds the statewide average by 1.9%.
- Since 2009-10, 30 Unit Attainment Rate among Chaffey College students has improved by 5.4%, a 9.0% increase, outpacing the improvement observed on this metric statewide. The majority of racial/ethnic groups have experienced gains in 30 Unit Attainment Rates since 2009-10.
- The unduplicated number of Chaffey College students who earned degrees increased by 35.2% from 2009-10 to 2014-15. The percentage of degrees conferred to Hispanic students has increased significantly over the past six years.
- The unduplicated number of Chaffey College students who earned a certificate has nearly doubled over the past six years. The percentage of certificates conferred to Hispanic students has increased significantly over the past six years.
- After declining from 2010-11 through 2012-13, the average time to degree completion (in years) among degree earners has begun to increase over the past few years.
- Examining students who earned degrees in the 2014-15 academic year, researchers observed discrepancies by race/ethnicity in the time it took students to achieve degrees. Students who identified themselves as belonging to an “other” racial/ethnic group (9.28 years), Native American students (7.06 years), African American students (5.79 years), Caucasian students (5.73 years), and Filipino students (5.55) required more time to earn degrees, while Asian students (3.86 years), Pacific Islander students (4.16 years), and Hispanic students (5.36 years) required fewer years to earn their degrees.
- Examining students who earned certificates in the 2014-15 academic year, researchers observed discrepancies by race/ethnicity in the time it took students to achieve certificates. Students who identified themselves as belonging to an “other” racial/ethnic group (6.33 years), African American students (5.80 years), Filipino students (5.55 years), and Caucasian students (5.45) required more time to earn certificates, while Pacific Islander students (1.66 years), Asian students (3.07 years), Native American students (4.66 years), and Hispanic students (5.01) required fewer years to earn their certificates.

- Although tracking periods correspond to enrollment caps that were imposed by many four-year institutions as a result of the recent economic recession, Chaffey still experienced a 47.2% increase in transfers to four-year institutions over the past six years. In 2009-10, 1,101 students transferred to four-year institutions, including 513 (46.6% of all students) who transferred to California State Universities (CSUs). By 2014-15, the number of transfers to four-year institutions rose to 1,621, including 905 (55.8% of all transfers) to CSUs. Over the past six years, transfers to CSUs have increased by 76.4%; to institutions in the University of California (UC) system by 49.4%; and to out-of-state private institutions by 68.1%. While it still represents the second most popular segment destination for Chaffey transfer students, transfers to in-state private institutions have declined by 6.7% over the past six years.
- Approximately one-third of Chaffey College students who meet the transfer velocity rate cohort definition transfer to a four-year institution within six years. Over the past six years, cohort transfer velocity rates have remained relatively consistent, ranging from 32.6% to 36.9%.
- Examining the most recent transfer velocity rate data available (2008-09 cohort tracked through the 2013-14 academic year) by race/ethnicity, researchers observe differences among racial/ethnic groups. Students whose race/ethnicity is unknown or who declined to state their race/ethnicity (40.1%) and Asian students (38.9%) exhibited the highest transfer velocity rates. Conversely, Hispanic students (30.1%) experienced the lowest transfer velocity rates. With the exception of Hispanic students and Native American students (33.3%), all racial/ethnic groups exhibited a transfer velocity rate of 35% or higher.



## Certification of Continued College Compliance with Eligibility Requirements 1-5

Institutions that have achieved accreditation 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 College's response to the relevant sections of the Accreditation Standards in footnote form where relevant.

### **1. Authority**

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 College Community College District). The community college district was formed and approved by the voters in 1922. The College 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 College has the authority to award degrees and certificates under the auspices of the California Community College Board of Governors.

#### Evidence

- [Chancellor's Office – List of Colleges](#)
- [Board Policy 1100](#)
- [ACCJC List of Accredited Colleges](#)

#### Conclusion

The College has continually complied with Eligibility Requirement 1, Authority. The College 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.

### **2. Operational Status**

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 College has operated continuously since that time providing quality services to the surrounding communities. The College 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 College's three campuses are published in a separate schedule of classes and are posted on the College's website.

#### Evidence

- [Chaffey College Fact Book, Spring 2016](#) (five years' worth of data)
  - Enrollment Trends (pp. 21-30)
  - Instructional Offerings (pp. 83-90)
  - Student Achievement: Degrees, Certificates, and Transfer (pp. 171-190)
- [2015-16 Schedule of Classes](#)

#### Conclusion

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

### **3. Degrees**

As of spring 2016, the College had 44 academic and 140 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 College also offers 25 Associate Degrees for Transfer (ADTs). The 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 (please 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 general education and the 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. As noted in the Chaffey College Fact Book, the College offered 3,870 sections affiliated with credit instructional programs 93.2% of which were identified as degree-applicable in 2014-2015 (p. 83). In 2014-2015, Chaffey conferred 2,134 degrees (p. 171), and 1,654 students transferred to four-year institutions (p. 186).

#### Evidence

- [Programs of Study and Degrees](#)
- [Graduation Requirements and Transfer Information](#)
- [Chaffey College Fact Book](#) (Enrollment Data, pp. 21-30)
- [Complete 2015-16 College Catalog](#)

#### Conclusion

The College has continually complied with Eligibility Requirement 3, Degrees. A substantial portion of the College's educational offerings are programs that lead to degrees, and a significant portion of its students are enrolled in them. At least one degree program is two-academic years in length.



#### **4. Chief Executive Officer**

The Governing Board hires the superintendent/president as a full-time employee of the College. 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 College superintendent/president, Dr. Henry Shannon, on September 1, 2007. Dr. Shannon has served as superintendent/president since the last comprehensive site visit and is currently in that role. Thus, there have been no changes that would require communication with the Commission.

##### Evidence

- [Dr. Henry Shannon – Biographical Information](#)
- [Board Policy 2420](#)
- [Board Policy 2430](#)
- [Job Description, Superintendent/President](#)

##### Conclusion

The College has continually complied with Eligibility Requirement 4, Chief Executive Officer. The College 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 College informs the Commission immediately when there is a change in the College's chief executive officer.

#### **5. Financial Accountability**

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 College's Audit Report is presented and reviewed 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 College's internal auditor monitors and reviews internal control mechanisms to ensure continuous compliance (please see Standards [III.D.5](#), [III.D.6](#), and [III.D.7](#)).

During fiscal years 2010-11 through 2013-14, Chaffey College received an unmodified opinion over federal awards. The College's three-year Cohort default rate is 10.2%, which meets the federal requirement (<30%). Default rates for fiscal year 2009, fiscal year 2010, fiscal year 2011 and fiscal year 2012 are 15.3%, 7.6%, 10.2% and 10.2%. The Student Financial Aid Assistance Cluster (Title IV) was selected as the major program tested by our auditors each of these years. There were no material weaknesses or significant deficiencies identified in the results of their audit.

The College'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 (please 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. The College contracts with a third-party vendor, Higher One, to disburse financial aid to students. Students withdraw their funds from a Higher One ATM on campus, or from any other ATM. They may also use the debit cards for point-of-sale purchase as necessary, including paying their student accounts.

#### Evidence

- [Adopted Budget Books](#), 2010-11 through 2015-16
- [Completed Audits](#), 2011 through 2014
- [Default Rates](#)

#### Conclusion

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

## Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations

Chaffey College, as part of the self-evaluation process, evaluated its continued compliance with the ACCJC policies aligned with Federal Regulations as well as those embedded within the standards. The College focused on the policies specific to the College's mission and activities. As part of its due diligence, the College reviewed the *Accreditation Reference Handbook*, the *Manual for Institutional Self Evaluation*, the *Guidebook for Evaluating and Improving Institutions* as well as Commission correspondence concerning existing policies and the development of new policies.

For policies embedded in the standards, the College has provided evidence of compliance within the Evidence of Meeting the Standard section of the Institutional Self-Evaluation Report and the Analysis and Evaluation section for each relevant standard. For the policies relevant to the accreditation process, the College similarly noted compliance, specifically in Standard [I.C](#) and in other standards as appropriate. Finally, for the policies requiring separate coverage, the college has prepared the following section to demonstrate both continued policy compliance and evidence of meeting the requirements of the Commission Checklist.

### **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.
- See response to Standards [I.C.5](#) and [I.C.12](#).
- *Eligibility Requirement 21*

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

- The College 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.
- See response to Standards [I.C.5](#) and [I.C.12](#).
- *Eligibility Requirement 21*

The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comment.

- Chaffey College has provided the correct link to the College 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).
- *See response to Standards [I.C.5](#) and [I.C.12](#).*
- *Eligibility Requirement 21*

### Conclusion

The College complies with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to Third-Party Comment. The College has reviewed the elements of this checklist and has found it meets the Commission's requirements.

### **Standards and Performance with Respect to Student Achievement**

[Regulation Citations: 602.1(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.

- The College has established institution-set standards at the College level.
- 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 California Institutional Effectiveness Partnership Initiative (IEPI).
- The College has also set standards of institutional performance for fall-to-fall retention, degrees and certificates awarded, and transfer to four-year colleges and universities.
- The College has institution-set standards for distance education courses.
- *See response to Standard [I.B.3](#) and the [Distance Education Supplement](#)*
- *Eligibility Requirement 11*

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.

- 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 completions were established in fall 2015.
- *See response to Standard [I.B.3](#).*
- *Eligibility Requirement 11*

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 allocate resources, and to make improvements.

- The College evaluates progress in fulfilling its mission and meeting the goals and outcomes of its Strategic Plan.
- College Planning Council evaluates and discusses the College's performance on the goals and outcomes and makes recommendations to other College committees.
- Student performance metrics are included in Program and Services Review, and questions guide units to consider reasons for underperformance in various areas.
- *See response to Standards [I.B.3](#), [I.B.5](#).*
- *Eligibility Requirement 11*

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.

- Student performance metrics are included in Program and Services Review.
- Programs are evaluated on the extent to which they have aligned with the College's strategic plan, analyzed student performance, and used the results of learning assessment for programmatic improvement.
- *See response to Standards [I.B.3](#), [I.B.5](#).*
- *Eligibility Requirement 11*

### Conclusion

The College complies with the Commission Policy on Standards and Performance with Respect to Student Achievement. The College has reviewed the elements of this checklist and has found it meets the Commission's requirements.

### **Credits, Program Length, and Tuition**

[Regulation Citation: 602.16(a)(1)(i); 602.17(f); 602.19(a-e)]

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

- The College 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 College has in place written policies and procedures 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 there under. The College Faculty 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 College's Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum 60-unit requirement.
- *See response to Standards [II.A.5](#), [II.A.6](#), [II.A.9](#), [II.A.10](#), [II.A.11](#), [II.A.12](#).*
- *Eligibility Requirements 9, 10, and 12*

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).

- The College 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 there under. The College Faculty 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 College's Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum unit requirement.
- *See response to Standards [II.A.5](#), [II.A.6](#), [II.A.9](#), [II.A.10](#), [II.A.11](#), [II.A.12](#).*
- *Eligibility Requirements 9, 10, and 12*



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

- Tuition at the College is a uniform rate per unit with additional fees for labs where relevant or appropriate. Otherwise, tuition is consistent.
- *See response to Standards [I.C.2](#), [I.C.6](#).*
- *Eligibility Requirement 11*

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

- The College does not offer clock-hour based courses.
- *See response to Standard [II.A.9](#).*

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

- The College 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 College has in place written policies and procedures 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 there under. The College Faculty 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 College's Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum unit requirement.
- *See response to Standards [II.A.5](#), [II.A.6](#), [II.A.9](#), [II.A.10](#), [II.A.11](#), [II.A.12](#).*
- *Eligibility Requirements 9, 10, and 12*

### Conclusion

The College complies with the Commission Policy on Institutional Degrees and Credits. The College has reviewed the elements of this checklist and has found it meets the Commission's requirements.

## Transfer Policies

Transfer policies are appropriately disclosed to students and to the public.

- Board policies and administrative procedures on the transfer of credit are available on the [College's website](#).
- The [College catalog](#) describes the evaluation process and the necessary forms to complete the process.
- The [College 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.
- *See response to Standard [II.A.10](#).*
- *Eligibility Requirement 20*

Policies contain information about the criteria the institution uses to accept credits for transfer.

- College 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 College 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).
- *See response to Standard [II.A.10](#).*
- *Eligibility Requirement 20*

The institution demonstrates compliance with the Commission Policy on Transfer of Credit.

- To evaluate and grant transfer credit, College 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 State Chancellor's Office Course Identification Numbering System (C-ID) is used to articulate the College's courses with the California State University system and to streamline transfer among institutions.
- College counselors and transcript evaluators use the Transfer Evaluation System (TES) database for coursework taken within institutions of higher education in the United States.
- *See response to Standard [II.A.10](#).*
- *Eligibility Requirement 20*

## Conclusion

The College complies with the Commission Policy on Transfer of Credit. The College has reviewed the elements of this checklist and has found it meets the Commission's requirements.

### **Distance Education and Correspondence Education** [Regulation Citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38]

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

- The College employs a Dean of Instructional Support 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 College has an authentication process through the learning management system (Moodle) which maps to the College's LDAP directory and requires students to input a unique user name and password.
- The dean supports professional development for the College's learning management system (Moodle) and effective strategies in online learning.
- All of the College's class offerings, regardless of delivery, follow the same course outline of record (COR).
- 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.
- *See responses to Standards II.A.1, II.B.1, and II.C.1 in the [Distance Education Supplement](#) of the self-evaluation report.*
- *Eligibility Requirements 9, 15, and 17*

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

- All class offerings, regardless of delivery mode, follow the same course outline of record (COR).
- Discipline faculty in academic programs complete program 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.
- Student Services departments review program efficiency and effectiveness with the delivery of online support as part of the discussions.

- See responses to Standards II.A.1, II.B.1, and II.C.1 in the [\*Distance Education Supplement\*](#) of the self-evaluation report.
- Eligibility Requirements 9, 15, and 17

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

- The College uses Moodle as its learning management system for online, hybrid, and web-enhanced classes. Moodle provides secure login for both faculty and students.
- The College has an authentication process through Moodle which maps to the College's LDAP directory and requires students to input unique user names and passwords.
- See responses to Standards II.A.1, II.B.1, and II.C.1 in the [\*Distance Education Supplement\*](#) of the self-evaluation report.
- Eligibility Requirements 9, 15, and 17

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

- The College has a fully interactive web presence and distance learning program that assures that the online infrastructure, financial, student, and academic support are present and ready for future needs and advancements.
- See responses to Standards II.A.1, II.B.1, and II.C.1 in the [\*Distance Education Supplement\*](#) of the self-evaluation report.
- Eligibility Requirements 9, 15, and 17

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

- The College employs a Dean of Instructional Support 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 supports professional development for the College's learning management system (Moodle) and effective strategies in online learning.
- All of the College's class offerings, regardless of delivery, follow the same course outline of record (COR).
- See responses to Standards II.A.1, II.B.1, and II.C.1 in the [\*Distance Education Supplement\*](#) of the self-evaluation report.
- Eligibility Requirements 9, 15, and 17

## Conclusion

The College complies with Commission Policy on Distance Education and Correspondence Education. The College has reviewed the elements of this checklist and has found it meets the Commission's requirements.

## Student Complaints

[Regulation Citations: 602.1(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 College catalog and online.

- Board policies and administrative procedures are accessible on the College'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 College's website.
- To facilitate the complaint process, the board policies and administrative procedures on complaints are found in the [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, Discipline/Grievance and High School Partnerships.
- The forms for generating a student grievance are also on the College's website.
- *Eligibility Requirement 21*

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

- The student complaint files for the previous six years (since the last comprehensive evaluation) are available in the Office of the Dean, Discipline/Grievance for team to review.
- *Eligibility Requirement 21*

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 College remains prepared for any questions that the team members may have about the complaint files, procedures, or policies.
- *Eligibility Requirement 21*

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.

- The College lists all of the required information from the ACCJC on the College's [main accreditation webpage](#).
- The College lists all of the programmatic accreditors and organizations that accredit, approve, or license the institution and identifies links for any student complaints.
- *Eligibility Requirement 21*

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 College'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 College's website.
- To facilitate the complaint process, the board policies and administrative procedures on complaints are found in the [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, Discipline/Grievance and High School Partnerships.
- The forms for generating a student grievance are also on the College's website.
- *Eligibility Requirement 21*

### Conclusion

The College complies with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions. The College has reviewed the elements of this checklist has found that it meets the Commission's requirements.

### **Institutional Disclosure and Advertising and Recruitment Materials**

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

- Integrity is assured through having multiple people across the College review major documents such as the catalog and class schedule. Subject matter experts review publications and advertising pertaining to specific areas.



- The [College catalog](#) accurately provides the College's official name, address, telephone numbers, and website addresses. These are also provided in the [class schedule](#). The catalog also provides the College mission statement, purpose and objectives, and entrance requirements and procedures. These can also be found in the class schedule and the Admissions and Records webpages.
- The catalog is revised and reissued every year, and the class schedule is published twice per year (fall/spring and summer). Inaccuracies and ambiguities are corrected promptly with errata noted.
- College staff and faculty who are well versed in the College admissions procedures and programs handle student recruitment.
- *See response to Standard [I.C.2](#), [II.C.4](#).*
- *Eligibility Requirement 21*

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

- The College 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.
- *See response to Standards [I.C.1](#), [I.C.2](#), [I.C.5](#), [I.C.13](#).*
- *Eligibility Requirement 21*

The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

- The College lists all of the required information from the ACCJC on the College's [main accreditation page](#).
- The College lists all of the programmatic accreditors and organizations that accredit, approve, or license the institution and identifies a link for any student complaints.
- *See response to standards [I.C.12](#)*
- *Eligibility Requirement 11*

## Conclusion

The College complies with the Commission Policy on Institutional Disclosure and Advertising and Recruitment Materials. The College has reviewed the elements of this checklist and has found it meets the Commission's requirements.

### **Title IV Compliance**

[Regulation Citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15;668.16; 668.17 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 USDE.

- The College 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 staff conducts compliance requirement checks on an annual basis by following the US Department of Education's Federal Student Aid assessment guide. Financial Aid Office staff also attends regular conferences, workshops, on site, and web training offered by the US Department of Education and Professional Financial Aid Association to ensure the College complies with current Title IV financial aid regulations.
- For fiscal years 2010-11 through 2014-15, the College 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.
- *See response to Standard [III.D.15](#).*
- *Eligibility Requirement 5*

The institution has addressed any issues raised by the USDE 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.

- The USDE has not identified any issues with the College's financial responsibility, including student financial aid responsibility.
- *See response to Standard [III.D.15](#).*
- *Eligibility Requirement 5*

The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

- The College has contracted with a third-party servicer (North Star Education Services) [III.D.85](#)) to provide students with Default Prevention assistance and loan counseling. North Star Education Services provides information and education to loan borrowers about their options and prevent default. It includes cohort default analysis, delinquency assistance and default prevention outreach.
- Default rates have been monitored and are well within the federal guidelines. The College's three-year Cohort default rate is 10.2%, which meets the federal requirement (<30%). Default rates for fiscal year 2009, fiscal year 2010, fiscal year 2011 and fiscal year 2012 are 15.3%, 7.6%, 10.2% and 10.2% ([III.D.86](#)).

- *See response to Standard [III.D.15](#).*
- *Eligibility Requirement 5*

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.

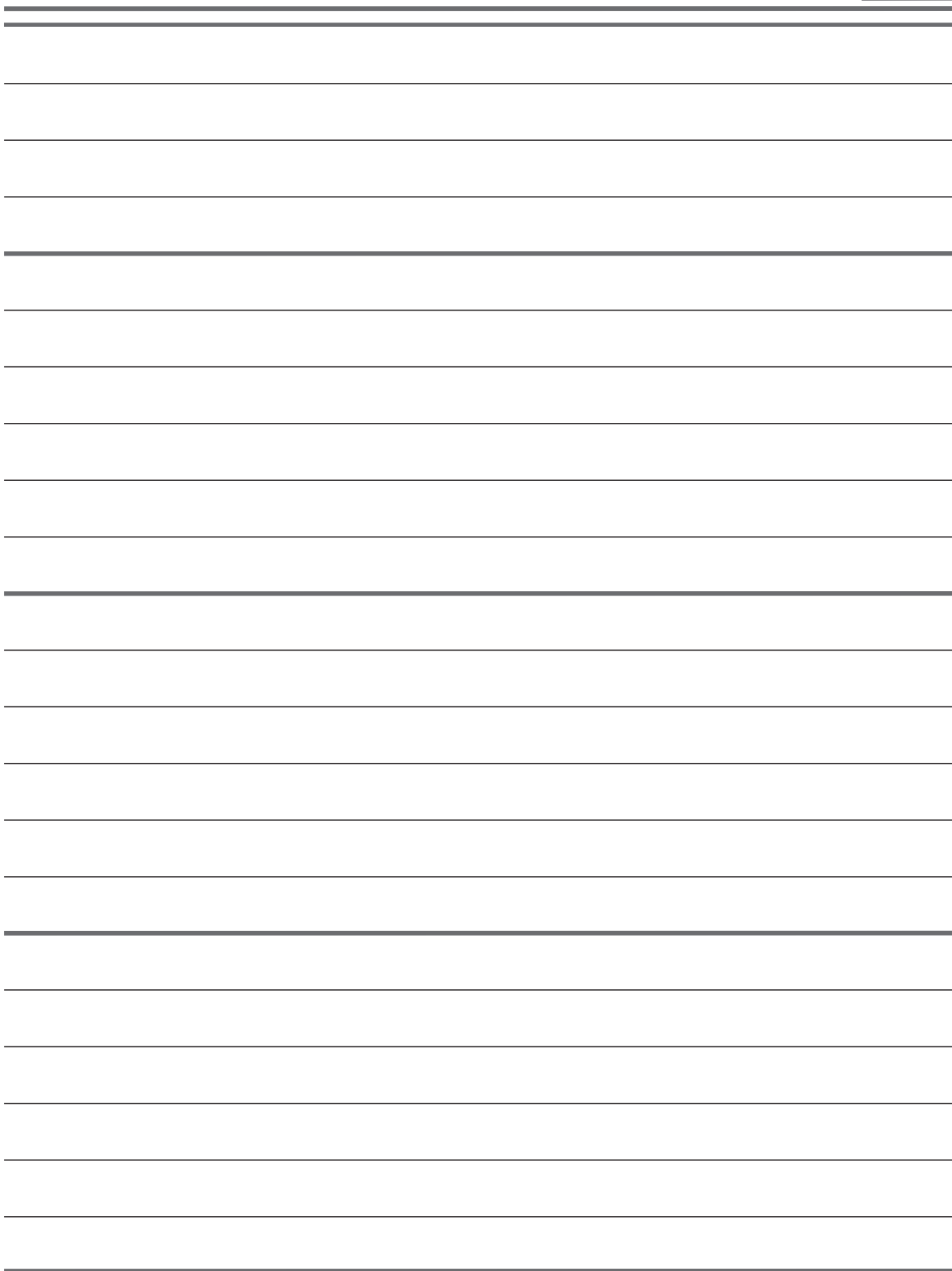
- The College's contractual relationships to offer and receive educational, library, and student support services are appropriate for an institution of higher education. The College purchases subscriptions from the Community College Library Consortium of California, and the College renews formal membership agreements on an annual basis.
- Contracting practices and agreements support the College mission, goals, and priorities and are in compliance with board policies and administrative regulations.
- College policies 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.
- *See response to Standards [I.B.5](#), [III.D.16](#).*
- *Eligibility Requirement 5*

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 College 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 2010-11 through 2014-15, the College 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. No material weaknesses or significant deficiencies were identified in the results of those audits.
- The College 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 College and the contracted organization.
- *See response to Standards [III.D.15](#), [III.D.16](#).*
- *Eligibility Requirement 5*

The College complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV. The College has reviewed the elements of this checklist and has found meets the Commission's requirements.

[illegible]









STANDARD





When I was eighteen years old, I was homeless and alone. I lived on the streets taking one class at a time at the local community college. I owned one pair of shoes and did not even own a jacket. Even then, I knew that obstacles were opportunities. Today, I am a proud college graduate and just one year away from earning a doctoral degree. I know that every day is a new chance to equip, empower, and inspire others who might be in the same situation I was. Maybe through me, they can see life with a renewed vision of hope for a future without limitations. The only limits are the ones we place on ourselves.

- Mark Merjil, Faculty, Child Development





### 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.**



**I.A.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

The College's commitment to student learning is captured in three principal statements: the educational vision, the core values, and the mission. [Board Policy 1200 \(Mission Statement\) \(I.A.1\)](#) provides direction for the College. It informs all College personnel as to the College's purpose, its *raison d'être*. All other decisions and actions flow from the College's mission. For example, [Board Policy 1250 \(Board Goals for Student Success\) \(I.A.2\)](#), [Board Policy 1400 \(Core Values\) \(I.A.3\)](#) and [Board Policy 1450 \(Core Competencies\) \(I.A.4\)](#) provide the framework within which the College articulates its broad educational purposes. Similarly, the Educational Vision and Integrated Planning Model ([I.A.5](#)) is a critically important document for the College. It clarifies the educational vision of the College and demonstrates the connections between the mission, board policies, and the strategic plan in the support of student learning and holistic student development. The document includes a crosswalk of the board goals for student success (Board Policy 1250) and the core values (Board Policy 1400) with the goals, objectives, and activities listed in the strategic plan (pp. 36-45). Every single one of the values and goals is directly tied to the College's mission. The College mission is mapped to the California Community College system mission.<sup>1</sup>

<sup>1</sup> Eligibility Requirement 6 Compliant. Appropriate to Higher Education and Constituency it Seeks to Serve.



### *The College's Broad Educational Purpose*

The College is a comprehensive, open community college operating under the California Community College system. As a result, the College mission is multi-function in nature and includes the following:

- The first two years of a baccalaureate study (transfer pathway)
- The pursuit of an associate degree as an educational objective, especially in career technical education fields
- The completion of career and technical education in a variety of pathways to meet the workforce needs of regional and state businesses and employers
- Pre-collegiate, foundation skills education for the large number of first generation students, second language learners, and those who enroll unready to produce collegiate-level work
- Non-credit and community education services, such as lifelong learning and second-language acquisition

### *Hope and Growth Mindset*

The College's faculty and staff have traditionally mobilized around a grounding moral imperative. In 2000, that moral imperative was to create institutional, structural, and campus-wide support for all students in response to very low success rates for students in developmental courses. The innovations resulting from that work created the [Student Success Centers \(I.A.6\)](#) for which the College is nationally known as evinced in the Lumina and Hewlett Reports ([I.A.7](#), [I.A.8](#)). The sustained commitment to serve students within the service area who are incarcerated is also evinced in the College's efforts at CIM and CIW. Those efforts have been recognized in [Degrees of Freedom \(I.A.9\)](#) and established Chaffey as a leader in California for rigorous and supportive inmate education.

For the past five years, the College has engaged in two important conversations: the affective aspects of student learning (e.g., [hope and mindset \(I.A.10\)](#)) and the completion agenda, with the honest reflection of the disparity in achievement between members of different groups (i.e., achievement gap). These conversations are often intertwined and have helped shape a new moral imperative that addresses educating the whole student.

The affective conversations occurring at the College centered on the two concepts of [hope and mindset](#). According to [C. R. Snyder \(I.A.11\)](#), hope is defined as “the process of thinking about one's goals, along with the motivation to move toward (agency) and the ways to achieve (pathways) those goals.” Working with [Dr. Shane Lopez \(I.A.12\)](#) of the Gallup organization, faculty began to see that hope can then be measured and influenced to improve students' chances of attaining their goals. Mindset thinking stems from the work of [Dr. Carol Dweck \(I.A.13\)](#). According to Dweck, individuals can have “fixed” or “growth” mindsets. Low hope/fixed mindset individuals tend to set easy goals, are overcome by obstacles, fear challenge and failure, shrink from feedback, blame others for failures, and are threatened by others' successes. In contrast, high hope/growth mindset individuals tend to set challenging goals (take risks),

view obstacles as opportunities, use failure and feedback to improve, assume responsibility for failure, and celebrate others' successes and contributions.

Chaffey faculty and staff saw the value of combining the constructs to provide an actionable framework. When combining hope and mindset, a continuum can be developed that characterizes individuals' outlooks on themselves relative to the particular challenges they face:



By viewing hope and mindset in this manner, it becomes possible to coach individuals toward a high hope/growth mindset through specific actions. Students' levels of hope and mindset can be measured and the College can use that information to determine what interventions are needed by which students, when they need them, and who provides those services to students.

To effect the desired change, as part of its recent Title V grant, the College adopted a Hope, Engage, Succeed campaign. The College, through the [Faculty Success Center \(I.A.14\)](#) offered a series of professional development activities ranging from [faculty summer institutes \(I.A.15\)](#) to college-hour presentations on the impact of hope and mindset on student success (please see Standard [III.A.14](#) for additional information). Faculty members were encouraged to discuss these ideas in their classes and to incorporate them into their teaching. Training on strategies to incorporate hope and mindset principles in interactions with colleagues and students were conducted with numerous classified staff as well.

The campus-wide Hope, Engage, Succeed campaign took place through social media as well as messaging around campus; banners were displayed in many locations around the College. Posters showing students and College personnel and their experiences with hope, engagement and their successes hang on the walls in locations around campus, including areas frequented by large numbers of students (e.g., counseling, admissions and records, success centers, and library).

### *Impact on the College's Mission*

As the hope and mindset conversations were occurring in 2012, the superintendent/president challenged the College to address the completion agenda. A new completion framework centered on the Gates Foundation's Completion by Design was developed and named [Completion Counts: Exceeding Expectations \(I.A.16\)](#). This information was presented to the Governing Board in March 2012 and turned into the [2012-2016 Strategic Plan \(I.A.17\)](#) which was approved by the Governing Board in May, 2012. To address the achievement gap among

diverse groups, the College partnered with Drs. Frank Harris and Luke Wood from the [Minority Male Community College Collaborative \(M2C3\) \(I.A.18\)](#) based at San Diego State University. They conducted student and faculty surveys and focus groups in order to help the College hear the voices of men of color ([I.A.19](#), [I.A.20](#)). That information, presented in two FLEX presentations and conversations with faculty, focused on effective strategies that improved learning and achievement not only for these men—but also for all students ([I.A.21](#), [I.A.22](#)).

Also during this time, the faculty, through the Faculty Senate, adopted a new faculty values statement. A subcommittee of the Faculty Senate met to create a values statement that truly captured the essence of the College’s faculty and their aspirations for themselves and their students. The vice president of the Faculty Senate proposed that the values statement be called [P.R.I.D.E.\(I.A.23\)](#), a masterstroke that reflected the faculty’s attitudes toward the College, its students, and their work, and nicely tied in with the College’s mascot, the panther. P.R.I.D.E. stands for Participate, Respect, Inspire, Develop, and Engage. For each of these, the faculty developed a list of ideals or characteristics that reflect the faculty’s values. The P.R.I.D.E. statement emphasizes the importance of hope, mindset, student aspirations, diversity, and student success ([I.A.24](#)).

With the affective principles for helping all students in place, the focus shifted to addressing the practical needs of the whole student, consistent with the College’s mission and vision statement of Improving Lives through Education. Evidence of this focus began to emerge in the new programming the College implemented, including a [food pantry,\(I.A.25\)](#) [transportation \(bus\) program \(I.A.26\)](#) [low-cost dental services \(I.A.27\)](#) and [free legal services \(I.A.28\)](#) provided by the College’s Business Administration faculty, paralegal students, and attorneys who donate their services.

When the Accreditation Oversight Committee (AOC) began the review process in spring 2014 for the College’s mission statement, there was clear consensus that the existing mission statement did not capture these aspects (hope and mindset, completion and achievement gap, P.R.I.D.E.) of the new moral imperative (please see Standard [I.A.4](#) for complete discussion). In response, the AOC formed a subcommittee to draft a proposed revision to the mission statement.

### *Intended Student Population*

As an open access, public post-secondary institution, the College’s intended population includes these students:

- High school graduates seeking pre-collegiate or general education curriculum for degree completion or transfer to four-year institutions
- Distance education students
- Students returning to school after long absences or raising families
- Individuals entering or re-entering the workforce pursuing job skills or CTE degrees and certificates to prepare for the emerging economy
- Veterans and their families seeking to improve their professional and personal skills
- Second language learners seeking essential English and life skills



Consistent with its role as a California community College and the mission statement, the College offers a wide variety of courses and programs for students of all types. These students fall into three categories: students needing assistance with foundational skills such as pre-College level reading and writing or mathematics, students pursuing career technical education, and students intending to transfer to a College or university to earn a bachelor's degree.

The College's service area consists of nine communities in western San Bernardino County: Chino, Chino Hills, Fontana, Guasti, Montclair, Mt. Baldy, Ontario, Rancho Cucamonga (Alta Loma, Cucamonga, and Etiwanda), and Upland. These communities contain four districts serving high school students: the Chaffey Joint Union High School, the Chino Unified School District, the Fontana Unified School District, and the Upland Unified School District. To serve these communities, the main campus is located in Rancho Cucamonga, with separate locations in Chino and Fontana. All campus sites are dedicated to serving the needs of the surrounding community.

As documented in the College's Fact Book, service area communities have a low college-going rate, with 43.8% of the adults having a high school education or less, and 13.4% live below the poverty level ([I.A.29, p. 5 and p.7](#)). As individuals increase their education, their communities improve. On three separate occasions since 2007, the College has contracted with Economic Modeling Scientists International (EMSI) to conduct economic impact analyses to document the College's impact on the community. Results from these studies have shown that the College's students tend to remain in the area ([I.A.30](#)).

Part of serving the community includes providing viable educational opportunities to the inmates in the two prisons located in Chino. Since 2005, the College has offered an associate degree program at the California Institution for Women at Chino (CIW). In summer 2015, the College was awarded a grant from the Chancellor's Office to expand educational opportunities for CIW and replicate that program at the California Institution for Men at Chino (CIM). Certificate programs that provide professional skills began at CIW in spring 2016. The first courses at CIM began in summer 2016. The College considers its prison education program, Turning Point, an important part of its mission and ensures that the Turning Point students are Chaffey students in every way, afforded the same opportunities and support as students at the other campuses.

Similarly, the College is committed to serving the distance education needs of its residents through its offerings in hybrid and online formats. For the purposes of this institutional self-evaluation report, a separate [Distance Education Supplement](#) was developed.

### *Types of Degrees and Other Credentials*

The College offers degrees and certificates appropriate for the associate degree level. Degrees include Associate of Arts and Associate of Science degrees, and Associate of Arts and Associate Degree of Science for Transfer (collectively, ADTs) to the California State University system. As of spring 2016 the College offers 25 Associate Degrees for Transfer. The College does not offer any bachelor's degree programs. Certificates available to students are focused on


career technical subjects. The College also offers foundational courses, primarily in the areas of reading and writing, ESL, and mathematics. These degrees, certificates, and courses are described in the [College catalog](#) (pp. 110, 112-185) ([I.A.31](#)).

### *Commitment to Student Learning and Achievement*

#### *Learning*

The College examines the competencies in skill and knowledge gained by students who are at the College. The knowledge and competencies are assessed in all segments of study or activity through measurable learning outcomes at the institutional, program, degree, and course levels.<sup>2</sup> The College also looks at learning beyond and outside of the classroom in its student services programs, instructional support, and grants and initiatives.

To promote fulfillment of its mission, the College has identified four core competencies that, when nurtured in its students, result in lifelong learners who (a) are effective communicators, (b) demonstrate critical thinking skills and information competency, (c) develop and pursue personal, academic, and career goals and skills, and (d) demonstrate knowledge of and strategies to consider significant social, cultural, environmental and aesthetic perspectives that are codified in [Board Policy 1450 \(I.A.04\)](#) and in the [College catalog](#) (p. 4) ([I.A.31](#)). The Outcomes and Assessment Committee updated these Core Competencies in 2015 to include the hope and mindset constructs ([I.A.32](#)). As a whole, the Core Competencies represent the College's institutional level learning outcomes. The College's Program and Services Review (PSR) process ([I.A.33](#)) ensures that all program- and course-level student learning outcomes (SLOs) connect with these core competencies. An example that demonstrates this alignment is from the College's Paralegal Program:

	<b>Learning Outcomes Hierarchy Example: Paralegal Program, Course Evidence</b>
<b>Core Competency</b>	Critical Thinking and Information Competency
<b>Program Level SLO</b>	Students who obtain a Paralegal Studies certificate will demonstrate legal problem solving skills, supported by appropriate analytical and critical thinking techniques.
<b>Course Level SLO</b>	Upon successful completion of BUSPL 403 (grade C or higher), students shall be able to analyze an evidence problem and prepare an appropriate piece of written testimony in the form of a declaration under penalty of perjury.

<sup>2</sup> See ACCJC Glossary, Definition of Student Learning.

Standards [I.B.2](#), [I.C.3](#), and [II.A.3](#) describe the College's SLO structure, communication protocols, and processes in more detail.

Faculty and instructional support and student services professionals also look at both qualitative and quantitative data in their learning outcomes assessment analyses. The Library and all Success Centers assess their own specific student learning outcomes, as do the individual programs of student services. Student Services also holds a poster session each spring showcasing student learning outcomes and assessment results to the campus community (please see Standards [II.B](#) and [II.C](#) for full details).

The vision and mission statements combine with the College's core values to give a clear picture of the College's broad educational purpose and the values that underlie the College's role in the community. The vision and mission statements identify the College's intended student population, describe the types of courses, degrees and other credentials available at the College, and stress learning achievement and success of the whole student.

### *Achievement*

In addition to student learning, the College examines the success of students at recognized points of completion, including successful course completion; number of degrees and certificates; licensure examination passage; post-program employment, and other similar measures.<sup>3</sup> Student achievement data is collected and shared in a variety of ways, including an equity analysis as part of program review, in the strategic planning measures as progress to the mission, in the key grants and initiatives secured by the College, the California Student Success Scorecard, the Institutional Effectiveness Partnership Initiative (IEPI) evidence, and the institution-set standards (please see Standard [I.B.3](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The College's mission accurately describes the College's broad educational purposes, intended student population, types of degrees and certificates offered, and its commitment to student learning and achievement. At the forefront of the work done at the College is the hope and growth mindset as the affective domain of learning. The types of degrees and certificate awards are in line with the State of California regulations and part of the traditional multi-function purpose of a community college. Moreover, the College studies its intended population, creates academic programs, and provides support services that help students reach their educational objectives. Learning analysis takes place at the course, program, and institutional levels as well as in student support services, including the library, the success centers, and related support services. The College coordinates all of its mission efforts on both the skills and competencies needed in College and after matriculation (student learning) but also on the attainment of recognized educational milestones which form the basis of success after college (student achievement).

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<sup>3</sup> See ACCJC Glossary, Definition of Achievement.



**I.A.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 College has a tradition and culture of using evidence and data to support its mission. This tradition and culture is based on the foundation of the [Office of Institutional Research](#) (OIR) ([I.A.34](#)). The OIR provides useful and user-friendly data, reports and presentations to College administration, staff, faculty and students. The office provides data and information relevant to the following:

- Short and long range planning and decision making.
- Institutional effectiveness and accountability.
- Student learning outcomes and student success.
- Program and Services Review.
- Federal- and state-mandated reporting.

The College uses both quantitative and qualitative data and communicates the findings. The OIR provides data in a variety of forms, including research briefs, [Did You Know](#) ([I.A.35](#)) publications containing information of interest to the College community, presentations to the Governing Board, and [OLAP cubes](#) ([I.A.36](#)). Discussed in-depth in Standard [I.C.3](#), the OLAP cubes are a web-based application that provides a simple way to view frequently requested data and information. The OIR has created printed training materials that guide faculty and staff through the use of the OLAP cubes, and OIR staff routinely meet with faculty and staff in one-on-one meetings to provide any additional training that is needed ([I.A.37](#)). A key benefit of OLAP cubes is that faculty, administration and staff can access important information without having to request the information from the OIR. A recent example of this ease of access was the College's successful application to become a part of the California State Bar's 2+2+3 Community College Pathway to Law School Initiative. The faculty member preparing the application was able to obtain much of the data requested in the application through the OLAP cubes, while the OIR focused on the application's more unique data requests. This access allowed timely completion of the application with all of the data requested by the State Bar ([I.A.38](#)).

### *Use of Data to Set Priorities and Accomplish the Mission*

The College has set a strategic goal of decreasing the achievement gap among diverse student populations. The College also set objectives designed to achieve this goal, including “Research key achievement gap indicators that affect student achievement and widely disseminate findings” and “Conduct research to understand performance disparities and identify strategies to improve student success” ([I.A.05, pp. 43-44](#)). This objective is discussed more fully in Standard [I.A.3](#).

The examination of equitable outcomes for all, the reduction of disproportionate impact, and the increase of educational opportunity are at the head of College practice as is using researching findings (see [I.B.6](#)). Program review disaggregates data to discover success gaps for groups (see [I.B.5](#)). The College has completed Student Success and Support Plans to examine the impact that orientation, placement, assessment, the development of education plans, and counseling and advising have on students. Data is gathered and adjustments are made based on the findings (see Standard [II.C](#)). In addition, the College produces an annual equity plan that reviews access to the institution and success measures for students. Evidence from the plan is used to improve practices at the College (see Standard [I.B.9](#)).

As evidence of the College’s use of data in support of priorities that accomplish the mission and meet the educational needs of students, the College offers several examples, including Program and Services Review (PSR) (discussed in Standard [I.B.5](#)) and the Success Centers (discussed in Standard [II.B](#)). Two examples discussed here are the College’s acceleration agenda, [Fast Track, \(I.A.39\)](#) and [Supplemental Instruction \(I.A.40\)](#)

*Fast Track.* The College began investigating implementation of accelerated learning classes in the spring of 2011. The Enrollment and Success Management Committee was aware of the success achieved by English students in accelerated courses at other California community colleges as detailed in the [California Acceleration Project \(I.A.41\)](#) and the [RP Group’s evaluation\(I.A.42\)](#) of it. The committee explored this research and also looked at other benefits of accelerated classes.

The College did not rely merely on the data generated at other Colleges. In 2012 the OIR analyzed the performance of students in Fast Track courses offered during the 2011-2012 school year. The initial findings were significant. Analysis of student success predictors revealed that students who take advantage of accelerated instruction are more likely to complete their courses and achieve higher levels of academic success than students who take full semester courses. When success rates were initially examined by demographic characteristics (i.e., gender, ethnicity, age range, and DPS student status), the data indicated that when compared to similar populations taking full semester courses, nearly all students, especially men of color, performed better in Fast Track courses ([I.A.43](#)).

Recently updated research by the Office of Institutional Research on nearly 30,000 enrollments in Fast Track that spanned a four-year period (fall 2011 through spring 2015), confirmed that the improvements in success rates and course completion for Fast Track students were statistically

significant ( $p < .05$ ;  $d > .20$ ) for nearly every group, including Hispanic and African American students as well as economically disadvantaged students ([I.A.44](#)).

To further investigate the efficacy of Fast Track courses, the College paid faculty to participate in a Faculty Inquiry Team (FIT) to explore all aspects of acceleration and make recommendations to the Enrollment and Success Management Committee (see Standard [III.A.14](#) for more on FITs) ([I.A.45](#)). The recommendations from the FIT and the Enrollment and Success Management Committee, coupled with reviews of internal and external data and student focus groups ([I.A.46](#))<sup>4</sup> were the primary reasons the College has continued to expand its Fast Track offerings to approximately 25% of all classes offered at all three campuses. In spring 2016, the College began offering fast track classes at 10 feeder high schools.

*Supplemental Instruction.* An important component of the College's [Title V Hispanic-Serving Institution grant](#) ([I.A.47](#)) is the Supplemental Instruction (SI) program. SI promotes achievement of the College's mission by inspiring hope and success while providing learning opportunities for all of the College's students. SI is a learning enhancement program designed to organize and improve the ways in which students prepare for learning outside of class in small group study sessions. SI at the College is targeted toward courses that are historically difficult and afford challenges to student success. SI leaders attend class with students to keep up with the subject content being presented and to model effective student practices and attitudes. During these sessions, SI leaders use interactive learning strategies that encourage involvement, comprehension, and synthesis of subject content. SI leaders also incorporate demonstrations of effective study techniques.

Chaffey's OIR conducts research on student performance in classes for which SI is offered. The data indicate that students who participate in SI sessions have a greater course completion rate than those who do not. For the 2014-2015 academic year, the course completion rate for students who attended an SI session was nearly 20% higher than for students who did not attend an SI session (71.8 vs. 50.9); when students attended eleven or more SI sessions, course success rates increased to 84.6% ([I.A.29, pp. 137-139](#)). Additionally, SI had a larger impact on the success of Hispanic, African American, and American Indian/Alaska Native/Other Non-White students than other ethnic groups.

In contrast to the successful Fast Track and Supplemental Instruction initiatives, the College recognizes that activities that do not support the College's mission distract from those that do. When data demonstrates that initiatives are not working, the College does not hesitate to listen to the data, eliminate failed efforts, and search for solutions that work to help students. The removal of the Early Advantage Program is one example of the elimination of a program that was not working.

*Early Advantage.* Early Advantage was designed as an early alert program to assist students in academic distress. Faculty members used the College's MyChaffey online system to notify students about academic problems early in the semester. The students were asked to see

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<sup>4</sup> Video ([I.A.46](#)) must be accessed from the ACCJC Evidence Room (Standard [I.A.2](#)) on the College's website. ([http://libguides.chaffey.edu/accreditation/2016\\_visit](http://libguides.chaffey.edu/accreditation/2016_visit)). Video is also on the provided flash drive.



their instructor, who would give them a personalized report. Students contacted by the Early Advantage Program exhibited statistically significantly lower mean term grade point averages, attempted and earned fewer units, and were more likely to withdraw from courses than non-Early Advantage students. Based on the data, the Enrollment and Success Management Committee recommended termination of the Early Advantage Program ([I.A.48](#), [I.A.49](#)).

The evidence shows that the College has a culture of using evidence and data to determine how effectively it is accomplishing its mission. The College uses data to determine whether its activities meet the educational needs of its students. The College invests in and relies upon a state-of-the-art Office of Institutional Research to gather and interpret student data. It makes important data available to College personnel through OLAP cubes and supports faculty, administration, and staff in gathering and interpreting critical information not readily available in the OLAP cubes. This data is an integral part of PSR. Resource allocation decisions are made based on the data and the educational needs of students. Important initiatives are analyzed to ensure that they contribute to student learning.

Finally, the College has established institution-set standards for key measures such as course completion, degree and program completion, job data such as licensure pass rates and employment rates. The measures of institutional performance are relevant to guide self-evaluation and College innovation and improvement and are shared across the campus with all constituent groups (see Standard [I.B.3](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The College has recognized policies, procedures, and practices that assess student learning and success as well as efficiency and productivity and thus track progress on the mission goals. The College uses data, in both quantitative and qualitative form, to set College-wide priorities, create program plans, and make determinations about requests for resource allocations for improvement to practice. Key programs are identified to reduce learning and success gaps such as Fast Track and Supplemental Instruction. The College personnel possess an experimental mindset and try new ways to move ideas to action to improve educational outcomes for students. The College has applied for and received numerous grants and initiatives to supplement and support the efforts and funding structure of the College. In this way, the College has become a learning organization, tapping into the natural curiosity of faculty, staff, and administration.



As noted earlier, the College has a strategic goal to reduce the achievement gap and has devoted significant efforts and resources in this regard. The College regularly assesses its progress on this goal. In the Quality Focus Essay, the College has included an objective that implements strategies to augment the equity initiative. Activities such as increased professional learning for faculty and staff and listening to student voices to identify hidden barriers are identified to ensure the objective is met and help the College move above and beyond what it is already doing (G3.O2).



**I.A.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

#### *Program and Support Alignment*

The College engages in a robust Program and Services Review (PSR) process that takes the mission statement into account and requires programs and services to demonstrate how they support the College's mission. As noted in Standard [I.B.5](#) the PSR process requires consideration of program performance in terms of student success, including that of important student subpopulations. These considerations flow from the mission's goals of improving lives, inspiring success, and providing a supportive and excellent learning environment for the College's students. Programs must understand their impact and effectiveness if they are to help the College satisfy its mission ([I.A.33](#)).

The alignment with the mission extends to all programs and departments, but particularly instruction, instructional support, and student services programs that must explain how they connect to and fulfill the College's mission (see [II.B.3](#) and [II.C.2](#) for additional information).

#### *Decision Making, Planning, and Resource Allocation*

The College's mission guides institutional decision-making, planning and resource allocation and informs institutional goals for student learning and achievement. As explained in the Educational Vision and Integrated Planning Model ([I.A.5](#)), the College has a robust integrated planning cycle (please see Standard [I.B.9](#)). The Strategic Plan 2015-2018 is framed around the adopted, long-term institutional goals that flow directly from the mission and board policy and are reviewed through the shared governance process as reflected in meeting minutes ([I.A.5, pp. 36-43](#); [I.A.50](#), [I.A.51](#), [I.A.52](#), [I.A.53](#)).

The Resource Allocation Committee (RAC) ensures that resource allocation decisions concerning equipment, software, technology, and budget augmentations reflect the College's mission and are distributed in accordance with the College's plans to achieve that mission ([I.A.54](#), [I.A.55](#), [I.A.56](#)). RAC membership incorporates key members of the College's administration, faculty, and classified staff, including the associate superintendent of instruction and institutional effectiveness, the faculty senate president, and budgeting staff. The RAC reports through President's Cabinet to the superintendent/president.

## Analysis and Evaluation

Chaffey College meets this standard. The programs and services offered by the College are directly linked to the educational purposes of the College and the intended student population. Program and Services Review processes require programs and services to demonstrate alignment with the College's mission and strategic plan. There are programs that address the needs of first generation students, second language learners, traditional transfer pathway students, and those needing support to do college-level work. The PSR process evaluates the learning and success needs of students, and from this process creates decision-making plans and sets resource allocation priorities. Programs must consider student learning and success data as part of the PSR process. Finally, there is a framework of evaluation of processes and systems to improve the way the College aligns support to student needs. Results from this analysis are used for programmatic and College improvement.



**I.A.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

### *Widely Published*

The mission statement is widely published. It is displayed in the College [catalog \(I.A.33, p. 3\)](#) alongside the message from the superintendent/president. It is on the [College website \(I.A.57\)](#). It is posted on walls in classrooms, offices, conference rooms, and other locations on all campuses. The mission statement is also included on the back of business cards. It is prominently displayed in the College's annual Report to the Community ([I.A.58](#)). Pursuant to [Board Policy 2410 \(I.A.59\)](#) and [Administrative Procedure 2410](#) (Board Policy and Administrative Procedures) ([I.A.60](#)), the College evaluates and revises (if necessary) the mission statement every five years. In practice, the College reviews its mission statement in connection with its preparation for its accreditation self-study, unless it determines it is necessary to do so sooner than that. As described in detail in Standard [I.B.7](#), the College is completing one review cycle and will begin a new one in fall 2016 ([I.A.61](#)).

### *Regular and Systematic Review*

From December 2009 through 2015, the College's mission statement read as follows:

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

During spring semester 2014, the College's Accreditation Oversight Committee (AOC) decided that a subcommittee should explore the desirability of revising the College mission statement. A subcommittee consisting of faculty, staff and administrative personnel was convened. The subcommittee met multiple times during the semester. The members reviewed the College's then-current mission statement, prior Chaffey College mission statements, and other College's mission statements. The subcommittee also reviewed (a) the College's statutory mission pursuant to the Education Code and (b) the then-existing ACCJC accreditation standards. As documented in meeting notes and other documents, the subcommittee also considered developments and activities at Chaffey since the 2009 revision of the mission statement and decided that a revision was appropriate ([I.A.62](#), [I.A.63](#), [I.A.64](#), [I.A.65](#), [I.A.66](#)).

The subcommittee prepared a draft revision and reviewed it to ensure it satisfied current statutory and accreditation requirements. At the same time, the subcommittee drafted a proposed vision statement ("Chaffey College: Improving Lives through Education") for consideration together with the draft mission statement. These proposals were presented for review by the full AOC during spring semester 2014. The discussion continued in a subsequent AOC meeting during fall semester 2014. The AOC modified the proposed revision to the mission statement during that meeting, and also approved the vision statement, as did Faculty Senate ([I.A.67](#)) and Classified Senate ([I.A.68](#)).

Members of the Governing Board met with members of the AOC on June 24 2015. The Board members made suggestions for additional changes to the proposed mission statement and together they created a revised draft ([I.A.69](#)). They also agreed to the proposed vision statement. The revised draft was approved by the AOC on August 7, 2015 ([I.A.70](#)). This draft and the proposed vision statement were approved by Faculty Senate ([I.A.71](#)), Classified Senate ([I.A.72](#)) and the Associated Students of Chaffey College ([I.A.73](#)).

As described in Standard [I.A.1](#), the College adopted a new mission statement effective November 2015 ([I.A.74](#)). The new mission statement reads as follows:



Significant cultural shifts emerged through the discussion of the affective components of student learning, the completion agenda, including the achievement gap, and the creation of the [P.R.I.D.E](#) faculty values statement ([I.A.23](#)). As the foregoing discussion demonstrates, the new mission statement was the product of robust discussion and effective shared governance processes.

Although it is an evolution from prior mission statements, the College’s new mission statement includes important changes that reflect activities the College has undertaken in the past few years. The College’s new mission statement states “Chaffey College inspires hope and success.” This was not in the prior version. This language addition is a direct result of the College’s focus on the impact of students’ hope and mindset on their success in college.

This focus on hope and engagement and their relation to student success has become infused into the College culture and is evidence based (see Standard [I.A.1](#)). Therefore, the AOC felt it was important to recognize and include these concepts in the mission statement. Additionally, the AOC wanted the mission statement to reflect the College’s willingness to accept risk and constant change in its continuous drive to improve student success; hence, the addition of the term “dynamic” was added to describe the College environment.

The new mission statement focuses on the College’s “supportive and engaging environment of educational excellence . . . .” These concepts were derived from the existence of programs such as the [Success Centers](#) ([I.A.6](#)), [Supplemental Instruction](#) ([I.A.41](#)), [Fast Track](#) ([I.A.40](#)), and others that support student success and create an environment conducive to learning. They were also derived from the faculty’s value statement—P.R.I.D.E. The faculty values statement includes ideas such as respect for students, faculty, staff, and administrators, along with appreciation for diversity. It also encourages engaging and supportive behaviors, such as

high hope and mindset thinking, sharing, innovating, and professional growth. The P.R.I.D.E. statement exhorts faculty to inspire student success, high aspirations, effective use of College resources, and exploration of new ideas, critical thinking, and active learning. These concepts are all encompassed within the new mission statement.

### Analysis and Evaluation

Chaffey College meets this standard. The College widely shares its mission with students, faculty, staff, administration, and the community it serves through the College website and print literature about programs and services. In addition, the mission statement is displayed in the catalog, in rooms on all campuses, in the annual Report to the Community, and on business cards as well as in important documents such as the class schedule and College plans. Importantly, the College mission statement is approved by the Governing Board, and the College regularly reviews and revises the mission for currency and relevance through a strong shared governance process.



## Evidence List for Standard I.A

<a href="#">I.A.1</a>	Board Policy 1200
<a href="#">I.A.2</a>	Board Policy 1250
<a href="#">I.A.3</a>	Board Policy 1400
<a href="#">I.A.4</a>	Board Policy 1450
<a href="#">I.A.5</a>	Educational Vision and Integrated Planning Model
<a href="#">I.A.6</a>	Success Centers
<a href="#">I.A.7</a>	Lumina Foundation Focus, Fall 2008
<a href="#">I.A.8</a>	Hewlett Leaders in Student Success, 2009
<a href="#">I.A.9</a>	Degrees of Freedom
<a href="#">I.A.10</a>	Hope and Mindset
<a href="#">I.A.11</a>	C.R. Snyder article
<a href="#">I.A.12</a>	Dr. Shane Lopez
<a href="#">I.A.13</a>	Dr. Carol Dweck
<a href="#">I.A.14</a>	Faculty Success Center
<a href="#">I.A.15</a>	Summer Institutes
<a href="#">I.A.16</a>	Completion Counts: Exceeding Expectations
<a href="#">I.A.17</a>	2012-2016 Strategic Plan
<a href="#">I.A.18</a>	Minority Male Comm. College Collaborative (M2C3)
<a href="#">I.A.19</a>	M2C3 Student Report



<a href="#"><u>I.A.20</u></a>	M2C3 Faculty Report
<a href="#"><u>I.A.21</u></a>	Fall FLEX 2014
<a href="#"><u>I.A.22</u></a>	Spring FLEX 2015
<a href="#"><u>I.A.23</u></a>	P.R.I.D.E. webpage
<a href="#"><u>I.A.24</u></a>	Faculty Senate Minutes, 1-22-13
<a href="#"><u>I.A.25</u></a>	Food Pantry
<a href="#"><u>I.A.26</u></a>	GoSmart
<a href="#"><u>I.A.27</u></a>	Low-cost dental services
<a href="#"><u>I.A.28</u></a>	Free Legal Services
<a href="#"><u>I.A.29</u></a>	Chaffey College Fact Book 2016
<a href="#"><u>I.A.30</u></a>	EMSI Documents
<a href="#"><u>I.A.31</u></a>	2015-2016 College Catalog
<a href="#"><u>I.A.33</u></a>	OAC Minutes Regarding Core Competency Changes
<a href="#"><u>I.A.32</u></a>	2016 PSR Handbook
<a href="#"><u>I.A.34</u></a>	Office of Institutional Research website
<a href="#"><u>I.A.35</u></a>	OIR - Did You Know webpage
<a href="#"><u>I.A.36</u></a>	OIR - OLAP cube screen shot
<a href="#"><u>I.A.37</u></a>	OLAP Cube primer
<a href="#"><u>I.A.38</u></a>	2+2+3 Example
<a href="#"><u>I.A.39</u></a>	Fast Track webpage
<a href="#"><u>I.A.40</u></a>	Supplemental Instruction webpage
<a href="#"><u>I.A.41</u></a>	California Acceleration Project (CAP) website
<a href="#"><u>I.A.42</u></a>	RP Group's evaluation of CAP
<a href="#"><u>I.A.43</u></a>	Did You Know 54
<a href="#"><u>I.A.44</u></a>	Did You Know 83
<a href="#"><u>I.A.45</u></a>	Acceleration FIT webpage
<a href="#"><u>I.A.46</u></a>	Student Focus Group Video - Acceleration
<a href="#"><u>I.A.47</u></a>	Title V Hispanic-Serving Institution grant webpage
<a href="#"><u>I.A.48</u></a>	Did You Know 65 (Early Advantage)
<a href="#"><u>I.A.49</u></a>	ESM Evidence ceasing Early Advantage
<a href="#"><u>I.A.50</u></a>	Faculty Senate Minutes, 9-9-14
<a href="#"><u>I.A.51</u></a>	Classified Senate Minutes, 2-26-15
<a href="#"><u>I.A.52</u></a>	President's Cabinet Minutes, 11-18-14
<a href="#"><u>I.A.53</u></a>	Governing Board Minutes, 4-23-15
<a href="#"><u>I.A.54</u></a>	RAC Minutes, 10-23-13
<a href="#"><u>I.A.55</u></a>	RAC Minutes, 5-15-14
<a href="#"><u>I.A.56</u></a>	RAC Minutes, 4-22-15
<a href="#"><u>I.A.57</u></a>	College website link
<a href="#"><u>I.A.58</u></a>	Report to the Community 2015

<a href="#"><u>I.A.59</u></a>	Board Policy 2410
<a href="#"><u>I.A.60</u></a>	Administrative Procedure 2410
<a href="#"><u>I.A.61</u></a>	Policy Review Cycle
<a href="#"><u>I.A.62</u></a>	Research on mission statements
<a href="#"><u>I.A.63</u></a>	Mission meeting notes, 1-30-14
<a href="#"><u>I.A.64</u></a>	Mission meeting notes, 2-7-14
<a href="#"><u>I.A.65</u></a>	Mission meeting notes, 4-8-14
<a href="#"><u>I.A.66</u></a>	Metamorphosis of mission
<a href="#"><u>I.A.67</u></a>	Faculty Senate Minutes, 1-20-15
<a href="#"><u>I.A.68</u></a>	Classified Senate Minutes, 1-29-15
<a href="#"><u>I.A.69</u></a>	AOC Minutes, 6-24-15
<a href="#"><u>I.A.70</u></a>	AOC Minutes, 8-7-15
<a href="#"><u>I.A.71</u></a>	Faculty Senate Minutes, 9-22-15
<a href="#"><u>I.A.72</u></a>	Classified Senate Minutes, 9-24-15
<a href="#"><u>I.A.73</u></a>	ASCC Minutes, 10-5-15
<a href="#"><u>I.A.74</u></a>	Governing Board Minutes, 11-18-15

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**I.B.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 (ER 11).**

### Evidence of Meeting the Standard

The College engages in ongoing, collegial, dialog focused on student outcomes, equity, academic quality, institutional effectiveness, and the continuous improvement of student learning and achievement through regular College processes and established College structures.

The College successfully uses major College events to inform and engage constituency groups in meaningful institutional dialog. At Convocation, Spring Kick-Off, quarterly College Council meetings, and other events, the superintendent/president and the Executive Leadership Team inform and present information about major College initiatives (e.g., hope and mindset; student learning outcomes; student engagement; achievement gap issues) to all campus constituent groups. Informed speakers and presenters are invited to present evidence-based strategies to the entire campus community. Most recently, these speakers have included the following:

- [Jane Elliott \(I.B.1, I.B.2\)](#)
- [John Husing \(I.B.3, I.B.4\)](#)
- [Frank Harris and Luke Wood \(I.B.5, I.B.6\)](#)
- [Shane Lopez \(I.B.7, I.B.8\)](#)
- [Terry O'Banion \(I.B.9, I.B.10\)](#)

Constituency groups are provided with post-presentation opportunities to engage speakers and presenters and proactively respond to shared content ([I.B.11](#)). These opportunities communicate to the campus community what the institution values, provide the campus community with opportunities to actively engage in collegial dialog, and promote understanding and acceptance of major College initiatives.

### *Learning Outcomes<sup>5</sup>*

There is widespread College dialog about learning outcomes assessment results and the identification of gaps among diverse student groups. Several College committees that are a part of the College's integrated planning process consider learning outcomes, including the College's Outcome and Assessment Committee (OAC), the Curriculum Committee, and the Program Services and Review (PSR) Committee.

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<sup>5</sup> Eligibility Requirement 11 Compliant, Student Learning and Achievement.

The Program and Services Review Committee (PSR) oversees the College's annual program review process for all College programs (please see Standard [I.B.5](#)). As of 2010, this process has incorporated a section devoted to a program's SLO activity ([I.B.12](#)). The Outcomes and Assessment Committee's oversight of the SLO process, which primarily occurs as a part of the program review process, serves to connect course level SLO activity to program or certificate level SLO activity, and finally up to institutional level SLO activity, and identifies gaps or weaknesses in individual programs' or services' SLO activity. The committee provides guiding feedback to help programs prepare for PSR ([I.B.13](#)) and submission of PSR documents ([I.B.14](#)). The OAC also produces an SLO Monitoring Report, which documents not only assessment evidence but also Closing the Loop evidence by program ([I.B.15](#)) and maintains the College's [SLO website](#) ([I.B.16](#)). OAC has also prepared information for the deans to discuss with faculty at school FLEX meetings ([I.B.17](#)).

The Curriculum Committee oversees College-wide curriculum review consistent with [Administrative Procedure 4020](#) ([I.B.18](#)). Included in the process is a check for course and program SLOs which are housed on the College's curriculum management system, CurricUNET. New courses, new programs, course modifications, and program modifications must also include appropriate student learning outcome documentation in order to obtain approval from the Chaffey College Curriculum Committee ([I.B.19](#)).

### *Equity*

Established College committees ensure that all matters of equity are broadly and deeply discussed throughout the College. These include President's Equity Council (29 members), the Enrollment and Success Management Committee (45 members), the Inmate Education Steering Committee (12 members), and the Hispanic Serving Institutions Grant Steering Committee (15 members); they serve as the hubs of innovation with respect to student equity, academic quality, and institutional effectiveness. Broad dialog in these committees is usually followed with the establishment of [Faculty Inquiry Teams \(FITs\)](#) ([I.B.20](#)) to research matters of equity and student success (please see Standard [III.A.14](#) for more information). These committees oversee the following campus initiatives:

- [Student Equity Plan](#) ([I.B.21](#))
- [Turning Point at Chaffey College](#) ([I.B.22](#))
- [Hispanic Serving Institution Title V Grant](#) ([I.B.23](#))
- [Minority Male Community College Collaborative](#) ([I.B.5](#))

The Office of Institutional Research produces a Fact Book ([I.B.24](#)), and every section of the book includes metrics that are disaggregated by race or ethnicity, gender, and age range. Other disaggregated research reports include Fast Track ([I.B.25](#)), Chino Campus demographics ([I.B.26](#)), 2014-15 Degree and Certificate Earner research brief ([I.B.27](#)), and the 2012-13 Campus Climate Survey ([I.B.28](#)).

## *Academic Quality and Institutional Effectiveness<sup>6</sup>*

The College has a proud tradition of embracing innovation, research, dialog and evaluation. The Educational Vision and Integrated Planning Model ([I.B.29](#)), demonstrates that the College has a robust planning process centered on student learning and achievement that was more than seven years in the making.

The College Planning Council (CPC) guides conversations about planning and improvements in institutional effectiveness. The CPC assures that institutional-set standards are discussed and measured, planning processes are evaluated, and institutional processes for board policy and administrative procedure review occur as scheduled. The main responsibilities of the CPC include evaluating institutional performance on the Strategic Plan, evaluating the Integrated Planning Cycle and processes, and recommending changes as needed. Summary meeting notes provide evidence of these discussions ([I.B.30](#), [I.B.31](#), [I.B.32](#)).

The Accreditation Oversight Committee (AOC) ensures that the College is attentive to all aspects of accreditation and institutional effectiveness. The AOC works with the accreditation liaison officer and other committees to keep matters of institutional effectiveness at the forefront of the College's thinking ([I.B.33](#), [I.B.34](#), [I.B.35](#)).

Recent Accreditation survey results underscore the fact that faculty (full-time and part-time), staff, and administrators uniformly believe that collegial dialog regularly occurs about student success, student equity, academic quality, and institutional effectiveness ([I.B.36](#)).

### Analysis and Evaluation

Chaffey College meets this standard. Substantive, sustained, collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occur regularly through both formal and informal means. Regular institutional processes, reports, and actions provide the College with significant opportunities to discuss all aspects of these topics.

Student learning outcomes are a key component of the Program and Services Review process and the curriculum review process. This dialog is institutionally supported through the shared governance process, which engages the Program and Services Review Committee, the Outcomes and Assessment Committee, and the Curriculum Committee with formalized monitoring of faculty engagement with learning outcomes. Professional development opportunities for assessing and discussing learning outcomes are ongoing through the [Faculty Success Center](#) as well as department meetings and FLEX.

Recent accreditation survey results underscore the fact that students, faculty (full-time and part-time), staff, and administrators uniformly believe that collegial dialog regularly occurs about student success, student equity, academic quality, and institutional effectiveness. Finally,

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<sup>6</sup> Eligibility Requirement 11 Compliant, Student Learning and Achievement.



the institution successfully uses major College events to inform and engage constituency groups in meaningful institutional dialog. At Convocation, Spring Kick-Off, quarterly College Council meetings, and other events, the superintendent/president and the Executive Leadership Team inform and present evidence to students, faculty, and staff about major College initiatives (e.g., hope and mindset; student learning outcomes; student engagement; achievement gap issues). Informed speakers and presenters (e.g., Shane Lopez, Senior Research Fellow with the Gallup Organization; Drs. Wood and Harris from the Minority Male Community College Collaborative) are invited to present evidence-based strategies to the entire campus community. Constituency groups are provided with post-presentation opportunities to engage speakers and presenters and proactively respond to shared content. These programs communicate to the campus community what the College values, provide the constituents with opportunities to actively engage in collegial dialog, and promote understanding and acceptance of major College initiatives.



**I.B.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

#### *Instructional Programs*

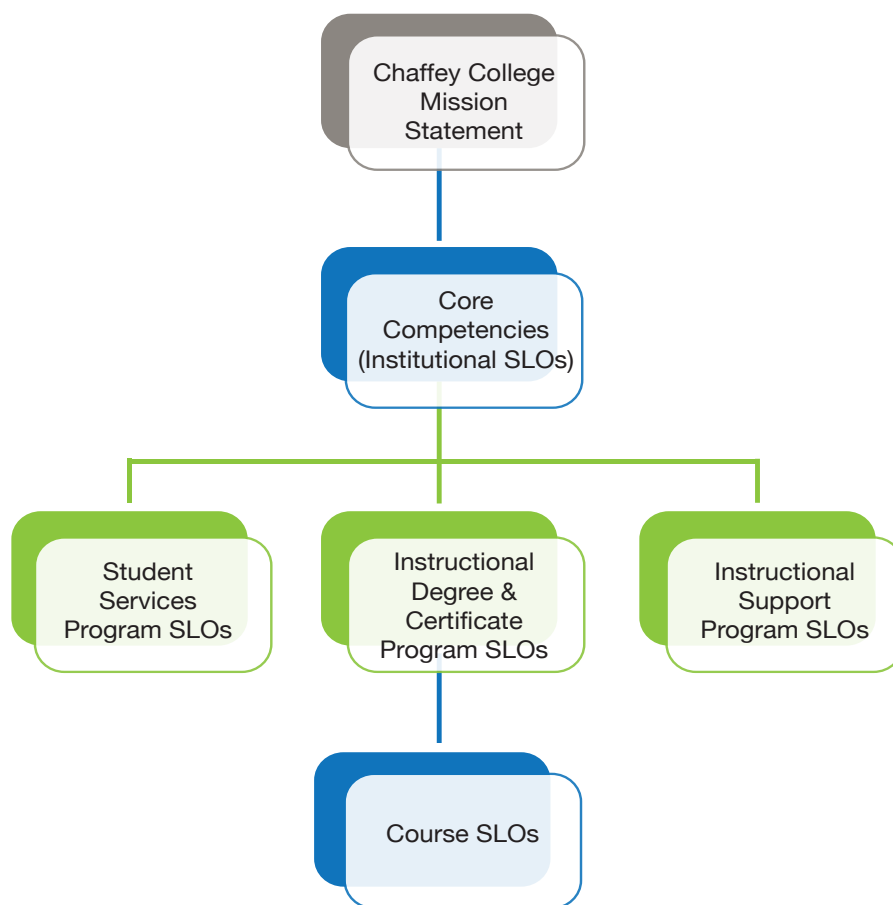
In 2008, the College formally adopted the Nichols Model as a roadmap of assessment activities ([I.B.37](#), [I.B.38](#)), which fit within the local concept and application of institutional effectiveness. In 2009, the College developed a plan for achieving proficiency with regard to SLOs ([I.B.39](#)). That plan was updated in 2016 ([I.B.40](#)) and, along with the Outcomes and Assessment Bylaws ([I.B.41](#)), explains that the College's SLO process consists of the following:

- Creating of an SLO statement that relates to the knowledge, skills and abilities a student is expected to obtain upon successful completion of that course, service, or interaction
- Developing an assessment for the SLO
- Establishing a benchmark or criteria for success
- Collecting the data or evidence of assessment
- Participating in reflective dialoging and actions to improve success, also known as Closing the Loop

Feedback from ACCJC in 2013 demonstrated that the College had made significant progress toward proficiency. The cumulative College average for all categories was 4.13, which was above the state average of 3.44 ([I.B.42](#)). Since that time the College has improved the consistency of reports

generated to document SLO activity. Examples of these include the Closing the Loop reports ([I.B.43](#), [I.B.44](#), [I.B.45](#)) and the SLO Monitoring Report ([I.B.15](#)).

The College's learning outcomes are organized into a hierarchy. Course and service SLOs are nested under program level SLOs, which are nested under institutional level SLOs, also known as Core Competencies.



Examples of nested SLOs are provided as evidence ([I.B.46](#)). Individual course SLOs are connected to program learning outcomes through a Curriculum Map that indicates for each course which program SLOs will be introduced (I), practiced (P), or mastered (M) ([I.B.47](#)). Program SLOs are published in the [College catalog](#) ([I.B.48](#)) and are included on the program pages in CurricUNET. Program learning outcomes are also connected to the Core Competencies through a Core Competency Matrix ([I.B.49](#)). Together these SLO documents demonstrate how course SLOs are related to program SLOs and, in turn, that all programs and courses speak to the College's Core Competencies. All student learning outcomes activity is tracked through the Chronological Assessment Plan ([I.B.50](#)) which is also submitted through the Program and Services Review process.

For each course SLO, faculty document the means of assessment, assessment dates, criteria for success, summary of evidence, use of results, and the next assessment date on the course

SLO page in CurricUNET ([I.B.51](#)). Programs maintain a chronological assessment plan (CAP) listing the courses/SLOs to be assessed each semester during a multi-year period. Because of the hierarchical structure of SLOs, assessment results at the course level inform progress on program SLOs ([I.B.52](#)). The College's Program and Services Review (PSR) includes a page devoted to each program's degree or certificate learning outcomes and related documentation ([I.B.53](#)). Finally, all course level assessments and program reviews related to SLOs ultimately can be extrapolated into Core Competency assessments.

#### *Instructional Support and Student Services*

Student support and services programs follow the same Nichols Model approach to SLO assessment ([I.B.54](#)). Course and program learning outcomes rely on course outlines of record as the source for identifying and assessing student learning. Instructional Support and Student Services departments use the program mission as the source of the learning outcomes. The program mission is aligned with the College mission. From the mission, programs establish goals and outcomes. All Student Services programs have SLOs, a CAP, and a Core Competency Matrix, which is attached to their PSR document and are publicly available on the Student Learning Outcomes website ([I.B.16](#)). Additionally, the student services areas also conduct a two-week poster session in the Student Services and Administration area demonstrating the results of assessment for students ([I.B.55](#)). For a more complete description of Core Competency assessments, please see Standard [I.B.6](#).

#### Analysis and Evaluation

Chaffey College meets this standard. The College diligently publishes learning outcomes in multiple publications, the College catalog, CurricUNET, the SLO web page, and individual course syllabi. The College also maintains active oversight of the progress toward proficiency and meets the requirements outlined by ACCJC. Both student services and instruction incorporate all outcomes levels in the Program and Services Review process. All programs, instructional and student services and support, have engaged in two complete Program and Services Review cycles that intrinsically incorporate student learning outcomes and assessment as part of the internal evaluation process. Faculty and staff use assessment data to evaluate courses, programs, and services. These evaluations lead to reflection changes that foster continuous improvement.



Although the College has well-established structures and processes for student learning outcomes, faculty have been frustrated with CurricUNET for SLO assessment and documentation. As discussed more fully in Standard [I.C.3](#), the College purchased Taskstream, a cloud-based system that gives College personnel the ability to manage processes easily. The system has a specially designed learning outcomes management module which not only connects outcomes assessment activity to college goals and objectives, but also significantly increases the College's ability to run reports on assessment activity at all levels of the learning outcomes process (e.g., course, program, and institutional student learning outcomes). A workgroup began implementation in spring, 2016. The College needs to complete the implementation in order to realize the system's benefits.



**I.B.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

In 2014, the College established institution-set standards for student achievement as part of the ACCJC annual report. At that time, the College used a three-year average of data as the basis for the institution-set standards, including those for job placement in career technical education (CTE) areas. The College received a letter from ACCJC advising enhanced monitoring because two of these averages, Interior Design and Hotel Management, were too low, even though they were consistent with the data ([I.B.56](#)).

In an effort to engage in broader discussion about the institution-set standards, the College Planning Council (CPC) now oversees the establishment of these standards. On August 6, 2015, the CPC reviewed data from the Office of Institutional Research and engaged in practice scenarios about determining institution-set standards ([I.B.57](#), [I.B.58](#)). On August 28, 2015, the CPC reviewed additional information and engaged in robust debate about all of the factors that needed to be considered when establishing the institution-set standards ([I.B.59](#), [I.B.60](#), [I.B.61](#)). At the culmination of that meeting, the following standards were set for student achievement:

Metric	2015-2016	2016-2017	2017-2018
Successful student course completion	72.0	72.2	72.4
Student completion of degrees	1,602	1,762	1,969
Student completion of certificates	820	882	940
Number of transfer students – transfer velocity	846	918	966

The Educational Vision and Integrated Planning Model, ([I.B.29](#), pp. 64-65), includes the College's institutional effectiveness scorecard organized into two pages—one for mandated reporting metrics from outside agencies and one for College-defined metrics aligned with the College's strategic plan (pp. 36-43). In addition to listing the minimum institution-set standards established by the CPC, the College also includes a stretch goal for each metric which is designed to challenge the College toward institutional improvement.

The Fact Book ([I.B.24](#)) includes a section on Student Achievement Data on pp. 151-190. With respect to the above institution-set standards, 2015-16 data was not available at the time the institutional self-evaluation report was completed but will be available for the team in October. Still, comparison of the 2014-15 data is as follows:

<b>Metric</b>	<b>2014-2015</b>	<b>Institution-Set Standard for 2015-2016</b>	<b>Stretch Goal</b>
Successful student course completion, p. 151 in Fact Book	72.3	72.0	72.4
Student completion of degrees, p. 171 in Fact Book	1,384	1,602	2,000
Student completion of certificates, p. 175 in Fact Book	861	820	940
Number of transfer students – transfer velocity, p. 187 in Fact Book	749	846	966

Though not the actual comparison that will be done (2015-16 actual data will be compared to 2015-16 institution-set standards), the College is making progress—the 2014-15 data met the 2015-16 institution-set standards in two areas (successful course completion and student completion of certificates). In fact, the 2014-15 course completion rate is almost at the stretch goal of 72.4. While the number of certificates declined slightly from 2013-14, transfer velocity was up by over 100 students when 2014-15 was compared to 2013-14.

The Fact Book provides the above information in detail with the data, charts, and analyses included. In addition, each of these metrics is—as is nearly every metric in the Fact Book—disaggregated by race or ethnicity, gender, and age range.

The College Planning Council established a subcommittee that was charged with accomplishing the following:

- Reviewing the data in the scorecard to identify strengths and weaknesses in performance and report those findings to the College community.
- Determining the most effective manner to communicate the meaning of the scorecard when it is published for the public ([I.B.62](#)).

The CPC will discuss the College’s performance in comparison to the institution-set standards and share it with key committees (e.g., Enrollment and Success Management, Faculty Success Center Advisory, President’s Equity Council) in spring of 2016. Evidence of these discussions will be provided to the team in October, 2016.

With respect to institution-set standards for job placement rates, the College has struggled to find a more effective process for establishing them since the three-year average was not sufficient for all areas, was subject to influence from outlier data, and did not reflect positive or negative data trends. In spring 2016, the Office of Institutional Research and the deans

met to discuss more accurate methods of establishing the institution-set standards. Among the majority of programs examined, consistent positive trends in three-year data were observed. In order to ensure that institution-set standards were aspirational for those programs, the College opted to use weighting (i.e., most recent year data multiplied by a 1.05% factor). For programs that have a large outlier that skews the data (e.g., Business Management, TOP code 050600; three-year data is 60.00, 88.89, 55.56) the outlier is excluded, the remaining two years are averaged, and the 1.05% factor is applied so that the institution-set standard is reasonable yet still aspirational. Among the few programs that had a negative three-year trend (e.g., Pharmacy Technology, TOP code 122100; three-year data is 65.96, 63.16, 62.50). Chaffey has established institution-set standards based upon the most recent year data. In these few instances, the College's intent is to set a target that not only stops the decline but also anticipates some improvement ( $62.50 \times 1.02\% = 63.75\%$ ).

In addition to the job placement rates, the College has provided wage tracker data and a new metric from the Chancellor's Office, Skill Builder Data. The entire employment and wage earner data section of the Fact Book can be found on pp. 203-209. With respect to wage tracker data, all programs reported at least a 60% employment rate among degree and certificate earners three years following attainment of award. When examining the most recent skill builder cohort, the College's skill builders experienced a 22.6% median wage increase after enrollment at the College, an outcome that compares favorably against the statewide average (13.6% median wage increase).

### Analysis and Evaluation

Chaffey College meets this standard. The College has created an Institutional Effectiveness Scorecard that reports performance on mandated metrics (e.g., Student Success Scorecard, IEPI, ACCJC institution-set standards) as well as internally identified metrics that report the College's progress on Strategic Plan goals and objectives. The Institutional Effectiveness Scorecard is updated annually (usually in the summer/early fall). Initially, CPC reviews findings, and collegial dialog ensues about the findings, internal and external variables that might have influenced the observed outcomes, and potential modification of short-term and long-term goals based upon observed results. After CPC has reviewed recent outcomes and updated related goals and objectives, the updated Institutional Effectiveness Scorecard is released to the campus community, Governing Board, and the public.



Although the College meets the standards, it recognizes that more work is needed to inculcate institution-set standards into its routine processes. First, there needs to be broader discussion about what the institution-set standards are, what they mean to the College, and how student achievement data compares with them. The College Planning Council (CPC) has ownership of the process for setting and evaluating the institution-set standards. As noted above, rather than using averages of job placement rate data, the Office of Institutional Research is piloting a more thoughtful methodology for these rates. The College needs time to see whether or not the new methodology is effective. Finally, the College is revising its Program and Services Review (PSR) process to ensure that all programs and services speak to the institution-set standards more directly.





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

Evidence of Meeting the Standard

The College has a strong history of using data and evidence to support committees and processes in making evidence-based decisions. The Office of Institutional Research (OIR) is incorporated—either directly through standing committee memberships or indirectly as an as-needed resource—into almost all College committee processes. In fact, whenever new initiatives are started, the College ensures that Instruction, Student Services, Instructional Support, and Institutional Research representatives are included in the discussions.

Specific examples of how the College demonstrates the use of assessment data and organization of institutional processes to support student learning and achievement include the following:

- The creation of a Fact Book that provides disaggregated data and information in support of the College's major initiatives ([I.B.24](#)).
- Development of the student equity plan ([I.B.21](#)) and support of President's Equity Council through campus climate surveys ([I.B.28](#)) and reporting on initiatives and actions through Governing Board monitoring reports ([I.B.63](#)).
- The support of the Enrollment and Success Management Committee in the development of new initiatives such as Fast Track ([I.B.25](#)) and training on full-time equivalent students (FTES) calculations and practices ([I.B.64](#)). OIR ensures that all research activities embed disaggregated data and information to provide decision-makers with all necessary information.
- The refining of the College's assessment process for new students. In addition to capturing data to identify multiple measures that facilitates course placement in English, mathematics, and ESL, the College also uses the assessment process to systematically capture baseline data on new students. Over 70 local background questions are posted to new students at the point of assessment, including but not limited to: demographic information; educational background data; non-cognitive and affective data; and other student information (e.g., hours planned to work per week and hours intended to study per week).

- The development of the College's Institutional Effectiveness Scorecard as documented in the Educational Vision and Integrated Planning Model ([I.B.29](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The OIR is highly effective in meeting the research needs of administrators, faculty and staff. The OIR receives over 500 research requests annually and is able to respond to and complete approximately 95% of these requests. Moving forward, the OIR plans to institute a comprehensive evaluation/satisfaction survey to determine the following: 1) the extent to which requested data and information addresses the needs of users; 2) the timeliness that users receive data/information; 3) the effectiveness of the communication that occurs between the OIR and users; and 4) other strengths, challenges, and areas for potential improvement. The College uses assessment data and organizes its institutional processes to support student learning and student achievement.



**I.B.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

All of the College's instructional programs, academic support services, student services, and administrative units complete program review (called Program and Services Review, or PSR). PSR is the key mechanism for maintaining and improving academic quality and institutional effectiveness and ensuring accomplishment of the [College mission \(I.B.65\)](#).

#### *The Role of Program Review*

The PSR handbook ([I.B.12](#)) outlines the processes and instructions for completing the process. PSR is structured to ensure the following effective practices occur:

- Regular, cyclical review: All programs complete PSR review every three-years. This schedule allows each program area to conduct PSR twice in any given accreditation cycle. Annual progress updates are also required ([I.B.66](#), [I.B.67](#)). As evidence for this bullet and several that follow, complete PSRs are provided, including final PSR Committee comments and Outcomes and Assessment Committee comments:

- Administrative PSR: Accounting Services ([I.B.68](#))
  - CTE PSR: Art and Digital Media ([I.B.69](#))
  - Instruction PSR: Physics ([I.B.70](#))
  - Instructional Support PSR: Multidisciplinary Success Center ([I.B.71](#))
  - Student Services PSR: Transfer Center ([I.B.72](#))
  - Economic Development and Community Education PSR ([I.B.73](#))
- Collaborative, inclusive process: All faculty and staff affiliated with the program or service undergoing PSR participate in the review process. A program signature page is required to document that participation ([I.B.74](#)).
  - Explicit linkage with the mission: The PSR process begins with a required review of the College's mission statement. Each program must review the mission and explain how its respective area supports the College's mission ([I.B.75](#)).
  - Accountability/Linkage to College Goals: As part of PSR, programs are expected to develop Visionary Improvement Plans (three-year improvement goals specific to the program, VIPs). VIPs ensure that faculty and staff in all programs analyze and discuss data and assessment results in the service of program improvement. These goals are visionary and must connect to the College's educational vision or Strategic Plan. To ensure accountability, programs provide updates on steps to success (how they plan to achieve the goal) and assessment (how they will measure whether or not they achieved the goal) every time they complete PSR. Annual updates are required each year that also document progress on VIPs and provide an opportunity to request additional resources needed due to unforeseen circumstances (e.g., faculty member retirement, broken equipment) ([I.B.76](#)).
  - Incorporation of quantitative data: Instructional programs undergoing PSR receive data on enrollment trends and offering patterns, success and retention rate (disaggregated by race/ethnicity and gender), and number of degrees and certificates awarded. They also receive an update on their curriculum and their student learning outcomes (at both the course and program levels). Student support and student services programs are asked to identify the services they provided, including the number of students who received the service and the method of measurement used. A number of questions are asked that require faculty and staff to reflect on matters of student learning, equity, quality, and effectiveness ([I.B.75](#), [I.B.77](#), [I.B.78](#), [I.B.79](#)).
  - Incorporation of qualitative data: Through their narrative responses, programs are able to describe relevant information that augments the quantitative data they are required to analyze. The PSR reader teams also provide qualitative feedback to the PSR writers at critical points throughout the process. The PSR writers are able to assess that feedback and make adjustments to their narratives prior to final submission of all PSR documents.
  - Assessment of Learning Outcomes (SLO) Data: Programs and services undergoing review are required to collect and review their course and program student learning

outcomes. Questions in PSR guide faculty and staff to reflect on methods of assessment, discuss how assessment results demonstrated the need for improvements or changes in instruction, explain what changes were implemented, discuss those improvements, and identify resources needed to accomplish those improvements in student learning ([I.B.75](#)).

- Validation of Learning Outcomes: As part of PSR, an independent committee of peers, the Outcomes and Assessment Committee (OAC), reviews each program's learning outcomes and evaluates the quality and depth of the learning outcomes process. The OAC uses a SLO evaluation form that awards points for the inclusion of the following: provides a curriculum map which connects courses to program SLOs, includes a core competency matrix that connects program SLOs to the institutional SLOs (core competencies), and measures the program's chronological assessment plan (CAP). The depth and quality of assessment processes (e.g., use of the plan, timeline, results for improvement) are evaluated in that process. The OAC feedback and scoring information are entered into the PSR for each program and incorporated into the PSR Committee's overall ranking for the program ([I.B.80](#), [I.B.81](#)).
- Validation of Program Health: After reviewing all submitted information, the PSR Committee (faculty, staff, and administrators) validates the information presented through PSR and assesses the program's health through the use of a simple but powerful rubric ranging from 1-3. Programs seeking resources or additional faculty are disqualified if they receive a score below 2. Their resource needs are not moved forward to College planning and resource allocation. The rubric definitions are listed below:
  - 3—The program contains excellent information and analysis that is useful for planning, supporting and improving student achievement and SLO's. The review contains clear, measurable goals and resource requests.
  - 2—Parts of document unclear; revision suggested. See comments below. (The review team will leave specific comments on the parts of the document that were not clear. Although projected needs will be moved forward, it is strongly suggested that the program correct any issues.)
  - 1—Parts of document unclear; revision required. See comments below. (The review team will leave specific comments on the parts of the document that were not clear. Projected needs will not be moved forward until all issues are corrected ([I.B.82](#)).
- Linkage between PSR plans and resource requests: All requests for faculty positions, staff positions, equipment, or other budget augmentations must be documented within PSR and have an earned rubric score of 2 or 3. There are three distinct processes for addressing these requests: 1) faculty prioritization process; 2) classified prioritization process; and 3) equipment and budgeting prioritization process used in the Resource

Allocation Committee (RAC). These processes are discussed in the Educational Vision and Integrated Planning Model ([I.B.29](#)) and Standard [I.B.9](#).

- Continuous Evaluation of Process: In the spirit of continuous improvement and evaluation of the College's processes, the PSR process itself is reviewed each year to identify areas for improvement based on feedback from recent PSR participants. The PSR forms are also reviewed and adjusted periodically to improve the effectiveness of the process and to address recent or anticipated changes in external/compliance requirements. Another important change is the College's purchase of Taskstream, a cloud-based process management system. The College is transitioning to Taskstream for the administration of the PSR process ([I.B.83](#)).

### Analysis and Evaluation

Chaffey College meets this standard. Reports generated at the program level track recent accomplishments related to mission and strategic plan. Evaluation of goals and objectives occurs through PSR as well as in the annual PSR updates. Individual instructional programs monitor student achievement at the program level, as PSR data is updated annually. Evaluation of student learning outcomes is an important part of the process. This evaluation ensures that resources are allocated in a manner that supports student learning and achievement. Program review is conducted across all divisions of the College, and the results inform the College's integrated planning efforts and resource allocation decisions.



**I.B.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

The College disaggregates both student learning outcomes and student achievement data by subpopulations of students. One of the most robust examples of this is the College's effort to disaggregate student learning outcomes related to Core Competency assessments (institutional student learning outcomes) by race/ethnicity, gender, and age range. The College currently assesses its Core Competencies at two points (assessment at entry to the College and as part of the graduation exit process of the College). The Fact Book ([I.B.24](#)) includes two sections on Core Competency assessment—at the point of entry into the College (pp. 67-82) and at the point of graduation (pp. 211-223). Data on each of the four Core Competencies is provided and disaggregated by race or ethnicity, gender, and age range.



As can be seen in the Fact Book, most of the data is not statistically significant, though some differences exist between the two existing cohorts. This disaggregated data is just beginning to help the College develop a picture of students' acquisition of the College's Core Competencies. At present, the cohorts are not longitudinal. In other words, the students captured in the entry point are not the same students reflected in the exit point. In approximately four years, the College will have longitudinal, cohort data and to track the same students from point of entry to exit. Additionally, in spring of 2016 an additional momentum point at 30-45 units was added through a survey in the College portal, thus providing the College with three points of data collection along students' educational pathways. The OAC is responsible for coordination of the dialog around the findings as they evolve.

As evinced in the Fact Book, the College regularly engages in a systemic evaluation of subpopulation performance on access, course completion, basic skills improvement, degree and certificate attainment, and transfer. Subpopulations specifically examined include those of: race/ethnicity, gender, age, disability status, veteran's status, foster youth status, and economically disadvantaged status.

Additionally, findings are presented to committees and other decision-making bodies (e.g., President's Cabinet; the Executive Leadership Team) and actionable strategies are developed, primarily through the [Student Equity Plan \(I.B.21\)](#) which provides an opportunity for specific activities to be identified and supported by College resources. Identified activities supported in the Student Equity Plan are evidence-based and have been found through structured research design, data collection, and analyses to mitigate observed disproportionate impact and/or be particularly successful among historically disproportionately impacted student subpopulations ([I.B.84](#)). Similarly, as discussed in Standard [I.A.2](#), College initiatives such as the partnership with M2C3 ([I.B.05](#)), Fast Track ([I.B.25](#)), and Supplemental Instruction ([I.B.24](#), pp. 135-141) provide additional evidence of the College's practice of disaggregating student performance. The College was recognized as a leader in the awarding of degrees and certificates to underrepresented populations by Community College Week ([I.B.85](#)).

The majority of research studies generated by the [Office of Institutional Research \(I.B.86\)](#) disaggregate findings by student demographic characteristics. The OIR also makes disaggregated data on course success and retention rates and degree and certificate completion readily accessible to all College employees through the Fact Book and the OLAP Cubes, which are available to all individuals with a College email domain name (@chaffey.edu). The OIR also ensures that all databases contain either student demographic data or key fields that can be cross-referenced in order to merge student demographic characteristics. This process affords OIR staff the ability to analyze almost all proposed research studies by student demographic characteristics. Additionally, OIR provides disaggregated data ([I.B.78](#)) to all departments as part of the Program and Services Review (PSR) processes, and departments are required to address the data in their PSR responses (see Standard [I.B.5](#)).



Discussion of achievement gap differences and strategies to reduce disproportionate impact occur among major decision-making groups, including but not limited to: the Deans' Meetings ([I.B.87](#)) Enrollment and Success Management (ESM) ([I.B.88](#)), Faculty Senate ([I.B.89](#)), President's Equity Council (PEC) ([I.B.90](#)), and President's Cabinet ([I.B.91](#)). Based upon supportive research, strategies are often incorporated into College functions, plans, and processes (e.g., expansion of Fast Track courses offerings, because evidence indicates it is particularly beneficial for historically disproportionately impacted student subpopulations). Additionally, as noted in the Educational Vision and Integrated Planning Model ([I.B.29](#), p. 29), the numbers of groups experiencing disproportionate impact at the College went from 52 to 38 in one year's time.

### Analysis and Evaluation

Chaffey College meets this standard. Numerous studies illustrate the extent to which Chaffey College disaggregates research studies by student demographic characteristics and makes evidence-based decisions designed to mitigate observed disproportionate impact. Whether directly through the Student Equity Plan or indirectly through College planning processes, forethought is given specifically to developing and supporting activities that reduce disproportionate impact. These activities are supported through the allocation or reallocation of human, fiscal, and other resources and are assessed through sound research practices to determine the efficacy of these activities.

As noted above, the College collects and disaggregates Core Competency data (e.g., institutional student learning outcomes). However, this work is still new, and the College has not yet engaged in discussion about what the data means or what success looks like in this data. Additionally, the College needs to identify what other disaggregation of student learning outcomes data would be useful and meaningful in College dialog. Both the Outcomes and Assessment Committee and the College Planning Council have ownership in these discussions.



**I.B.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

Consistent with [Board Policy \(I.B.92\)](#) and [Administrative Procedure 2410](#) (Board Policies and Administrative Procedures) ([I.B.93](#)), the College evaluates its policies and procedures on a six-year cycle. The College uses the Community College League of California (CCLC) policy manual structure that covers nearly all operational aspects. The chapter delineations identify the topic and content of the policies and procedures, as noted below:

- 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

Consequently, by evaluating all of the board policies and administrative procedures contained in the [Policy Manual \(I.B.94\)](#), the College regularly assesses the effectiveness of the documents and practices. Additionally, the PSR Committee oversees a comprehensive program review process (outlined in Standard [I.B.5](#)) and the College Planning Council (CPC) oversees the progress of the College with respect to the Strategic Plan and recommends updates as a result (outlined in Standard [I.B.9](#)).

All board policies and administrative procedures are reviewed on a six-year cycle ([I.B.95](#)). Since its last Accreditation review, the College has reviewed, approved, and adopted all board policies and administrative procedures and is poised to begin a new review cycle in fall 2016. Minutes from Faculty Senate ([I.B.96](#)), Classified Senate ([I.B.97](#)), President's Cabinet ([I.B.98](#)), and the Governing Board ([I.B.99](#)) demonstrate that the College is following its process.

### Analysis and Evaluation

Chaffey College meets this standard. All board policies and administrative procedures are reviewed on a six-year cycle. Since its last Accreditation review, the College has reviewed and adopted/approved all board policies and administrative procedures and is poised to begin

a new review cycle in fall 2016. All programs and services across the College are evaluated regularly through PSR, and CPC measures progress on the Strategic Plan and recommends adjustments as needed. For a more complete discussion of the scorecard, please see Standards [I.B.3](#) and [I.B.9](#).



**I.B.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

Through the Institutional Effectiveness Scorecard, the College reports its progress on externally mandated and internally valued outcomes ([I.B.29](#), pp. 64-65). All outcomes are operationally defined, measurable, and assessed on a regularly basis (usually annually) ([I.B.24](#)). As the College's planning efforts have evolved, along with changes to the ACCJC Standards with respect to institution-set standards and the Chancellor's Office Institutional Effectiveness Performance Indicators, the College's scorecard also has evolved ([I.B.100](#); [I.B.29](#), pp. 64-65).

Release of the Institutional Effectiveness Scorecard is communicated to the campus through Governing Board presentations and the publication of key documents ([I.B.101](#); [I.B.29](#), [I.B.24](#)) both in print and on the College's website ([I.B.102](#)). Other avenues of information about College performance are provided in the annual [Report to the Community](#) ([B.105](#)) and the [Outcomes and Assessment website](#) ([I.B.16](#)).

College Planning Council (CPC) has appointed a subcommittee devoted to analyzing the College's strengths and weaknesses as reflected in the scorecard and ensuring that information is disseminated to the College's shared governance bodies and committees for further action. Additionally, this subgroup is tasked with developing the narrative that accompanies the scorecard when it is posted to the College's website and made available to the public to ensure that a contextual narrative accompanies the scorecard ([I.B.32](#)). As part of the review process, CPC discusses activities, strategies, initiatives, and internal/external variables that have influenced observed outcomes ([I.B.103](#), [I.B.104](#)). Finally, the College has recently hired a new Director of Marking and is planning a more assertive plan to publish information to the community in order to strengthen communication with the surrounding community.

As noted in Standard [I.B.1](#), recent accreditation survey results underscore the fact that faculty (full-time and part-time), staff, and administrators uniformly believe that collegial dialog regularly occurs about student success, student equity, academic quality, and institutional effectiveness ([I.B.36](#)).

## Analysis and Evaluation

Chaffey College meets this standard. A process exists to regularly review, discuss, and disseminate findings from the Institutional Effectiveness Scorecard, which reflects externally mandated and internally valued performance outcomes. Institutional Effectiveness Scorecard findings are communicated internally and externally and strategies are developed through the College participatory governance processes (primarily the CPC).

In fall 2015 in preparation for the self-evaluation, the College conducted a survey of all constituencies on a number of topics related to accreditation. Results from that survey show that those groups believe collegial, ongoing, and reflective dialog regularly occurs about student success, academic quality, institutional effectiveness, and student learning and achievement.



Although the College meets the standard, it recognizes that a more robust communication protocol can be developed. The Quality Focus Essay speaks to the need to create a communications supervisory group that will help expand the College's communication efforts and determine the most effective means of communication for specific messages and for specific audiences. These efforts will ensure that communication is not only pervasive, but it is also effective and engaging (G1.O2).







**I.B.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

For the past seven years, the College has evaluated and refined its integrated planning efforts in the pursuit of an authentic integrated planning model that is effective and useful. Much of that history is documented in the first [Integrated Planning Model \(I.B.100\)](#) published in fall 2012. The below timeline highlights some of the key milestones from that planning journey:

			
2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013
<ul style="list-style-type: none"> <li>• Educational Master Plan Committee convenes (October 2009)</li> <li>• Core Values established</li> <li>• Discussion begins on developing a Strategic Plan</li> <li>• Accreditation Visit (March 2010)</li> <li>• ACCJC Letter of Recommendation received (May 2010)</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Master Plan Committee meets</li> <li>• Draft of 1st Strategic Plan reviewed by college constituencies</li> <li>• Focus on Completion by Design initiative commences</li> <li>• Development of Completion Counts campaign</li> <li>• Overhaul of PSR process (Fall 2010) - changed from annual to a 3-year cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Completion Counts / Achievement Gap campaign launched</li> <li>• Hope &amp; Mindset campaign begins</li> <li>• 1st Strategic Plan finalized (May 2012)</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan streamlined by Deans in preparation for release to Executive Team and shared governance (Summer 2012)</li> <li>• 2nd version of Strategic Plan completed and published as the Integrated Planning Model; Completion Counts goals incorporated (Fall 2012)</li> <li>• Educational Vision developed</li> <li>• Core values revised and approved by Board (Spring 2013)</li> <li>• Board Goals for Student Success approved in response to the Student Success Taskforce recommendations</li> </ul>
			



# Key Milestones



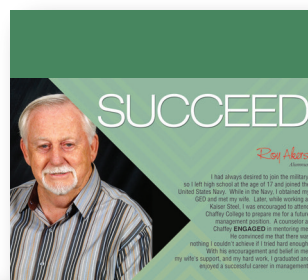
2013 - 2014

- Accreditation Oversight Committee (AOC) meets
- Resource Allocation Committee (RAC) convened (Fall 2013); Funded (Spring 2014)
- 3rd version of Strategic Plan developed



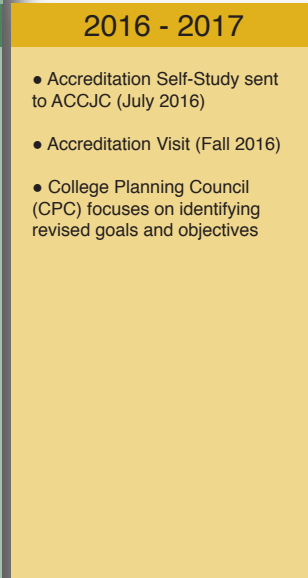
2014 - 2015

- Core Competencies reviewed and vetted through shared governance processes
- Vision and Mission Statement reviewed, revised and vetted through shared governance processes
- Long-term / short-term institutional goals drafted and developed into a new Strategic Plan
- Drafting of the Accreditation Self-Study begins
- 2015-2018 Strategic Plan approved by Board (April 2015)
- College Planning Council (CPC) convenes



2015 - 2016

- College Planning Council (CPC) meets regularly
- Educational Vision & Integrated Planning Model revised (Fall 2015); adopted (Spring 2016)
- Vision and Mission Statement approved by Board (Fall 2015)
- PSR process reviewed and revised (Fall 2015); new process launched (Spring 2016)



2016 - 2017

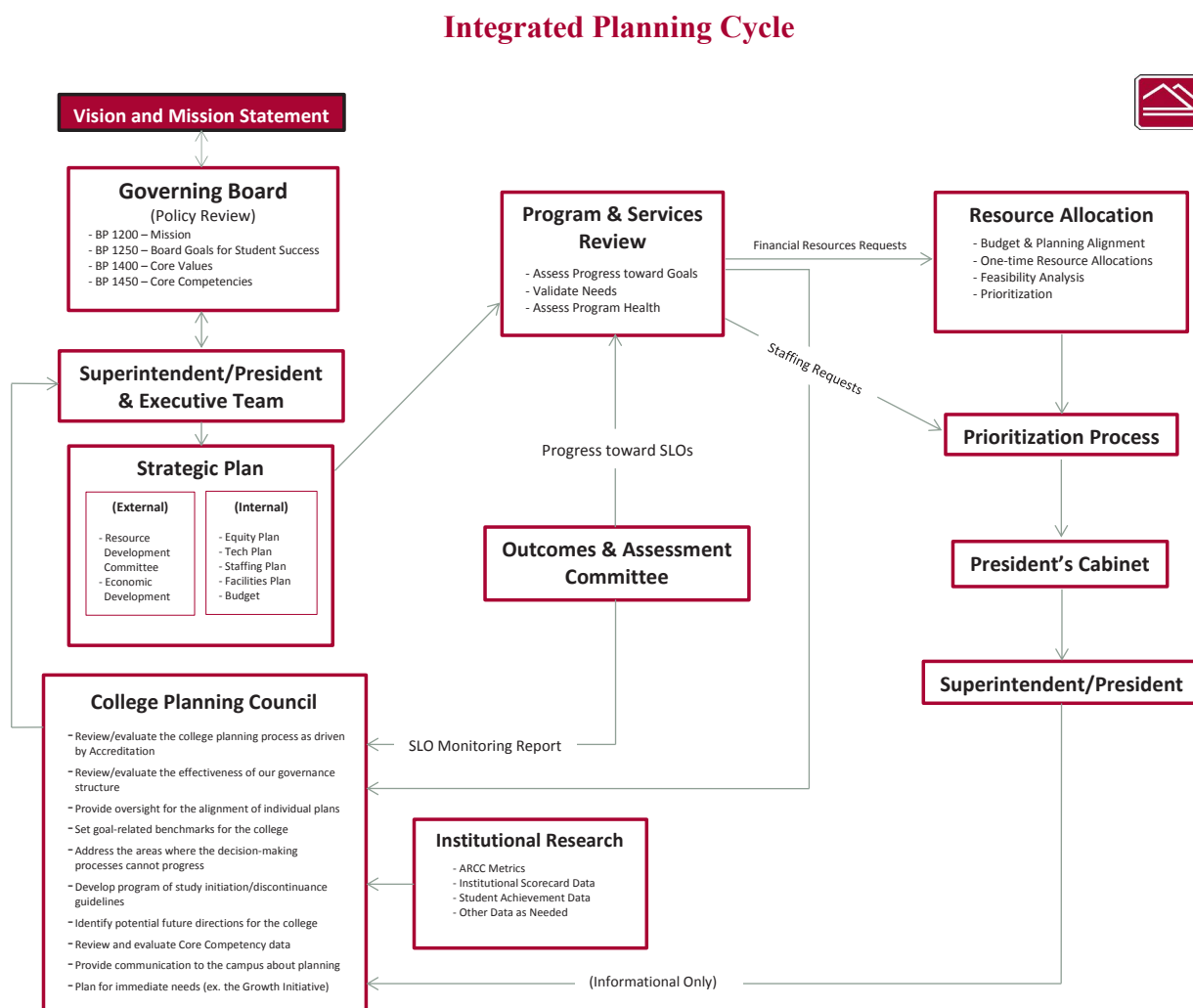
- Accreditation Self-Study sent to ACCJC (July 2016)
- Accreditation Visit (Fall 2016)
- College Planning Council (CPC) focuses on identifying revised goals and objectives



The College's Educational Vision and Integrated Planning Model ([I.B.29](#)) explains how the mission, board policy, and key College initiatives work together to create an educational vision that drives College planning and the 2015-2018 Strategic Plan which is contained within it. That document also articulates the roles of key shared governance committees who shepherd those planning processes. More specifically, the document describes the following:

- Educational vision and major initiatives (pp. 9-30)
- Linkage of strategic plan to mission and board policy (pp. 33-45)
- Program and Services Review (PSR) and Outcomes and Assessment Committee (OAC) (pp. 47-50)
- Resource Allocation Committee (RAC) (pp. 50-55)
- Prioritization of faculty positions (pp. 56-57)
- Prioritization of classified positions (pp. 58-59)
- College Planning Council (CPC) (pp. 60-62)
- Institutional Effectiveness scorecard (pp. 64-65)

The following diagram depicts the processes and connections in the integrated planning cycle:



The College's integrated planning efforts are structured to assure the following effective practices occur:

- Continuous, broad-based systematic evaluation that addresses long- and short-term needs for educational programs and services with respect to human, physical, technology, and financial resources.

As discussed in Standard [I.B.5](#), the College's Program and Services Review (PSR) process is the heart of the planning process. Through PSR, all programs, services, or administrative offices document their long-term goals (Visionary Improvement Plans) and short-term activities or strategies for accomplishing those goals (Steps to Success). Annual updates are required to document progress on those goals and activities. The templates used for the process provide mechanisms for programs to articulate human, physical, technology, and financial resource needs. The PSR Committee oversees and evaluates PSR processes, and the Outcomes and Assessment Committee (OAC) oversees and evaluates the discussion of student learning outcomes in PSR ([I.B.68](#)) ([I.B.69](#)) ([I.B.70](#)) ([I.B.71](#)) ([I.B.72](#)) ([I.B.73](#)) ([I.B.75](#)).

- Comprehensive process that links program review, planning, and resource allocation.

Once the PSR process is concluded, requests for resources are channeled to other shared governance bodies. Requests for faculty and classified positions are reviewed through rigorous prioritization processes. The President's Cabinet ratifies the prioritized lists. Meeting notes provide evidence that the College is following its processes ([I.B.105](#), [I.B.106](#), [I.B.107](#), [I.B.108](#)). The superintendent/president assesses progress on the Faculty Obligation Number (FON) and budget forecasts and determines the number of employees who can be hired from the prioritized lists. Requests for equipment, technology, and budget augmentations are prioritized and reviewed by the Resource Allocation Committee (RAC). RAC is charged with matching available resources (e.g., bond instruction equipment funds, lottery funds, other restricted funds, and general funds as available) to fund the validated PSR requests. RAC requires that individual schools and departments prioritize their requests so that the process is as fair and transparent as possible ([I.B.109](#), [I.B.110](#), [I.B.111](#)). Once RAC has made recommendations on resource allocation, those needs are incorporated into the budgeting processes and purchases may be made.

- Ongoing planning for improvement of College structures and processes

After each planning cycle, the PSR Committee meets to evaluate the PSR processes. Adjustments are made to streamline those processes and increase effectiveness. Evidence of these adjustments can be seen in the changes of the PSR nearly every year, are evinced in the PSR handbooks and minutes from 2015([I.B.112](#), [I.B.113](#), [I.B.114](#), [I.B.115](#), [I.B.116](#), [I.B.117](#)). Similarly, the OAC prepares a Student Learning Outcomes Monitoring Report ([I.B.15](#)) that is shared with the faculty and administrative groups. In addition, the OAC regularly discusses the strengths and weaknesses of its approach after each PSR cycle, as evidenced in the following meeting notes ([I.B.118](#), [I.B.119](#)). As a side note, when OAC began reviewing SLOs for PSR, they also conducted pre- and post-tests to check for understanding and consistency on the part

of reviewers ([I.B.120](#)). RAC also prepares a summary of their allocation activity (evinced in the preceding bullet). Additionally, the RAC continues to have discussions about additional processes that need to be developed and implemented as shown in the summary notes of their meetings ([I.B.121](#), [I.B.122](#)). These reports flow to the College Planning Council (CPC). CPC is charged with evaluating the Integrated Planning Cycle and its processes and recommending any needed changes. As of the writing of this evaluation, the CPC has not conducted that review; however, evidence of the discussion will be available for the team in October.

■ Assessment of progress toward accomplishment of the mission and stated goals

One of the most important roles served by the College Planning Council is the evaluation of progress on institution-set standards, mandated metrics, and the strategic plan. In fall 2015, the Office of Institutional Research (OIR) and CPC developed an institutional scorecard that documented the College progress on these measures (see Standard [I.B.3](#)). CPC has a standing subcommittee that analyzes the College's performance on all of the metrics and reports those findings to other shared governance committees throughout the campus, as well as the superintendent/president. These results are also posted on the College's website and included in College publications as appropriate. Additionally, in spring 2016, the OIR published a Fact Book ([I.B.24](#)) with more than 200 pages of data for the campus which document the progress on the College's initiatives (pp. 97-146).

### Analysis and Evaluation

Chaffey College meets this standard. For more than seven years, the College has worked to develop an authentic, functional integrated planning model that broadly and systemically evaluates College planning functions. Program review and resource allocation are clearly integrated as part of a comprehensive set of planning processes. College Planning Council and the Accreditation Oversight Committee assure that matters of institutional effectiveness are broadly discussed throughout the shared governance process. The College's strategic plan includes both long-term College goals and short-term objectives grounded in the College's mission and core values. All of the College's plans (strategic, facility, technology) are integrated and speak to the human, facility, technology, and financial needs of the College.



In spring, 2016, the College Planning Council established a subcommittee who was charged with aligning all of the College's plans. This group is aligning the following plans:

- |   |   |
|---|---|
| ■ College Strategic Plan                          | ■ Student Equity Plan   |
| ■ Student Success and Support Program (SSSP) Plan | ■ Goals and objectives included in grants (e.g., HSI Title V grant, Chancellor's Office Prison grant) |
| ■ Strategic Technology Plan                       | ■ Quality Focus Essay   |
| ■ Facilites Master Plan: Vision 2025              |   |

Scheduled for completion in 2016-17, this alignment will identify gaps or overlap in the plans and help the college to streamline resources to support goals and objectives as efficiently as possible.



## Evidence List for Standard I.B

<a href="#"><u>I.B.1</u></a>	Jane Elliott website link
<a href="#"><u>I.B.2</u></a>	Jane Elliott--Spring 2016 FLEX Booklet
<a href="#"><u>I.B.3</u></a>	John Husing website
<a href="#"><u>I.B.4</u></a>	John Husing FLEX presentation
<a href="#"><u>I.B.5</u></a>	Frank Harris and Luke Wood (M2C3)
<a href="#"><u>I.B.6</u></a>	Frank Harris and Luke Wood FLEX presentation
<a href="#"><u>I.B.7</u></a>	Shane Lopez
<a href="#"><u>I.B.8</u></a>	Shane Lopez--FLEX presentation
<a href="#"><u>I.B.9</u></a>	Terry O'Banion's website
<a href="#"><u>I.B.10</u></a>	Terry O'Banion's FLEX presentation
<a href="#"><u>I.B.11</u></a>	FLEX Schedules - Speaker Discussions
<a href="#"><u>I.B.12</u></a>	PSR Handbook 2016
<a href="#"><u>I.B.13</u></a>	Examples of OAC feedback to programs—pre-PSR
<a href="#"><u>I.B.14</u></a>	Examples of OAC feedback post PSR
<a href="#"><u>I.B.15</u></a>	SLO Monitoring Report 2016
<a href="#"><u>I.B.16</u></a>	Outcomes and Assessment website
<a href="#"><u>I.B.17</u></a>	SLO Handouts for Deans
<a href="#"><u>I.B.18</u></a>	Administrative Procedure 4020
<a href="#"><u>I.B.19</u></a>	Curriculum Committee Minutes, 2-11-15
<a href="#"><u>I.B.20</u></a>	Faculty Inquiry Teams webpage
<a href="#"><u>I.B.21</u></a>	Student Equity Plan
<a href="#"><u>I.B.22</u></a>	CIW Grant Proposal and Award Letter
<a href="#"><u>I.B.23</u></a>	Title V Hispanic Serving Institutions grant webpage
<a href="#"><u>I.B.24</u></a>	Chaffey College Fact Book
<a href="#"><u>I.B.25</u></a>	Fast Track Research brief
<a href="#"><u>I.B.26</u></a>	Chino Campus Demographic Trends brief
<a href="#"><u>I.B.27</u></a>	2014-15 Degree and Certificate Earner research brief
<a href="#"><u>I.B.28</u></a>	2012-13 Campus Climate survey
<a href="#"><u>I.B.29</u></a>	Educational Vision and Integrated Planning Model
<a href="#"><u>I.B.30</u></a>	College Planning Council summary notes, 8-6-15

<a href="#"><u>I.B.31</u></a>	College Planning Council summary notes, 8-28-15
<a href="#"><u>I.B.32</u></a>	College Planning Council summary notes, 1-22-16
<a href="#"><u>I.B.33</u></a>	Accreditation Oversight Committee summary notes, 10-16-12
<a href="#"><u>I.B.34</u></a>	Accreditation Oversight Committee summary notes, 10-2-13
<a href="#"><u>I.B.35</u></a>	Accreditation Oversight Committee summary notes, 10-24-14
<a href="#"><u>I.B.36</u></a>	Spring 2015 Accreditation Survey—Mean Responses by Survey Group
<a href="#"><u>I.B.37</u></a>	Nichols Model
<a href="#"><u>I.B.38</u></a>	Wurtz Wheel
<a href="#"><u>I.B.39</u></a>	Pathway to Proficiency, 2009
<a href="#"><u>I.B.40</u></a>	Pathway to Proficiency, 2016
<a href="#"><u>I.B.41</u></a>	OAC Bylaws
<a href="#"><u>I.B.42</u></a>	ACCJC Feedback on SLOs 2013
<a href="#"><u>I.B.43</u></a>	Closing the loop report—2016
<a href="#"><u>I.B.44</u></a>	Closing the loop report—2014
<a href="#"><u>I.B.45</u></a>	Closing the loop report—2012
<a href="#"><u>I.B.46</u></a>	Nested SLO examples
<a href="#"><u>I.B.47</u></a>	Sample Curriculum Maps
<a href="#"><u>I.B.48</u></a>	2015-16 College Catalog
<a href="#"><u>I.B.49</u></a>	Core Competency Matrix examples
<a href="#"><u>I.B.50</u></a>	Chronological Assessment Plan examples
<a href="#"><u>I.B.51</u></a>	Diagrammed instructions for adding SLO data to CurricUNET
<a href="#"><u>I.B.52</u></a>	Assessment evidence examples
<a href="#"><u>I.B.53</u></a>	Sample completed PSRs with SLO information
<a href="#"><u>I.B.54</u></a>	Student support and services assessment evidence
<a href="#"><u>I.B.55</u></a>	Student Services Poster Session
<a href="#"><u>I.B.56</u></a>	ACCJC Enhanced Monitoring Letter
<a href="#"><u>I.B.57</u></a>	College Planning Council presentation, 8-6-15
<a href="#"><u>I.B.58</u></a>	College Planning Council meeting notes, 8-6-15
<a href="#"><u>I.B.59</u></a>	College Planning Council presentation, 8-28-15
<a href="#"><u>I.B.60</u></a>	Outcome trend data
<a href="#"><u>I.B.61</u></a>	College Planning Council meeting notes, 8-28-15
<a href="#"><u>I.B.62</u></a>	College Planning Council meeting notes, 1-22-16
<a href="#"><u>I.B.63</u></a>	President’s Equity Council Monitoring Report, 5-23-12
<a href="#"><u>I.B.64</u></a>	FTES training materials
<a href="#"><u>I.B.65</u></a>	College Mission Statement
<a href="#"><u>I.B.66</u></a>	PSR Primary writers 2011-2016—PSR Schedule
<a href="#"><u>I.B.67</u></a>	Annual Update Template
<a href="#"><u>I.B.68</u></a>	Administrative PSR Example: Accounting Services
<a href="#"><u>I.B.69</u></a>	CTE PSR Example: Art and Digital Media



<a href="#"><u>I.B.70</u></a>	Instruction PSR Example: Physics
<a href="#"><u>I.B.71</u></a>	Instructional Support PSR: Multidisciplinary Success Center
<a href="#"><u>I.B.72</u></a>	Student Services PSR Example: Transfer Center
<a href="#"><u>I.B.73</u></a>	Econ Dev.—Community Ed PSR
<a href="#"><u>I.B.74</u></a>	PSR Signature page
<a href="#"><u>I.B.75</u></a>	PSR All Templates Combined
<a href="#"><u>I.B.76</u></a>	VIP Template
<a href="#"><u>I.B.77</u></a>	2015-2016 PSR Data Set—Success and Retention
<a href="#"><u>I.B.78</u></a>	2015-2016 PSR Data Set—Disaggregated
<a href="#"><u>I.B.79</u></a>	2015-2016 PSR Data Set—Degrees and Certificates
<a href="#"><u>I.B.80</u></a>	OIR Review of SLO Feedback
<a href="#"><u>I.B.81</u></a>	SLO Rubric Scores 2011-2016
<a href="#"><u>I.B.82</u></a>	PSR Final Rankings 2015, 2014
<a href="#"><u>I.B.83</u></a>	PSR minutes reflecting evaluation of process
<a href="#"><u>I.B.84</u></a>	Campus based research—Student Equity Plan
<a href="#"><u>I.B.85</u></a>	Did You Know, Volume 82
<a href="#"><u>I.B.86</u></a>	Office of Institutional Research
<a href="#"><u>I.B.87</u></a>	Deans summary notes, 7-28-14
<a href="#"><u>I.B.88</u></a>	Enrollment and Success Management meeting notes, 3-10--15
<a href="#"><u>I.B.89</u></a>	Faculty Senate minutes, 1-19-16
<a href="#"><u>I.B.90</u></a>	President’s Equity Council meeting notes, 9-5-14
<a href="#"><u>I.B.91</u></a>	President’s Cabinet notes, 12-15-15
<a href="#"><u>I.B.92</u></a>	Board Policy 2410
<a href="#"><u>I.B.93</u></a>	Administrative Procedure 2410
<a href="#"><u>I.B.94</u></a>	Policy Manual
<a href="#"><u>I.B.95</u></a>	Policy Review Cycle
<a href="#"><u>I.B.96</u></a>	Faculty Senate Minutes, 12-8-15
<a href="#"><u>I.B.97</u></a>	Classified Senate Minutes, 11-19-15
<a href="#"><u>I.B.98</u></a>	President’s Cabinet Minutes, 10-20-15, 12-15-15
<a href="#"><u>I.B.99</u></a>	Governing Board Packet, 2-25-16
<a href="#"><u>I.B.100</u></a>	Integrated Planning Model, 2012
<a href="#"><u>I.B.101</u></a>	ARCC Presentation and Governing Board Packets (2016, 2015)
<a href="#"><u>I.B.102</u></a>	College website link (where Scorecard and Fact Book are located)
<a href="#"><u>I.B.103</u></a>	College Planning Council meeting notes, 2-26-16
<a href="#"><u>I.B.104</u></a>	College Planning Council meeting notes, 3-25-16
<a href="#"><u>I.B.105</u></a>	Faculty Hires and Deans’ summary notes on prioritization
<a href="#"><u>I.B.106</u></a>	Cabinet Ratification of faculty prioritization
<a href="#"><u>I.B.107</u></a>	Classified prioritization results
<a href="#"><u>I.B.108</u></a>	Cabinet Ratification of classified prioritization

<a href="#"><u>I.B.109</u></a>	2011-2013 RAC Funded Items w/2 sample PSRs requesting items
<a href="#"><u>I.B.110</u></a>	2014-2015 RAC Funded Items w/2 sample PSRs requesting items
<a href="#"><u>I.B.111</u></a>	2015-2016 RAC Funded Items w/2 sample PSRs requesting items
<a href="#"><u>I.B.112</u></a>	2015 PSR Handbook
<a href="#"><u>I.B.113</u></a>	2014 PSR Handbook
<a href="#"><u>I.B.114</u></a>	2013 PSR Handbook
<a href="#"><u>I.B.115</u></a>	2012 PSR Handbook
<a href="#"><u>I.B.116</u></a>	2011 PSR Handbook
<a href="#"><u>I.B.117</u></a>	PSR Minutes, 1-22-16
<a href="#"><u>I.B.118</u></a>	Outcomes and Assessment Committee meeting notes, 2-18-15
<a href="#"><u>I.B.119</u></a>	Outcomes and Assessment Committee meeting notes, 11-5-14
<a href="#"><u>I.B.120</u></a>	Outcomes and Assessment Pre-/Post Test, 2012
<a href="#"><u>I.B.121</u></a>	Resource Allocation meeting notes, 5-15-14
<a href="#"><u>I.B.122</u></a>	Resource Allocation meeting notes, 2-26-15

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**I.C.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

The College employs a variety of means to inform students and prospective students, personnel, and the public about its mission, educational programs, learning outcomes, and services. These include the [College catalog](#)<sup>7</sup> (I.C.1) the [Chaffey College website](#) (I.C.2) email, boards placed around campus, electronic signs at the main entrance to the campus, and printed collateral pieces developed for institutional and programmatic communication as evinced in brochures from the [Associate Degree Nursing](#) (I.C.3) and [Aviation Maintenance Technology](#) (I.C.4) programs. The College also participates in active marketing campaigns to demonstrate available programs as well as general information targeting potential and current students as designated target audiences. Other programs, such as Vocational Nursing, have created a [video](#) (I.C.5) to provide information to students and the public. The College website also houses a [student-guided tour video](#) (I.C.6) that orients guests to all three campuses and highlights programs and services. Additionally, the College holds an annual Report to the Community event to inform the public about the College as well as its areas of focus and success. A [printed report](#) (I.C.7) and a [video](#) (I.C.8) are created and shared at that event. [Past editions](#) of the Report to the Community (I.C.9) are housed on the website under the Governing Board's page. The College is also prominently featured in the [Deputy Sector Navigators, Small Business Resource Guide](#) (I.C.10). In addition, the College has an active presence on several social media platforms, including [Facebook](#) (I.C.11), [Twitter](#) (I.C.12), and [Instagram](#) (I.C.13). An electronic newsletter, In the News (I.C.14) is published biweekly and is distributed campus wide.

Publications are timely, inclusive, and reviewed regularly. The College catalog and [schedule of classes](#) (I.C.15) are reviewed annually and updated to include descriptions of all educational programs and support services. Printed [Student Handbooks](#) (I.C.16) are distributed through the PAWS information booths which are placed strategically in high-traffic areas during the first week of each semester.

With respect to learning outcomes, faculty ensure that all student learning outcomes are included in course syllabi (I.C.17), and those syllabi are collected and stored in each dean's office. Every semester, deans review syllabi to ensure that learning outcomes are present and

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<sup>7</sup> Eligibility Requirement 20 Compliant, Electronic or Print Catalog Available.

that required information for students is included (please see Standard [II.A.3](#)). The College also maintains a student learning outcomes website, [Outcomes and Assessment \(I.C.18\)](#), which houses information on planning tools for faculty, the assessment process, and program evidence.

The College provides information about its accrediting status with programmatic accreditors in the catalog and online. In addition to providing accurate information about its accreditation status in the catalog, the College posts communications from the ACCJC and program accreditors<sup>8</sup> (please see [Programmatic Accreditation](#) section)<sup>9</sup>.

### Analysis and Evaluation

Chaffey College meets this standard. The clarity, accuracy, and integrity of information is assured through comprehensive review procedures for written, printed, and electronic publications as well as for paid and earned media efforts. This work provides clear and accurate information to the campus community. The Office of Instruction, Office of Institutional Research, Marketing, and Information Technology Services are responsible for creating and maintaining their respective procedures and communication protocols. All information about the College's accreditation status and that of accredited programs is correctly noted on the web and in the catalog.



Although existing structures and systems provide communication to constituents, the College recognizes that more effective and engaging methods of communication would improve the overall quality of communication efforts. The Quality Focus Essay includes as an objective the ability to embed new tools, practices, and approaches to advance College communication.

The acquisition of new technology tools (e.g., GradGuru, Cranium Café) will position the college to engage students in more meaningful ways (G1.O3).



*Student Dashboard Workgroup, GradGuru 2016*

<sup>8</sup> Compliant, Checklist for Evaluating Compliance for Federal Regulations and Commission Policies, Public Notification of an Evaluation Team Visit and Third Party Comment.

<sup>9</sup> Compliant, Checklist for Evaluating Compliance for Federal Regulations and Commission Policies, Student Complaints.



**I.C.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 (listed below)” (ER 20).**

### Evidence of Meeting the Standard

The College provides a comprehensive [catalog \(I.C.1\)](#) that is annually published by the Office of Instructional Support. It is available on the [College’s website \(I.C.2\)](#) and is in downloadable form as a [pdf document](#). The language in the catalog and schedules is clear and user friendly, allowing easy interpretation of specialized language.

Catalog production is a year-round internal process involving collaborative efforts throughout the College and is coordinated by the Office of Instructional Support. Catalog development consists of nine months of updating curriculum and content (September through May) followed by two months of accuracy review and formatting (June and July). Curriculum updates include any changes to programs of study, general education patterns, and courses as approved by the Curriculum Committee. Content updates consist of contacting areas throughout the district to review and update information in each section. The College uses a number of timelines and schedules to manage all of the processes involved in catalog production ([I.C.19](#), [I.C.20](#), [I.C.21](#), [I.C.22](#)).

The catalog meets the requirements listed in ER 20 under Catalog Requirements and serves as the most complete and organized source of information about the College and its programs ([I.C.23](#)).<sup>10</sup>

### Analysis and Evaluation

Chaffey College meets this standard. The catalog meets the requirements listed in ER 20 under Catalog Requirements and serves as the most complete and organized source of information about the College and its programs. The language in the catalog and schedules is clear and user friendly, allowing easy interpretation of specialized language. The catalog and its contents are regularly reviewed and updated to reflect regulatory, policy, and administrative procedures changes.

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<sup>10</sup> Eligibility Requirement 20 Compliant, Electronic or Print Catalog Available.





**I.C.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 College's [Core Competencies \(I.C.24\)](#) (institutional student learning outcomes) and program-level student learning outcomes (pp. 42-111) are printed in the [catalog \(I.C.1\)](#). Course-level SLOs are printed on syllabi that are distributed to students ([I.C.17](#)). The College maintains a webpage devoted to student learning outcomes, [Outcomes and Assessment \(I.C.18\)](#). The webpage includes links to assessment activity related to the core competencies, program evidence, the assessment process, and resources. The Outcomes and Assessment Committee (OAC) assures the accuracy and timeliness of the information maintained on that webpage.

In addition to maintaining the website, the OAC annually publishes an SLO monitoring Report ([I.C.25](#)) that is distributed throughout the campus. Based on the Closing the Loop information ([I.C.26](#)), the monitoring report updates the College on the percentages of programs that have documented evidence of course and program improvement after SLO assessment has occurred. The College maintains SLO assessment activity in its curriculum management system, CurricUNET, for faculty use. However, faculty have been extremely frustrated with CurricUNET because it is cumbersome, repetitive, and difficult to use for student learning outcomes assessment documentation. A small team of faculty and deans, along with the associate superintendent of instruction and institutional effectiveness saw demonstrations of Taskstream. Faculty in particular were impressed with the ease of use, the reporting features available, and the ability to customize the system to their needs. The College purchased Taskstream in fall 2015, and an implementation team began working in spring 2016. The implementation team has been developing and customizing the student learning outcomes portion of the system with an eye toward connecting College processes that can also be managed in Taskstream—Program and Services Review, for example. Taskstream also provides e-portfolios for students, and students can seamlessly upload assignments into the College's learning management system (Moodle) which are then available to faculty in Taskstream for student learning outcomes assessment purposes. The College expects that this enhanced tool will dramatically improve the communication of student learning outcomes assessment activity for both internal and external constituencies.

The College compiles and publishes assessment and achievement data and communicates matters of academic quality through a broad range of reports and announcements. The College has established institution-set standards against which the College's performance is measured

(please see Standard [I.B.3<sup>11</sup>](#)). The [Office of Institutional Research \(OIR\)](#) ([I.C.27](#)) is the primary office responsible for data collection, analysis, and publication. The OIR collects and maintains a wide range of longitudinal information on awards granted, student demographics, student performance, financial aid, assessment, Success Center contacts, and other key measures that dates back to 1999 and contains more than two million enrollment records. The OIR publishes a comprehensive Fact Book ([I.C.28](#)) containing student demographic, student achievement, and instructional offering data and data on the College's key initiatives that are available on the College's website under [district information](#) ([I.C.29](#)). In addition, the OIR makes data available to College personnel through the OLAP Cubes ([I.C.30](#)), web-based access to the most frequently requested data. The OIR also highlights key findings in its Did You Know emails to faculty, staff, and the Governing Board, disseminating approximately four to eight Did You Knows every semester ([I.C.31](#)). Finally, the Office of Institutional Research prepares and distributes student achievement reports specific to each high school that document the performance of high school graduates once at the College. These reports are distributed at annual Superintendent/Principals' breakfast meetings ([I.C.32](#)).

The College has a strong, well-established history of using evidence for decision making. Data and research findings are distributed broadly to shared-governance groups for consideration in College actions. Examples of initiatives arising after the review of information provided by the Office of Institutional Research include the College's Fast Track program, (please see Standards [I.A.2](#), [II.A.4](#)) and the Guiding Panthers to Success (GPS) Centers (please see Standard [I.C.1](#)). The use of annual Faculty Inquiry Teams (FITs) on topics identified through the review of data, research, and practice demonstrate the College's commitment to evidence-based decision-making and innovation (please see Standard [III.A.14](#)).

### Analysis and Evaluation

Chaffey College meets this standard. A number of reports on student achievement are generated for outside agencies, the public, and students. These data are made available through prominent links on the College's website and intranet. Examples of improved College practices and innovations resulting from the review of these reports include the development of RAC, CPC, Fast Track, GPS Centers, and FITs. CPC annually reviews the institution-set standards and assesses the College's performance on those standards and the College's strategic plan. The College regularly reviews and makes available to the public information on learning and achievement outcomes.



As noted above, the College has purchased Taskstream, which will significantly improve the documentation, reporting, and communication of student learning outcomes assessment activity and reporting capabilities. Beyond that, however, Taskstream can manage additional processes through its administration module. The College plans to migrate Program and Services Review (PSR) and the work of the Outcomes and Assessment Committee into

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<sup>11</sup> Eligibility Requirement 19, Compliant, Public Information about Meeting the College Purposes.

Taskstream. The Quality Focus Essay lists an objective to transform the infrastructure necessary to maximize improved efficiency processes; Taskstream is part of this objective (G2.O3).



**I.C.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 College describes its certificates and degrees in the [programs of study](#) section of the catalog ([I.C.33](#)). The specific requirements for graduation and transfer are available in the [graduation requirements and transfer information](#) section of the catalog ([I.C.34](#)). There is a description of each program's purpose at the beginning of the section for each certificate and degree program, along with the student learning outcomes associated with each degree and certificate. As noted earlier, the complete catalog is available online and in downloadable pdf form. The Marketing Department also works with individual programs and departments to create brochures that include certificate and degree information and are housed on both the departmental and [Marketing \(I.C.35\)](#) webpages. Additionally, Marketing creates a [career booklet \(I.C.36\)](#) that highlights various career technical education pathways students can pursue.

#### Analysis and Evaluation

Chaffey College meets this standard. A complete description of all degrees and certificate requirements is in the catalog. The College annually reviews the accuracy of the catalog as described in [I.C.2](#). The Marketing Department often works with individual programs to create brochures and an ancillary career booklet. In addition, the Marketing Department works to regularly update any new degrees and certificates to a list that is printed in several dozen publications, highlighting the many different academic options students are offered at Chaffey College.



**I.C.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

As explained in Standard [I.B.7](#), the College regularly reviews policies and procedures on a six-year cycle as outlined in [Board Policy \(I.C.37\)](#) and [Administrative Procedure 2410](#) (Board Policies and Administrative Procedures) ([I.C.38](#)). A new cycle of review is scheduled to begin in fall 2016.

College publications are reviewed on a regular basis by a number of departments. As explained earlier, the College catalog is reviewed and updated annually to ensure that current and future students receive accurate information about the College mission, programs, services, and College policies. Additionally, Student Services annually reviews the [Student Handbook \(I.C.16\)](#) to ensure it is accurate and useful for students. This document is provided free of charge to students during the College's Paws Booth informational activities at the beginning of each term. The Faculty Senate conducts an annual review of the [Faculty Handbook \(I.C.39\)](#) to ensure that it is updated to maintain accuracy and currency. The Classified Senate annually updates the [Classified Handbook \(I.C.40\)](#). The Marketing Department oversees the annual publication of the [Report to the Community \(I.C.7\)](#).

The Marketing Department houses the College's Lithographics, and staff provide copyediting (and rewriting, if necessary) to all printed pieces that reflect Chaffey College. The staff also reviews all materials to ensure the College's style guide is followed to ensure that the College has one voice and one look before any printed material is distributed to internal or external audiences. With the inclusion of a new Marketing Director and the hiring of a new webmaster expected by summer of 2016, the College has developed a heightened awareness of the importance of comprehensive and coordinated communication with all stakeholders, especially students.

### Analysis and Evaluation

Chaffey College meets this standard. Board policies, administrative regulations, and College practice ensure that policies and procedures are reviewed regularly through the shared governance process. The College catalog, Student Handbook, and Faculty Handbook are examples of the annual review and updating processes occurring at the College. Finally, the Marketing Department reviews brochures and promotional material to ensure compliance with College standards.



**I.C.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 College informs current and prospective students of the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. Information is provided through a variety of online and printed resources. For example, a section on College Costs in the [catalog \(I.C.1, p. 14\)](#) includes links to the [I Can Afford College website \(I.C.41\)](#) maintained by the California Community College Chancellor's Office, the [College Affordability and Transparency Center \(I.C.42\)](#) maintained by the United States Department of Education, and the College's Financial Aid website which includes a section on the [estimated cost of attendance \(I.C.43\)](#) for Chaffey College.

Required textbooks and costs are available to students when registering for courses in MyChaffeyView through a link to College's [bookstore website \(I.C.44\)](#). From there, students can research textbook prices and [compare those prices with other vendors \(I.C.45\)](#). In addition, students have the ability to rent books in person at the bookstore and online through the bookstore's website which also compares the costs of renting versus buying textbooks automatically. The bookstore's rental partner, Rafter, estimates that during the past 12 months, 63% of the College's recognized titles were available for rent to students, saving them more than \$700,000 for that period ([I.C.46](#)).

Complete information on tuition and fees is available both on the [Admission and Records website \(I.C.47\)](#) as well as in the College catalog in the [matriculation process section \(I.C.48\)](#). Additional information on required expenses and financial support to students is available on the [Financial Aid webpage \(I.C.49\)](#). Instructional materials fees are in the [schedule of classes \(I.C.15\)](#) for every applicable course.

### Analysis and Evaluation

Chaffey College meets this standard. Appropriate, accurate, and relevant information is included in College publications and website. Students have broad access to this information. The College provides more than one option for accessing information about the total cost of education, including tuition, fees, and other required expenses.



**I.C.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.50](#)), states that the expression of a wide range of viewpoints in the educational process should be encouraged in a manner that is free from coercion. The policy lists four areas in which faculty have the freedom to pursue and develop those viewpoints with students: development of curriculum, course instructional content, participation in governance, and exploration of all avenues of scholarship and research. The policy is available online in the College's policy manual ([I.C.51](#)), [Faculty Handbook \(I.C.38\)](#), and [catalog](#) (p. 191, English; p. 192, Spanish).

The [P.R.I.D.E.](#) faculty values statement ([I.C.52](#)) emphasizes that faculty should foster and exercise academic freedom. It also calls on faculty to respect and inspire the exercise of academic freedom. Another example that demonstrates the College's commitment to academic freedom for faculty is the oversight of the [Faculty Success Center \(FSC\) \(I.C.53\)](#). Created by faculty, for faculty, the FSC Advisory Committee is comprised almost exclusively of faculty. The supervising dean is the only manager representative on the committee. The FSC Advisory Committee (which includes the FSC Facilitator) drives and directs the programming for the FSC workshops, summer institute's, and FITs. The FSC and its work are described in more detail in Standard [III.A.14](#).

### Analysis and Evaluation

Chaffey College meets this standard. Board Policy 4030 (Academic Freedom) is published in College's policy manual, the faculty handbook, and the College catalog. The faculty values statement recognizes the importance of and promotes academic freedom. The Curriculum Committee, who reports to the Faculty Senate, facilitates the College's assurance of academic freedom in the curriculum processes. The FSC Advisory Committee ensures that faculty are free to explore professional development opportunities in a manner that affords frank, honest discussion of sensitive topics and issues.





**I.C.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

[Board Policy 3050](#) (Institutional Code of Ethics) ([I.C.54](#)) states that “all district employees are expected to act in an ethical manner exhibiting fair, honest, trustworthy, dispassionate, and unprejudiced behavior.” [Administrative Procedure 3050](#) ([I.C.55](#)) details the College’s code of ethics and addresses how violations of the code are to be addressed<sup>12</sup>.

The College has established policies on student conduct, academic honesty, and honesty of faculty in their professional conduct. Board Policy 5500 (Standards of Student Conduct) ([I.C.56](#)) states that students are “expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the Chaffey College Community.” Additionally, it requires the superintendent/president to establish procedures for discipline that comply with federal and state law regarding students’ rights to due process. Two administrative procedures support and implement Board Policy 5500. The first, [Administrative Procedure 5520](#) (Student Discipline Procedures) ([I.C.57](#)), outlines the discipline process and includes both the student academic integrity code and the student behavior code. [Administrative Procedure 5530](#) (Student Rights) ([I.C.58](#)) documents the student grievance process so that students are informed and aware of their recourse should they wish to pursue an issue covered by the procedure.

The student behavior code provides notice of the type of conduct that is expected of each student. It identifies specific categories of misconduct and provides uniform procedures to assure due process when a student is charged with a violation of these standards. The student academic integrity code requires that students’ academic work be of their own making and that each student remains accountable for his or her own work. This code defines specific types of academic dishonesty and states the consequences of academic dishonesty. The Student Grievance Committee ensures that students receive due process as violations of the code are elevated to formal levels.

The College has a [Behavioral Intervention Team](#) (BIT) ([I.C.59](#)) which works with faculty to evaluate and assess student behavior in the classroom. The BIT webpage provides links to guidelines, reporting forms, and resources for faculty members. The main goal of BIT is to address problematic or questionable student behavior early and in a manner that preserves the

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<sup>12</sup> Compliant, ACCJC Policy of Institutional Integrity and Ethics.

integrity of the classroom but also supports the student with resources and other services as needed. [The Ethics Across the Curriculum Committee \(I.C.60\)](#) also provides support to faculty in helping to analyze ethical issues and access resources from the Society for Ethics Across the Curriculum.

The board policies and administrative regulations involving honesty, responsibility, and academic integrity are posted in the [College's policy manual \(I.C.51\)](#) on the website. Additionally, copies of these policies are included in the [Student Handbook \(I.C.16\)](#) and the [Faculty Handbook \(I.C.39\)](#), both of which are reviewed and updated annually.

### Analysis and Evaluation

Chaffey College meets this standard. Board Policy and Administrative Procedure 3050 ensure that the College maintains an institutional code of ethics that applies to all constituent groups. Additionally, Board Policy 5500 and Administrative Procedures 5520 and 5530 document the College's student behavior code and academic integrity code. Violations of either code are clearly stated and published on the College's website, the student planner, and the Faculty Handbook.



**I.C.9 Chaffey 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.50](#)) balances the right of faculty to hold and express personal opinions with their responsibility to adhere to the highest standards of critical inquiry and analysis. The [P.R.I.D.E.](#) faculty values statement ([I.C.52](#)) calls on faculty to respect and inspire academic integrity.

The curriculum review and approval process and faculty evaluation processes are used to evaluate and support faculty in teaching course content fairly and objectively. First, the College's curriculum is reviewed through a robust curriculum process (please see [Standard II.A.2](#)). The course outline of record (COR) is the official document that delineates the discipline's accepted content, methodologies, outcomes, and assessment for a course and assures that it complies with expected standards of rigor and applicable regulations. The work of the Curriculum Committee is supported through the Program and Services Review (PSR) process (please see [Standard I.B.5](#)) which assures that curriculum is current (reviewed every six years at a minimum).

Through the faculty evaluation process, peer reviewers and the first-level manager can assess whether or not instructors are distinguishing between personal conviction and professionally-accepted views. Faculty peers evaluate whether or not the course syllabus accurately reflects the COR and whether or not the faculty member's presentation of that material meets accepted academic standards and practice. Student evaluations of faculty enable students to report their perceptions of faculty objectivity. Student comments are reviewed by faculty peer evaluators and the first-level manager and discussed with the faculty member as part of the evaluation process ([I.C.61](#), Article 20, pp. 57-67).

Faculty are introduced to the importance of academic freedom, ethics in teaching, and other faculty values through the Faculty Handbook. The [Ethics across the Curriculum Committee \(I.C.60\)](#) also offers regular workshops and activities to promote ethics in the classroom. New Faculty Orientation includes a workshop regarding ethics across the curriculum as well ([I.C.62](#)). Additionally, the Faculty Success Center has offered workshops related to the topic of [discussing politics in an ethical manner \(I.C.63\)](#).

### Analysis and Evaluation

Chaffey College meets this standard. The Academic Freedom policy and the P.R.I.D.E. faculty values statement communicate the responsibility of faculty to teach fairly and objectively while supporting the right of faculty to express individual and diverse viewpoints. Both the curriculum and faculty evaluation processes ensure that course content and instructional methodologies maintain both academic freedom and established academic practices. Review of course syllabi in the faculty evaluation process verifies that course syllabi reflect the COR.



**I.C.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 College is incorporated in the College's mission statement (please see Standard [I.A.1](#)).

### Analysis and Evaluation

Chaffey College meets this standard. No particular world view or belief system is espoused or advanced by the College.



**I.C.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 College has no 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

Chaffey College meets this standard. The College has no foreign locations.



**I.C.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 College communicates matters of educational quality and institutional effectiveness to the public through its website, including its mission (see Standard [I.A.4](#)), student learning and student achievement data (see Standard [I.C.3](#)), and assessment and evaluation activities (please see Standard [I.B.8](#)). The College's accredited status is posted online, one click away from the main page ([I.C.64](#)).<sup>13</sup> In addition to the annual reports and the annual fiscal reports submitted on a regular basis, the College has submitted and received approval for the following required reports:

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<sup>13</sup> Policy on Public Disclosure and Confidentiality in the Accreditation Process Compliant.

- [2010 Institutional Self-Evaluation Report \(I.C.65\)](#)
- [2011 Follow-up Report \(I.C.66\)](#)
- [2012 Substantive Change—Distance Education \(I.C.67\)](#)
- [2012 Substantive Change—Fontana Site \(I.C.68\)](#)
- [2013 Midterm Report \(I.C.69\)](#)
- [2013 SLO Proficiency Report \(I.C.70\)](#)

The College complies with the Commission Policy on student and public complaints against institutions in that policies and procedures for handling student complaints are published in a variety of ways, including the College's Policy Manual, Student Handbook, and Faculty Handbook. The College has not had any complaints referred to the Commission in the last six years.<sup>14</sup>

The College website includes information on how the public may make complaints to the commission. In addition, the College posted the information on Third-Party Comment in a timely manner as part of the 2016 institutional self-evaluation report process ([I.C.64](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The College maintains a positive relationship with the Accrediting Commission for Community and Junior Colleges (ACCJC) characterized by clear and timely communication. The College complies with all commission policies, eligibility requirements, standards, guidelines, and requirements for public disclosure. Annual and midterm reports are submitted in a timely manner. The College has a large, representative group that works with the Accreditation Liaison Officer to provide oversight on all reports submitted to the commission.



**I.C.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

The College maintains honest and effective relationships with several external agencies and complies with all regulations and statutes. The College is consistent in how it represents itself to all external agencies, including the Commission and other accrediting agencies. The College responds to all requests and meets timelines in order to comply with regulations and statutes.<sup>15</sup>

<sup>14</sup> Eligibility Requirement 21 Integrity in Relations with the Accreditation Commission Compliant.

<sup>15</sup> Compliant, Policy on Rights and Responsibilities of ACCJC and Member Institutions.

As noted in the [Programmatic Accreditation](#) section of this self-evaluation, the names, addresses, and website links of these agencies are clearly identified for the eight programs with outside accreditation:

- [Associate Degree Nursing \(I.C.71\)](#)
- [Certified Nursing Assistant \(I.C.72\)](#)
- [Dental Assisting \(I.C.73\)](#)
- [Radiology Technology \(I.C.74\)](#)
- [Vocational Nursing \(I.C.75\)](#)
- [Aviation Maintenance Technology—Airframe \(I.C.76\)](#)
- [Aviation Maintenance Technology—Powerplant \(I.C.76\)](#)
- [Emergency Medical Technician \(I.C.77\)](#)<sup>16</sup>

Students and the general public are informed and/or notified of the accreditation status of the above College programs through the College's website and information provided at orientation sessions. Certificates of accreditation are posted and are visible on all associated materials available to the public. Each accrediting agency displays the College programs on its website as well.

### Analysis and Evaluation

Chaffey College meets this standard. The College employs multiple methods to describe itself to external agencies, including the catalog, website, annual and midterm reports, program-specific self-studies, and planning documents. Information regarding this compliance is communicated consistently to all external agencies.



**I.C.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 evidenced by the College's financial statements ([I.C.78](#), [I.C.79](#)), the College does not generate financial returns for investors, contribute to a related or parent organization, or support external interests. The College is a non-profit, state-funded teaching organization with no emphasis on research or private scholarship. The College ensures its commitment to high quality education, student achievement, and student learning through its learning assessments

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<sup>16</sup> Compliant, ACCJC Policy on Institutional Integrity.



(please see Standards [I.B.2](#), [I.C.3](#)), Program and Services Review (please see Standard [I.B.5](#)), and the College's integrated planning processes (see Standard [I.B.9](#)). The College's priorities are outlined in its Educational Vision and Integrated Planning Model, which includes the 2015-2018 Strategic Plan ([I.C.80](#)).

### Analysis and Evaluation

Chaffey College meets this standard. Student learning, support, success, and achievement are at the heart of all College efforts. The College is a publicly funded, open-access community college that functions for the benefit of students. It does not generate financial return for investors or contribute to any related parent organization. The processes by which the College ensures its commitments to high quality education, student achievement, and student learning are described in detail in other sections of this report. For example, the schedule and curriculum, including appropriate course offering sequences are based on student need and demand and directly support student learning. The relationship between the College schedule and student need is described in detail in Standard [II.A](#). A key mechanism that ensures student learning and student achievement are paramount is through the linkage of outcomes assessment, program review plans, strategic planning, and resource allocation. These processes are described in detailed in Standards [I.B.5](#) and [I.B.9](#). Finally, donations and other revenue generated through the Chaffey College Foundation and District Auxiliary Services are allocated to provide student scholarships.



## Evidence List for Standard I.C

- [I.C.1](#) 2015-2016 college catalog
- [I.C.2](#) College website
- [I.C.3](#) ADN brochure
- [I.C.4](#) Aviation brochure
- [I.C.5](#) VN video
- [I.C.6](#) Student guided campus tour video
- [I.C.7](#) Report to the community 2015 print
- [I.C.8](#) Report to the community 2015 video
- [I.C.9](#) Report to the community link for past editions
- [I.C.10](#) Deputy Sector Navigator Small Business Resource Guide
- [I.C.11](#) Facebook link
- [I.C.12](#) Twitter link
- [I.C.13](#) Instagram link
- [I.C.14](#) In the News 3-7-16
- [I.C.15](#) 2015-16 Schedule of Classes

<a href="#"><u>I.C.16</u></a>	2015-16 Student Planner
<a href="#"><u>I.C.17</u></a>	Sample syllabi with SLOs
<a href="#"><u>I.C.18</u></a>	Outcomes and Assessment website
<a href="#"><u>I.C.19</u></a>	Catalog due dates
<a href="#"><u>I.C.20</u></a>	Spring 14 weekend and catalog production timeline
<a href="#"><u>I.C.21</u></a>	2015-16 curriculum calendar
<a href="#"><u>I.C.22</u></a>	2016-17 curriculum timelines
<a href="#"><u>I.C.23</u></a>	Required catalog components
<a href="#"><u>I.C.24</u></a>	Core Competencies
<a href="#"><u>I.C.25</u></a>	SLO Monitoring Report
<a href="#"><u>I.C.26</u></a>	Closing the Loop Report
<a href="#"><u>I.C.27</u></a>	Office of Institutional Research website
<a href="#"><u>I.C.28</u></a>	Chaffey College Fact Book
<a href="#"><u>I.C.29</u></a>	Chaffey College webpage with Fact Book
<a href="#"><u>I.C.30</u></a>	OLAP Cube Screen Shot
<a href="#"><u>I.C.31</u></a>	Did You Know link to OIR website
<a href="#"><u>I.C.32</u></a>	Superintendent/Principal Meeting Presentation and Sample Reports
<a href="#"><u>I.C.33</u></a>	Programs of Study section of catalog
<a href="#"><u>I.C.34</u></a>	Graduation Requirements and Transfer Information in catalog
<a href="#"><u>I.C.35</u></a>	Marketing Department
<a href="#"><u>I.C.36</u></a>	Career Booklet
<a href="#"><u>I.C.37</u></a>	Board Policy 2410
<a href="#"><u>I.C.38</u></a>	Administrative Procedure 2410
<a href="#"><u>I.C.39</u></a>	Faculty Handbook
<a href="#"><u>I.C.40</u></a>	Classified Handbook
<a href="#"><u>I.C.41</u></a>	I Can Afford College website
<a href="#"><u>I.C.42</u></a>	College Affordability and Transparency Center
<a href="#"><u>I.C.43</u></a>	Estimated cost of attending Chaffey College
<a href="#"><u>I.C.44</u></a>	Chaffey College Bookstore website -- textbook rental program
<a href="#"><u>I.C.45</u></a>	Costs comparison on bookstore website
<a href="#"><u>I.C.46</u></a>	Rental savings data from bookstore
<a href="#"><u>I.C.47</u></a>	Admissions and Records website
<a href="#"><u>I.C.48</u></a>	Matriculation section in catalog
<a href="#"><u>I.C.49</u></a>	Financial Aid website
<a href="#"><u>I.C.50</u></a>	Board Policy 4030
<a href="#"><u>I.C.51</u></a>	College policy manual link
<a href="#"><u>I.C.52</u></a>	Faculty values statement - P.R.I.D.E. link
<a href="#"><u>I.C.53</u></a>	Faculty Success Center link
<a href="#"><u>I.C.54</u></a>	Board Policy 3050

<a href="#"><u>I.C.55</u></a>	Administrative Procedure 3050
<a href="#"><u>I.C.56</u></a>	Board Policy 5500
<a href="#"><u>I.C.57</u></a>	Administrative Procedure 5520
<a href="#"><u>I.C.58</u></a>	Administrative Procedure 5530
<a href="#"><u>I.C.59</u></a>	Behavioral Intervention Team (BIT) webpage
<a href="#"><u>I.C.60</u></a>	Ethics Across the Curriculum Committee
<a href="#"><u>I.C.61</u></a>	CCFA Collective Bargaining Agreement
<a href="#"><u>I.C.62</u></a>	New Faculty Orientation Schedule 2014 (session 9)
<a href="#"><u>I.C.63</u></a>	Discussing Politics in an Ethical Manner FSC event link
<a href="#"><u>I.C.64</u></a>	Accreditation webpage link
<a href="#"><u>I.C.65</u></a>	2010 Institutional Self-Evaluation Report
<a href="#"><u>I.C.66</u></a>	2011 Follow-Up Report
<a href="#"><u>I.C.67</u></a>	2012 Substantive Change Report - Distance Education
<a href="#"><u>I.C.68</u></a>	2012 Substantive Change Report - Fontana Site
<a href="#"><u>I.C.69</u></a>	2013 Midterm Report
<a href="#"><u>I.C.70</u></a>	2013 SLO Proficiency Report
<a href="#"><u>I.C.71</u></a>	ADN webpage
<a href="#"><u>I.C.72</u></a>	CNA webpage
<a href="#"><u>I.C.73</u></a>	Dental Assisting webpage
<a href="#"><u>I.C.74</u></a>	Radiology Technology webpage
<a href="#"><u>I.C.75</u></a>	Licensed Vocational Nursing webpage
<a href="#"><u>I.C.76</u></a>	Aviation Maintenance Technology webpage
<a href="#"><u>I.C.77</u></a>	Emergency Medical Technician webpage
<a href="#"><u>I.C.78</u></a>	2014-15 Final Budget
<a href="#"><u>I.C.79</u></a>	2015-16 Final Budget
<a href="#"><u>I.C.80</u></a>	Educational Vision and Integrated Planning Model

## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are light blue and evenly spaced. There are four groups of three lines each, separated by thicker dark blue lines. This layout is typical of a notebook or a form designed for organized writing or drawing.

[illegible]







STANDARD

III



When I was 21 years old I decided to come to the United States with my three children because I knew there were better educational and career opportunities here. I didn't know how to speak English and finding the time to study was not always easy since I had to work to support my family. As a part-time student, it took me four years to pass all the general education courses needed to get into the Rad Tech program. Through my academics I had hope for my family's future. I was so pleased to complete the prerequisites to be accepted into the Rad Tech program. It is definitely challenging, but I couldn't be happier knowing that day after day I am one step closer to making my dream of being a Radiologic Technologist a reality.

- Jessica Acero, Student





## 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 learning support services offered in the name of the institution.



**II.A.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

Instructional programs at the College are offered in fields of study consistent with the College's mission in providing transfer courses and programs, career technical education (CTE), foundation skills, noncredit courses, and community education to the communities it serves ([II.A.1](#)).<sup>1</sup> Courses are offered primarily at three locations within the district: Rancho Cucamonga, Fontana, and Chino. In addition to the three main locations, courses and degree programs are also offered at the California Institution for Women (CIW), the Chino Institute for Men (CIM), and through concurrent enrollment at area high schools ([II.A.2](#), [II.A.3](#), and [II.A.4](#)). More specifically and as noted in Standard [I.A.1](#) the college offers the following programs:

- The first two years of a baccalaureate study (transfer pathway)
- The associate degree, especially in career technical education fields
- Career and technical education in a variety of pathways to meet the workforce needs of regional and state businesses and employers
- Pre-collegiate, foundation skills education for the large number of first generation students, second language learners, and those who enroll unready to produce collegiate-level work
- Non-credit and community education services, such as lifelong learning and second-language acquisition

<sup>1</sup> Eligibility Requirement 9 Compliant, Educational Programs.

All courses and programs are appropriate for higher education and culminate in defined course-level and program-level student learning outcomes (SLOs) that are consistent with the College's mission ([II.A.5](#)). As evinced in the College Fact Book, students successfully completing courses, degrees, and certificates are prepared for employment, further academic studies, or transfer to baccalaureate programs ([II.A.6](#)).

The College also offers a variety of courses through distance education,<sup>2</sup> in either an online or hybrid delivery format. In order to fully address these efforts, a separate [Distance Education Supplement](#) has been prepared and included in this self-evaluation report.<sup>3</sup> The College's popular and successful [Fast Track Program \(II.A.7\)](#) offers students a compressed, accelerated learning model. Online, hybrid, and Fast Track instruction all include the same rigor and defined outcomes as face-to-face instruction. The College is part of the California Community College system and complies with all expectations of Title V of the California Administrative Code. All programs and courses are cataloged through the California Community College Chancellor's Office.

Regardless of location or modality, every course has specific and measurable SLOs, and both program SLOs and institutional SLOs (Core Competencies) are listed in the catalog ([II.A.1](#), pp. 41-111 and p. 4).<sup>4</sup> Students are provided with syllabi that delineate the student learning outcomes, objectives, and assessment methods in the courses for which they are enrolled ([II.A.8](#)). The College ensures that programs and services are of high-quality and appropriate to the mission through multiple College processes, including cyclical curriculum review ([II.A.9](#)), SLO review ([II.A.10](#)), and Program and Services Review (PSR, [II.A.11](#))—all of which link to the College's Educational Vision and Integrated Planning Model ([II.A.12](#)).<sup>5</sup>

### Analysis and Evaluation

Chaffey College meets this standard. The College ensures that programs and services are of high-quality and appropriate to the mission through multiple processes, including cyclical curriculum review, SLO review, PSR, and integrated planning efforts. These linked processes include the development and evaluation of SLOs for all courses, degrees, and certificates. The curriculum development process requires that the SLOs are developed and included in the approval process for all courses and programs. The College's curriculum culminates in student achievement through employment, degrees, certificates, and transfer. The College is part of the California Community College system of higher education and complies with all curriculum expectations of the state of California.

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<sup>2</sup> See, Checklist for Compliance with Policies and Federal Regulations.

<sup>3</sup> Policy on Distance Education and Correspondence Education, Compliant. See detail in the Distance Education Supplement.

<sup>4</sup> Policy on Institutional Advertising, Student Recruitment Compliant.

<sup>5</sup> Eligibility Requirement 11 Compliant, Student Learning and Achievement.



**II.A.2 Faculty, including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.**

### Evidence of Meeting the Standard

Faculty, including full-time and part-time or adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. The College's full-time faculty are responsible for ensuring that all credit courses in both content and methods of instruction meet accepted academic and professional standards and expectations. Faculty ensure quality of courses through the development of an integrated Course Outline of Record (COR) which contains all elements required by Title 5 of the California Code of Regulations—unit values, contact hours, requisites, catalog description, objectives, and content—and emphasizes critical thinking, writing or problem solving, and college-level skills. The College's Curriculum Committee By-Laws ([II.A.9](#)) and Curriculum Handbook ([II.A.13](#)) provides guidelines and standards aligned with the relevant state and national standards for the development of quality, integrated CORs ([II.A.14](#)).

In order to manage the curriculum review processes, faculty use CurricUNET. Elements of the approval process in CurricUNET include the following:

- Curriculum approval processes ([II.A.15](#))
- Course SLO checklist ([II.A.16](#))
- List of closing the loop activities ([II.A.17](#))
- Articulation Officer review ([II.A.18](#))
- Directions for launching a distance education proposal ([II.A.19](#))
- Directions for updating or modifying courses ([II.A.20](#))
- Directions for deactivating courses ([II.A.21](#))
- Out-of-class assignment examples ([II.A.22](#))

As evinced in its summary notes, the Curriculum Committee conducts thorough review of curriculum and has robust discussion about various aspects of it ([II.A.23](#)). Once the Curriculum Committee approves curriculum, the Faculty Senate also reviews and approves curriculum submissions ([II.A.24](#)). Finally, all approved curriculum proposals are reviewed and approved by the Governing Board ([II.A.25](#)).

Faculty are required to regularly review their curriculum not only through the processes established by the Curriculum Committee, but also as part of Program and Services Review,

which includes the evaluation of data packets that document the status of all courses in a particular program ([II.A.26](#)). CTE programs must review their curriculum every two years.

Recent examples of curricular innovation that demonstrate the faculty's commitment to continuous improvement include the foundational English/Reading redesign and integration ([II.A.27](#)), the establishment of a MathsWay Implementation Committee ([II.A.28](#)) and the creation of a number of associate degrees for transfer ([II.A.29](#)).

Finally, the College has a robust system of professional development through the [Faculty Success Center \(II.A.30\)](#) which provides multiple opportunities for faculty to engage in deep conversations about teaching and learning and best practices. Please see Standard [III.A.14](#) for a full discussion.

### Analysis and Evaluation

Chaffey College meets this standard. The College is widely and consistently engaged in dialog centered on the review and improvement of course and program curricula to meet state and national standards. CurricUNET currently serves as the College's repository of all SLO's, COR's, and assessment data on all courses and programs and faculty, staff, students and the community have easy access to any information. An extensive review of the CORs includes scrutiny of the course description, content, objectives, methods of instruction, methods of evaluation and texts. Also included in the CORs are at least three examples of outside-the-class assignments. One of these three examples must include an example of critical thinking. Homework examples are included to demonstrate college-level rigor. Curriculum proposal originators receive extensive feedback not only from the curriculum committee, but also from discipline peers and deans. The College's articulation officer also contributes to this curriculum review.



**II.A.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

College procedures for identifying and assessing learning outcomes for courses, programs, certificates, and degrees are outlined in the College's operational plan for SLOs, Pathways to Proficiency: Exceeding Expectations ([II.A.31](#)). Additionally, Standard [I.B.2](#) outlines the structure of the College's SLOs, and Standard [I.C.3](#) provides information as to the dissemination of information related to SLOs. As discussed in Standard [II.A.2](#), the College has officially



approved, current course outlines that must include student learning outcomes in order to be considered by the Curriculum Committee. As part of the routine course approval process, the Curriculum Committee monitors the presence of course SLOs.

Chronological Assessment Plans (CAPs) of SLO's are in place for all instructional and student services departments with curriculum and ensure ongoing, regular assessment of learning ([II.A.32](#)). Within PSR, a specific SLO rubric evaluates outcomes in terms of relevance, effectiveness, and currency ([II.A.33](#)). As explained in Standard [I.B.5](#), the Outcomes and Assessment Committee manages these review processes in coordination with the Program and Services Review Committee. The OAC also produces an SLO Monitoring Report that documents programs' progress on using assessment results for the improvement of student learning ([II.A.10](#)). The Office of Institutional Research recently conducted an analysis of the OAC's review of SLO information through PSR ([II.A.34](#)).

Course syllabi for students are based on the standards recorded on the official CORs, which include minimum standards for content and methods of instruction. Official CORs are provided to faculty for reference during syllabus and course materials development, and full-time faculty often share syllabi samples with part-time faculty ([II.B.35](#)). To ensure that all syllabi in all classes contain SLO's from official Course Outlines of Record, processes exist in each dean's office to include a review of all syllabi submitted for each section of a course. Administrative assistants, department coordinators, and the respective school dean work to ensure accuracy and consistency of syllabi distributed to students. Additionally, the associate superintendent of instruction has the Office of Institutional Research prepare a stratified random sample of active course sections each term. This sample is provided to the deans who are expected to verify that the randomly selected syllabi have the appropriate SLOs on them ([II.A.36](#)).

As noted in Standard [II.A.1](#), all instructional programs have established SLOs which are published in the catalog ([II.A.1](#)). Course SLOs are present on course syllabi and are also housed on the individual course site in CurricUNET for all active courses ([II.A.8](#)). All program and course SLO documentation (Curriculum maps—[II.A.37](#), Core Competency Matrices—[II.A.38](#), and Chronological Assessment Plans—[II.A.32](#)) are updated and reviewed during PSR since that process includes a section devoted to each program's degree and/or certificate's learning outcomes ([II.A.39](#)).

Recently, the College decided to move away from using CurricUNET for the storage of outcomes and assessment data. In spring 2016, a work group of faculty and staff began implementation of a new SLO assessment system in [Taskstream](#) ([II.A.40](#))—a cloud-based process management system which includes an in-depth, customizable system specific to student learning outcomes and their assessment. Key stakeholders are heavily involved in the implementation of this new software so that the learning outcomes discussions and assessment results can be more seamlessly captured and effectively used in course, program, and College planning processes ([II.A.41](#)).

## Analysis and Evaluation

Chaffey College meets this standard. As demonstrated in the narrative evaluation, the College has incorporated learning outcomes systemically as part of the curriculum and PSR processes, ensuring compliance, communication, and responses for improvement. Course syllabi include student learning outcomes consistent with those on the COR. The college is transitioning from CurricUNET to Taskstream to improve and manage student learning outcomes processes and reporting.



As noted above and in Standards [I.B.2](#) and [I.C.3](#), the College hopes to improve the documentation, reporting, and communication of all student learning outcomes assessment activity and related processes through the implementation of Taskstream. Implementation efforts began in spring, 2016 and will continue throughout the 2016-17 academic year.



**II.A.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 College catalog ([II.A.1](#)) clearly distinguishes pre-collegiate curriculum from college-level curriculum through its course-numbering system. The College uses the following distinctions in its course numbering system: 600 level—non-credit; 500 level—pre-collegiate; 400 level—degree applicable; and 1-99—transferrable.

### *Foundation Skills Pathway*

Pre-collegiate courses include foundational curriculum in English, ESL, and mathematics. As demonstrated in the College Fact Book ([II.A.6](#)), the majority of the College's students assess into non-transferrable curriculum, with 33% assessing into transfer-level English courses and only 6% assessing into transfer-level math courses (pp. 45-46). The pre-collegiate student is the Chaffey student, and the College has pioneered curricular innovations and a highly effective network of support systems to serve these students (discussed in-depth in Standard [II.B.5](#)).

The College engages in continuous, robust discussion of its pre-collegiate curriculum and strives for its improvement through integration and acceleration ([II.A.23](#), [II.A.42](#)). Departmental faculty involved with pre-collegiate curriculum continuously review outcomes and pathways

leading to transfer-level English or math. As noted in Standard [II.A.2](#), recent improvements in pre-collegiate curriculum include the integration of reading and writing ([II.A.27](#)) as well as the MathsWay project ([II.A.28](#)) whose goal is to reduce the length of time while increasing success rates for students enrolled in the pre-collegiate math sequence.

### *Use of Evidence*

The faculty, the Office of Institutional Research, and the Curriculum Committee are key players in ensuring that pre-collegiate curricula are current and effective. The Office of Institutional Research regularly prepares tracking studies that examine sequential course progression within the math, English, and reading disciplines ([II.A.43](#), [II.A.44](#), [II.A.45](#)). Additionally the OLAP cubes ([II.A.46](#)) provide faculty and staff with the ability to examine disaggregated student performance outcome data by student demographic and course characteristics.

Acceleration is another effective, successful, and proven means of helping students advance to college-level coursework. The College's Fast Track Program includes pre-collegiate curriculum, and evaluation has demonstrated that pre-collegiate students perform better in this accelerated model. In response to this increase in student retention and success, the College has been increasing the Fast Track offerings to 25% of offerings at all three campuses ([II.A.47](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The moral imperative to improve the pre-collegiate experience continues to be at the forefront of the College mission. The College's network of award-winning Success Centers is testament to the College's commitment to effectively serve pre-collegiate students.



**II.A.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 21).

### Evidence of Meeting the Standard

The College degrees and programs follow practices common to higher education. [Board Policy \(II.A.48\)](#) and [Administrative Procedure 4025](#) (Philosophy and Criteria for Associate Degree and General Education) ([II.A.49](#)) establish appropriate rigor of the College's curriculum in alignment with the mission. In addition, [Board Policy \(II.A.50\)](#) and [Administrative Procedure 4020](#) (Program and Curriculum Development) ([II.A.51](#)) delineate the responsibilities and procedures for the College's curriculum review process. The Curriculum Committee conducts

a robust review process that guarantees the curriculum has appropriate length, breadth, depth, rigor, course sequencing, time to completion, and allows synthesis of learning to occur. The College's SLO process informs the curriculum review process ([II.A.13](#), [II.A.23](#)).

The Curriculum Committee is composed of faculty representatives from the College's nine instructional units, as well as representatives from Counseling, Articulation, Catalog and Scheduling and student representation when available. Outside of the curriculum committee review, curriculum proposals are also disseminated to faculty peers within the proposal's discipline. The proposal then goes to the discipline's dean and the proposal originator for further input. This extensive review process informs discussion regarding appropriate breadth and depth through the review of the course or program's description, content, objectives, and rigor by reviewing curriculum instructional methods and evaluation methods, as well as out-of-class sample assignments. Information about course sequencing is included in the curriculum database management system.

As part of the College's institutional effectiveness scorecard ([II.A.12](#), pp. 64-65), the Office of Institutional Research engages in an annual examination of time to goal completion disaggregated by student demographic characteristics. The College Fact Book ([II.A.6](#)) contains student achievement data, including the examination of degree and certificate completion (pp. 167-174). Synthesis of learning is captured in the institutional core competencies. Every course is mapped to the Core Competencies. As discussed in Standard [I.B.2](#), the College engages in systemic examination of Core Competency outcomes among graduates that can be disaggregated by program and student demographic characteristics. The Fact Book includes Core Competency data measured upon entry to the College (pp. 63-78) and upon exiting the College (pp. 195-207).

The College requires a minimum of 18 units in a major or area of emphasis with a minimum total of 60 semester units in order to earn an associate degree. These requirements comply with Title 5 Section 55063 of the California Code of Regulations. All degrees and programs, as listed in the College catalog ([II.A.1](#)), follow standard practices for higher education. The College has not, to date, offered baccalaureate degrees.

### Analysis and Evaluation

Chaffey College meets this standard. All degrees and programs, as listed in the College catalog, follow standard practices for higher education, including the attainment of 60 units for an associate degree. The College has not, to date, offered baccalaureate degrees. All programs, degrees, and certificates are submitted to the California Community College Chancellor's Office for inventory and approval.



**II.A.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 manner in which the College schedules courses is based on data, student need, innovative practices, and proper sequencing and alignment. Several goals guide these efforts:

- To ensure students have clear, efficient pathways to guide them and the section capacity that affords them access to those pathways
- To ensure timely completion for students
- To ensure that regardless of teaching mode or location, students can complete the general education requirements for the associate degree or the CSU or IGETC general education transfer pattern in their preferred mode or location
- To improve student success through innovative practice is at the forefront of planning efforts.

The Enrollment and Success Management Committee (ESM)—a large, shared governance group who identifies, researches, and recommends innovative practices at the College—manages decisions impacting registration, enrollment, and scheduling while monitoring influences on growth and FTES planning ([II.A.42](#)). One example, Fast Track, was started by ESM as a pilot initiative. After the pilot, a Faculty Inquiry Team (FIT) ([II.A.52](#)), who conducted focus groups with students and faculty, also studied the results. The evidence of success for this particular initiative continues to warrant continued expansion ([II.A.47](#)).

The scheduling process begins each fall with a review of key data including assessment results, educational planning information, waitlist and fill rate studies, associate degree and certificate requirements, and CSU and IGETC transfer preparation patterns. Selected examples include the following:

- Waitlist study ([II.A.53](#))
- CSU GE Pattern Gap Analyses, Weekends and Fast Track ([II.A.54](#))
- Degree and Certificate award data ([II.A.55](#))
- Chino and Fontana course offering analysis ([II.A.56](#))
- Three-year plan ([II.A.57](#))
- Enrollment analyses ([II.A.58](#))

The associate superintendent of instruction and the deans also discuss any other initiatives and practices that need to be factored into the scheduling process ([II.A.59](#)) and work closely with the coordinators to establish schedules of classes that meet student needs and incorporate effective and innovative practices ([II.A.60](#)). Since the budget crisis, the College has planned the schedule one year at a time, rather than one semester at a time. Annual planning allows for effective implementation of the three-year plan.

### Analysis and Evaluation

Chaffey College meets this standard. Innovative practices that foster improved student success are considered and discussed at the beginning of each scheduling cycle, and data that speaks to increased or decreased demand for classes is reviewed. The year-long schedule enables personnel to implement the three-year plan holistically, one year at a time. Broad participation in the form of shared governance committees with deans, coordinators, discipline faculty, and classified staff ensure that timely pathways exist to expedite students' completion of their programs. Courses are scheduled in a manner that is consistent with established practices in higher education, and the PSR process ensures that faculty and staff regularly review data on course offerings and student success. The Office of Instruction reviews all degrees and scheduling for approval.



The College has identified Efficiency as one of the major goals in the Quality Focus Essay. The intent is to optimize efficiency and increase the college's instructional capacity. Scheduling of courses needs to be done not only in a manner that meets students' needs and facilitates completion, but also in a manner that maximizes the College's resources by improving the FTEF to FTES ratios in the scheduling process (G2.02).



**II.A.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 in success for all students.**

### Evidence of Meeting the Standard

The College maintains a robust equity agenda in which the success of all students is nurtured and valued. In fact, one of the College's strategic goals is to reduce the achievement gap among student groups. A critical component of that work involves the professional development of all faculty with respect to teaching and learning. Standard [III.A.14](#) includes a discussion about the [Faculty Success Center](#) (FSC, [II.A.30](#)) and all of the efforts that have been made to



extend training opportunities to faculty on the successful delivery of instruction in a variety of modalities, teaching methodologies, and differences in student learning styles. For example, the FSC has sponsored workshops on culturally responsive teaching ([II.A.61](#)) and has included the workshop in the new faculty orientation program for the past three years ([II.A.62](#)). In 2015, the College purchased access to CORA, an online curriculum for faculty that demonstrates effective teaching strategies faculty can use to increase the success of men of color ([II.A.63](#)). This curriculum, authored by Drs. Frank Harris and Luke Wood of the [Minority Male Community College Collaborative \(M2C3, II.A.64\)](#), provides online professional development through video modules, readings, live interactive sessions and learning assessments. Additionally, the College annually sponsors Faculty Inquiry Teams to research particular topics and make policy and practice recommendations. The FIT for 2015 is entitled, [Panthers Taking the Leap: Promoting Success in First-Generation College Students \(II.A.65\)](#).

The Office of Institutional Research supports faculty by examining the effect of different instructional strategies and delivery modes on students in various demographics and disseminating that information. Some specific examples include comparison of face-to-face, hybrid, and online delivery methods ([II.A.66](#)); comparison of traditional and Fast Track delivery methods ([II.A.47](#)); and the increase in economically disadvantaged students ([II.A.67](#)).

Learning support services (please see Standard [II.B](#)) include a successful network of [Success Centers \(II.A.68\)](#), [Supplemental Instruction \(II.A.69\)](#), and [Library and Cybrary services \(II.A.70\)](#). An array of student services also support diverse students, including [Disabled Programs and Services \(DPS\) \(II.A.71\)](#), [the Puente Project \(II.A.72\)](#), [AMAN/AWOMAN \(II.A.73\)](#), and the [EOPS program \(II.A.74\)](#) (please see Standard [II.C](#)). The College has also been awarded two [Title V Hispanic Serving Institution \(HSI\) grants \(II.C.75\)](#), which have allowed for the expansion of many of the support services for students.

Three examples demonstrate how the instruction, support, and student services programs work together to support all students: flipped classroom, Ask Art: Tool Kit, and Umoja-Library collaboration. First, in spring 2015, the Faculty Success Center hosted a panel discussion entitled: Flipping What? during which faculty who were experimenting with the technique shared their experiences. During the 2015-16 academic year, additional faculty members began to try the technique. The emails and syllabi provided as evidence demonstrate a robust effort to incorporate the flipped classroom as an instructional strategy that supports student learning ([II.A.76](#)).

Next, staff in the Wignall Museum of Contemporary Art have a history of bringing a wide array of diverse experiences and perspectives to the campus in support of equity. They created an Ask Art: Tool Kit for faculty which helps strengthen curricular connections to these exhibitions in particular and art in general. The toolkit helps faculty design assignments that can be incorporated into a variety of discipline and classroom contexts. For many of the College's students, the Wignall is the first museum they have ever visited, and they connect with the content of the exhibitions. By connecting their experiences to the classroom, students are supported in meaningful, authentic ways ([II.A.77](#)).

Finally, the faculty advisor of the Umoja club (AMAN/AWOMAN) contacted the Library to discuss the possible establishment of a new collection—donated by the Umoja AMAN/AWOMAN) and Puente student clubs—that would expand the Library’s collection of multicultural books. The faculty club advisors, librarians, and bookstore staff worked together to identify and purchase multiple copies of the books (now named Courageous Conversations of the Cultures) in time for the items to be available at the spring 2016 Human Library event, the theme of which was equity. The Umoja faculty advisor also helped facilitate a speaker to open the event, a nationally recognized poet and Advanced Placement English teacher at one of the local high schools. The Courageous Conversations of the Cultures browsing collection is now available at the Rancho Library and the Chino and Fontana Cybraries ([II.A.78](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The College supports ongoing professional development for faculty and staff and maintains clear standards for the inclusion of discipline-appropriate methods of instruction on the official COR. The College offers workshops and ongoing professional development for faculty on learning styles, culturally responsive teaching, and other topics that ensure faculty remain current in learning theory and adjust classroom practices to support student learning. Instruction, support, and student services programs collaborate to provide experiences that promote equity and diversity.



The College has identified Equity as one of the major goals in the Quality Focus Essay. One of the objectives connected to that goal is to expand professional learning opportunities for faculty, particularly with respect to teaching students of color. The College also needs to expose the hidden barriers to student success from the students’ perspective. Both the learning opportunities and the students’ voices can help faculty engage in more effective delivery modes and teaching methodologies that support the learning needs of all students (G3.02).



**II.A.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

The College does not use any department-wide course and/or program examinations. Some programs in Health Occupations programs do offer students the opportunity to take external industry qualifying examinations for licensure or certification, but these do not affect student grades or placement.

## Analysis and Evaluation

Chaffey College meets this standard.



**II.A.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

The College awards credit based on attainment of learning outcomes. Faculty members develop course learning outcomes to articulate the knowledge, skills, and abilities a student will have as a result of successfully completing a course. Learning outcomes are aligned with course objectives. Grades are assigned as an indication of students' achieved competency in relation to the course objectives and learning outcomes.

[Board Policy \(II.A.50\)](#) and [Administrative Procedure 4020](#) (Program, Curriculum, and Course Development) ([II.A.51](#)) as well as [Board Policy \(II.A.48\)](#) and [Administrative Procedure 4025](#) (Philosophy and Criteria for Associate Degree and General Education) ([II.A.49](#)) guide the awarding of course credit, degrees and certificates.<sup>6</sup> The philosophy and criteria regarding the associate degree symbolize a successful student's journey through patterns of learning experiences designed to develop certain competences and insights as identified within the College's Core Competencies of Communication, Critical Thinking and Information Competency, Community/Global Awareness and Responsibility, and Personal, Academic and Career Development ([II.A.79](#)).

The graduation requirements for associate degrees are set forth in [Board Policy \(II.A.80\)](#) and [Administrative Procedure 4100](#) (Graduation Requirements for Degrees and Certificates) ([II.A.81](#)). These requirements include the completion of 60 semester units of course work, with a minimum of 18 units of General Education, a minimum of 18 units in the major, and any electives which may be necessary to round out the 60-unit requirement. All degree requirements including General Education must be completed with an overall grade point average of 2.0 (C) or better. In addition, all courses that count toward the associate degree major or area of emphasis must be satisfactorily completed with grades of A, B, C, or P.

The College adheres to guidelines set forth in both federal ([II.A.82](#)) and state ([II.A.83](#)) regulations to identify a course credit hour. Federal guidelines specifically state that a credit

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<sup>6</sup> Policy on Transfer of Credit Compliant.

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 (one unit of credit) requires a minimum of 48 hours of lecture, study, or laboratory work at Colleges operating on the semester system. Applying these parameters, the College operates on an 18-week semester, with the assumption that every unit of credit represents a minimum of 54 total hours of student work, inclusive of in-class and outside-of-class work. In most courses this is typified by 18 hours of in-class lecture and 36 hours of homework. Fifty-four hours divided by eighteen weeks equals a minimum of three hours of student work per week for one unit of credit. While there are some variations on this calculation, any proposed variation is reviewed on a case-by-case basis and must fall within the parameters set forth in federal and state regulations.

The College uses student contact hour (SCH) (also known as class hour) as the basic unit of attendance for computing full-time equivalent students (FTES). In identifying student contact hours, the College adheres to guidelines established by the California Community College Chancellor's Office Fiscal Services Unit in the Student Attendance Accounting Manual (SAAM) ([II.A.84](#)), as well as related fiscal advisories released by this Unit. The College also applies the appropriate term length multiplier and attendance accounting methods to accurately collect and report contact hours for each section that is eligible for apportionment. Units of credit, expected hours of student contact, and total student work are identical for courses offered through distance education and face-to-face delivery.<sup>7</sup> The College does not offer any clock-hour programs.

### Analysis and Evaluation

Chaffey College meets this standard. Criteria for evaluating student learning for credit are clearly stated in the College catalog and are consistent with board policy and federal and state regulations. Units of credit are consistent with College policies that conform to standard practices in higher education. The College awards credit for student achievement based on faculty-established student learning outcomes and the course outline of record (COR). The alignment of the course outline of record and the outcomes create a direct connection between the course expectations, credit, and student learning.

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<sup>7</sup> Policy on Distance Education and Correspondence Education Compliant



**II.A.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 College's commitment to quality education is evident through its student transfer-of-credit and articulation policies. The [catalog \(II.A.1\)](#) clearly provides for evaluation of credits from other institutions, international transcripts, military credits, credit by examination, and advanced placement.<sup>8</sup> The process starts with submission of official transcripts through the [Admissions and Records Office \(II.A.85\)](#). Each course is evaluated for transferability and validated as from a regionally accredited institution. To determine whether a course is equivalent, the course description and COR are reviewed by transcript evaluators in [Counseling \(II.A.86\)](#) and forwarded to program coordinators for discipline verification. International transcripts must be evaluated by an accredited evaluating service located 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 provided through the [Veterans' Resource Center \(II.A.87\)](#).

Students may earn credit by examination and advanced placement in compliance with College practices and Title 5. [Board Policy \(II.A.88\)](#) and [Administrative Procedure 4235](#) (Credit By Exam) ([II.A.89](#)) describe the College processes used to evaluate prior learning. Registered students who have substantial prior experience in the content of college-level courses and who can present evidence may petition to receive credit for courses listed in the College catalog which are approved for credit by examination. Any course listed in the course description section of the College catalog bearing the designation after the course title may be challenged for credit by examination with the consent of the instructor in the appropriate administrative unit and after admissions eligibility criteria are met.

Students can also earn advanced placement credits toward an associate degree, Intersegmental General Education Transfer Curriculum (IGETC), and CSU general education with scores of 3 or higher. The College catalog clearly outlines advanced placement procedures and awarding of credit.

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<sup>8</sup> Policy on Transfer of Credit Compliant

The articulation agreements website ([II.A.90](#)) 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 College 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 \(II.A.91\)](#) is an online student-transfer information system that provides transfer and articulation information among public higher education institutions in California. The [Associate Degree for Transfer program \(II.A.92\)](#) has created more effective transfer pathways for students, and the College currently has 25 of these degrees. Likewise, the College submits individual courses to C-ID for articulation with established course descriptors. [C-ID \(II.A.93\)](#) is an online statewide numbering system that identifies comparable courses at different community colleges. Currently, the College has 191 courses approved in the C-ID system.

In compliance with the 2006 Perkins Act, the Dean of Business and Applied Technologies 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 College's website as the [Career Transitions Articulation \(II.A.94\)](#) 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

Chaffey College meets this standard. The College has effective procedures for transfer-of-credit and articulation agreements from accredited institutions, and these agreements are regularly updated. The College is dedicated to offering more options and choices to students by facilitating student transfer to California and out-of-state colleges. The College has 25 Associate Degrees for Transfer and 191 C-ID approved courses. Information on transfer-of-credit and articulation are clearly stated in the College catalog and on its 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 and website, Transfer Center, Counseling Department, GPS Centers, Admissions and Records, and the Veterans' Resource Center.





**II.A.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

The College established Core Competencies ([II.A.79](#)) to serve as both institutional and general education student learning outcomes in 2009. These Core Competencies include Communication, Critical Thinking and Information Competency, Community/Global Awareness and Responsibility, and Personal, Academic and Career Development. The OAC held discussions in 2014 regarding an update to the Core Competencies to include language regarding Hope and Mindset, and the Core Competencies were subsequently changed ([II.A.95](#)). The revised Core Competencies provide one example of how the College has infused these strategies for student success throughout the entire College while still maintaining the nested approach to student learning outcomes at three levels (discussed in-depth in Standards [I.B.2](#), [I.C.3](#), and [II.A.3](#)). Program learning outcomes are published in the College catalog for all degrees and certificates. The Fact Book ([II.A.6](#)) includes both pre- and post-assessment data on the Core Competencies (please see Standard [I.B.6](#)).

#### Analysis and Evaluation

Chaffey College meets this standard. The College's Core Competencies and program learning outcomes include the areas of communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. In addition, faculty have revised the Core Competencies to reflect the College's commitment to addressing the affective components of student learning and development. Program learning outcomes are published in the College catalog for all degrees and certificates.



**II.A.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

All Chaffey 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 College's Core Competencies (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 citizens. As noted in Standards [II.A.](#) and [II.A.11](#), both board policies and administrative procedures are in place that define and provide the College's criteria for the awarding of Associate Degrees and General Education. Through the work of the Curriculum Committee, the College 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.

#### Analysis and Evaluation

Chaffey College meets this standard. The general education requirements for all College courses and programs are clearly outlined and published in the College catalog. All approved College course and program SLO's are aligned with and mapped to the institutional SLO's or Core Competencies. The College maintains that learning in the classroom and through student services programs relates to Communication, Critical Thinking and Information Competency, Community/Global Awareness and Responsibility, and Personal, Academic and Career Development. The arrangement on the SLO course checklist page in CurricUNET demonstrates this alignment. The College's Core Competencies and all program SLO's are published in the catalog and made available on the College's website so that students have a thorough understanding of program learning outcomes.



**II.A.13 All degree programs include focused study 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 College's philosophy on programs and certificates, degree programs include both general education requirements and an area of specialization. As noted in Board [Administrative Procedure 4100 \(II.A.81\)](#), 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 work place. To date, the College has also developed and offered 25 Associate Degrees for Transfer (ADT or AA/AS-T) based on transfer model curriculum, allowing students seamless transfer to a 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. As an example, the Art Program Level SLO Curriculum Mapping Grid demonstrates where concepts are introduced, practiced, or mastered across various AA, AS, and AA-T emphases as well as in certificate programs ([II.A.96](#)). The Curriculum Review Process assures that these programs contain the appropriate level of rigor to prepare students for successful transfer and/or employment opportunities ([II.A.23](#)).

#### Analysis and Evaluation

Chaffey College meets this standard. All degrees include focused study in an area of inquiry or interdisciplinary core aligned with key theories and practices within the field of study. All degrees have program level outcomes that are listed as part of the program description in the College catalog and on the website. Program learning outcomes are used in the development and revision of degrees to determine the appropriate placement and content of courses included in the degree core. All courses included in the degree are appropriate to the discipline, degree level, and common standards in higher education.



**II.A.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 College'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 help shape any modifications or updates needed to prepare students for the constantly changing workplace ([II.A.97](#)). The College ensures students meet industry standards and external licensure and certification through its Curriculum Review Process ([II.A.13](#)). This process ensures that any CTE program degree or certificate contains the College'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 process ([II.A.11](#)), CTE programs are required to review labor market needs assessments and submit evidence of advisory committee meetings. Examples of this evidence include the following:

- Associate Degree Nursing ([II.A.98](#))
- Aviation Maintenance Technology ([II.A.99](#))
- Business and Office Technologies ([II.A.100](#))
- Emergency Medical Technician ([II.A.101](#))
- Gerontology ([II.A.102](#))

As of spring 2016, the College initiated participation in the CTE Outcomes Survey (CTEOS), sponsored by the Chancellor's Office and coordinated through Santa Rosa College. The information gleaned from this survey will allow the College to more effectively report CTE completer employment. Additionally, the College Fact Book ([II.A.6](#)) includes a section on employment and wage earner data (pp. 187-193), which is available to the public.

## Analysis and Evaluation

Chaffey College meets this standard. Graduates of the College's CTE programs meet industry standards, perform well on licensure exams, and earn better wages. All CTE programs have student learning outcomes, advisory committees, labor market needs assessment information, and track licensure passage rates.



**II.A.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](#) (Program Discontinuance) ([II.A.103](#)) outlines the purpose for Program Discontinuance Review and the process by which it is to be conducted. The procedure documents the conditions which may trigger program discontinuance, the role of the committee, and the outcome of their recommendations. Two programs at the College have been deactivated using this policy, including Automotive Collision Repair Technology and Fine Arts ([II.A.104](#)). In these cases of program discontinuance, the school dean with the assistance of the program coordinator developed a timeline for program discontinuance. Every effort was made to make appropriate arrangements so that enrolled students could complete their education in a timely manner with a minimum of disruption. Retraining and reassignment of program faculty was also addressed in accordance with the current CCFA bargaining agreement.

When the College went through the program discontinuance process for Real Estate, dissension occurred among most of the participants and most individuals were unhappy with the outcome. The courses were not offered during the recession, but the program was not officially discontinued. Now that College Planning Council exists, a review of the Program Discontinuance administrative procedure began in spring 2016 in order to determine whether the issues that arose during the Real Estate discussions were related to the process or just disagreement about the outcome. At the first meeting of the CPC, the associate superintendent of instruction and institutional effectiveness agreed to resume offering Real Estate courses so that the evaluation of procedure could occur without the interference of those earlier discussions ([II.C.105](#)).

## Analysis and Evaluation

Chaffey College meets this standard. The College has an established process for discontinuing

programs and follows it. In the two cases where programs were discontinued, the students were appropriately accommodated through a teach-out plan. The College is in the process of reviewing its program discontinuance procedure to see whether changes are warranted.



**II.A.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 systemically strives to improve programs and courses to enhance learning outcomes and achievement for all students.**

### Evidence of Meeting the Standard

A number of College processes converge to assure that the College evaluates and keeps current all instructional programs, including hiring, curriculum, program review, evaluation, professional development, and scheduling processes. Assuring that instructional quality is evinced throughout the College, robust hiring practices centered on effective teaching and faculty values provide the starting point (please see Standard [III.A.1](#) and Standard [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).

Program and Services Review (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 (please 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 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 (please 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 College attends to matters of instructional quality. As discussed in Standard [III.A.14](#), the [Faculty Success Center](#) (FSC) ([II.A.30](#)) 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.106](#)) and the [Classified Success Network](#) ([II.A.107](#)) ensure that classified staff who work directly with students by providing support services receive the same opportunities for professional learning and development.

The College has a robust economic development program. In 2014, the College was awarded nearly \$15 million for advanced manufacturing training from the Trade Adjustment Assistance Community College and Career Training (TAACCCT) competitive grant program ([II.A.108](#)). Chaffey College, ten other community colleges, and two universities collaborate to provide training at the InTech Training Center at California Steel Industries. Economic Development manages a [Workforce Training Institute](#) ([II.A.109](#)), which provides continuing education training for the employees of local businesses and industry. Control Systems Technology is just one of the new programs being developed to meet community needs ([II.A.110](#)). The College's workforce programming is also showcased in the Doing What Matters Community Report for the Inland Empire ([II.A.111](#)).

Board Policy ([II.A.112](#)) and Administrative Procedure 4400 (Community Education) ([II.A.113](#)) requires that the College maintain a community education program designed to contribute to the physical, mental, moral, economic, or civic development of individuals or programs. Economic Development maintains a website devoted to community education with a current calendar ([II.A.114](#)) and prepares a catalog of offerings each term ([II.A.115](#)). The College has a Community Education Advisory Committee ([II.A.116](#)), whose purpose is to provide input about community education programming and identify redundancy and duplication of work by the College. The committee also provides ideas for new or enhanced programming ([II.A.117](#)).

The College also houses the Deputy Sector Navigator grant for Energy, Construction, and Utilities ([II.A.118](#)) and a Center for Excellence ([II.A.119](#)) for the Chancellor's Office.

As evinced in the most recent monitoring report to the Governing Board ([IV.A.120](#)), economic development staff regularly assesses the effectiveness of training and educational offerings. Additionally, Economic Development completes Program and Services Review and establishes both short- and long-term improvement goals ([II.A.121](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The College has established processes to ensure that quality and currency of educational programs is maintained. An extensive array of professional development opportunities supports these efforts. The College has a robust Economic Development presence in the Inland Empire and offers quality workforce training and community education programming.



## Evidence List for Standard II.A

<a href="#"><u>II.A.1</u></a>	2015-2016 College Catalog, program section
<a href="#"><u>II.A.2</u></a>	Schedule of classes
<a href="#"><u>II.A.3</u></a>	2015-16 High School Offerings
<a href="#"><u>II.A.4</u></a>	2015-16 Turning Point Offerings
<a href="#"><u>II.A.5</u></a>	Closing the Loop Report
<a href="#"><u>II.A.6</u></a>	Fact Book
<a href="#"><u>II.A.7</u></a>	Fast Track webpage
<a href="#"><u>II.A.8</u></a>	Sample syllabi with SLOs
<a href="#"><u>II.A.9</u></a>	Curriculum Committee--bylaws, timeline, goals, and handbook
<a href="#"><u>II.A.10</u></a>	SLO Monitoring Report Spring 2016
<a href="#"><u>II.A.11</u></a>	PSR Handbook 2016
<a href="#"><u>II.A.12</u></a>	Educational Vision and Integrated Planning Model
<a href="#"><u>II.A.13</u></a>	Curriculum Handbook
<a href="#"><u>II.A.14</u></a>	Sample CORs
<a href="#"><u>II.A.15</u></a>	Course and program approval processes
<a href="#"><u>II.A.16</u></a>	Course SLO checklist
<a href="#"><u>II.A.17</u></a>	Closing the loop activities
<a href="#"><u>II.A.18</u></a>	Articulation officer review
<a href="#"><u>II.A.19</u></a>	Directions for launching a distance education proposal
<a href="#"><u>II.A.20</u></a>	Directions for updating or modifying courses
<a href="#"><u>II.A.21</u></a>	Directions for deactivating courses
<a href="#"><u>II.A.22</u></a>	Out-of-class assignment example
<a href="#"><u>II.A.23</u></a>	Curriculum Committee summary notes, 2014-2016
<a href="#"><u>II.A.24</u></a>	Faculty Senate minutes, 2015-16
<a href="#"><u>II.A.25</u></a>	Curriculum reports to the Governing Board
<a href="#"><u>II.A.26</u></a>	Sample PSR data packets with curriculum status
<a href="#"><u>II.A.27</u></a>	Reading-English Integration
<a href="#"><u>II.A.28</u></a>	MathsWay presentation - February 2016
<a href="#"><u>II.A.29</u></a>	CCCCO ADT Status, 1-27-16
<a href="#"><u>II.A.30</u></a>	Faculty Success Center website
<a href="#"><u>II.A.31</u></a>	Pathways to Proficiency: Exceeding Expectations
<a href="#"><u>II.A.32</u></a>	Chronological Assessment Plan examples
<a href="#"><u>II.A.33</u></a>	OAC SLO Rubric
<a href="#"><u>II.A.34</u></a>	OIR Analysis of OAC SLO evaluations

<a href="#"><u>II.A.35</u></a>	Syllabi templates and sample syllabi
<a href="#"><u>II.A.36</u></a>	Stratified random samples of active sections
<a href="#"><u>II.A.37</u></a>	Curriculum Map
<a href="#"><u>II.A.38</u></a>	Core Competency Matrix
<a href="#"><u>II.A.39</u></a>	PSR SLO template
<a href="#"><u>II.A.40</u></a>	Taskstream website
<a href="#"><u>II.A.41</u></a>	SLO Screen shots of Taskstream implementation
<a href="#"><u>II.A.42</u></a>	Enrollment and Success Management meeting notes
<a href="#"><u>II.A.43</u></a>	OIR - Math Sequencing report
<a href="#"><u>II.A.44</u></a>	OIR - English Sequencing report
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<a href="#"><u>II.A.46</u></a>	OLAP Cubes screen shot
<a href="#"><u>II.A.47</u></a>	OIR - Fast Track report
<a href="#"><u>II.A.48</u></a>	Board Policy 4025
<a href="#"><u>II.A.49</u></a>	Administrative Procedure 4025
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<a href="#"><u>II.A.51</u></a>	Administrative Procedure 4020
<a href="#"><u>II.A.52</u></a>	Accelerated Faculty Inquire Team results webpage
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<a href="#"><u>II.A.67</u></a>	Did You Know - Volume 74
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<a href="#"><u>II.A.69</u></a>	Supplemental Instruction webpage
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<a href="#"><u>II.A.71</u></a>	Disabled Programs and Services website
<a href="#"><u>II.A.72</u></a>	Puente project website
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<a href="#"><u>II.A.74</u></a>	EOPS website
<a href="#"><u>II.A.75</u></a>	Title V grant website
<a href="#"><u>II.A.76</u></a>	Flipped classroom information
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<a href="#"><u>II.A.79</u></a>	Core Competencies
<a href="#"><u>II.A.80</u></a>	Board Policy 4100
<a href="#"><u>II.A.81</u></a>	Administrative Procedure 4100
<a href="#"><u>II.A.82</u></a>	Federal regulations - clock hours
<a href="#"><u>II.A.83</u></a>	Title 5 regulations - clock hours
<a href="#"><u>II.A.84</u></a>	Student Attendance Accounting Manual
<a href="#"><u>II.A.85</u></a>	Admissions and Records Office - Transcripts webpage
<a href="#"><u>II.A.86</u></a>	Counseling - Transcript evaluations
<a href="#"><u>II.A.87</u></a>	Veterans Resource Center
<a href="#"><u>II.A.88</u></a>	Board Policy 4235
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<a href="#"><u>II.A.90</u></a>	Articulation website
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<a href="#"><u>II.A.103</u></a>	Administrative Procedure 4021
<a href="#"><u>II.A.104</u></a>	Curriculum Committee minutes, program discontinuance discussions
<a href="#"><u>II.A.105</u></a>	Program Discontinuance Subcommittee meeting 2-16-16
<a href="#"><u>II.A.106</u></a>	Professional Development Committee website
<a href="#"><u>II.A.107</u></a>	Classified Success Network website
<a href="#"><u>II.A.108</u></a>	TAACCT Grant
<a href="#"><u>II.A.109</u></a>	Workforce Training Institute
<a href="#"><u>II.A.110</u></a>	Control Systems Technology
<a href="#"><u>II.A.111</u></a>	Doing What Matters Community Report - Inland Empire
<a href="#"><u>II.A.112</u></a>	Board Policy 4400

<a href="#"><u>II.A.113</u></a>	Administrative Procedure 4400
<a href="#"><u>II.A.114</u></a>	Community Education website
<a href="#"><u>II.A.115</u></a>	Community Education Spring 2016 Catalog
<a href="#"><u>II.A.116</u></a>	Community Education Advisory Committee purpose
<a href="#"><u>II.A.117</u></a>	Community Education Advisory Committee meeting notes
<a href="#"><u>II.A.118</u></a>	Deputy Sector Navigator, Energy, Construction, and Utilities website
<a href="#"><u>II.A.119</u></a>	Centers of Excellence website
<a href="#"><u>II.A.120</u></a>	Governing Board Packet 2-25-16 - Economic Development Monitoring Report
<a href="#"><u>II.A.121</u></a>	Economic Development PSR







**II.B.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 college supports student learning and achievement through its Libraries, Success Centers and Supplemental Instruction. 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 the college. These support services have a physical presence at all three campus locations. Learning support is a core value at the college, and the district has invested considerable resources to ensure that students' learning is appropriately supported. All support services reinforce the College's Core Competencies ([II.B.1](#)).

It should be noted that as part of the institutional self-evaluation, the College prepared a [Distance Education Supplement](#) in which all services for distance education students could be addressed in a holistic narrative.

### *Library and Cybraries*





The Library's purpose is shared with the College community through its mission statement, posted online, in open areas of the Library, on library brochures, and in related literature ([II.B.2](#)). [Board Policy \(II.B.3\)](#) and [Administrative Procedure 4040](#) (Library Services) ([II.B.4](#)) centers the focus on learning and achievement by directing the College to provide library services that are integral to learning and achievement and establish the framework for the creation, maintenance and augmentation of the library and learning services.

The Library is committed to providing access face-to-face and virtually to quality information resources that are sufficient in quantity, depth, variety, and currency. The Rancho Library is the College's original Library location, housing the book collection, the archives, and one of the Success Centers. As Center sites opened in 2008 and 2011, respectively at Chino and Fontana, Cybraries were opened at those locations as well. The Cybraries, unlike the Rancho Library, are virtual libraries with computer access to College databases and eBooks; however, they are supported as the Rancho Library with reference librarians and circulation clerks, who provide support for texts requested from the Rancho Library and the reserve collection of textbooks at each site.<sup>9</sup>

<sup>9</sup> Eligibility Requirement 17 Compliant, Services Offered to Students in All Learning Environments

Total Library building visits remained steady at 357,036 in 2014-15 but increased markedly in the past years at the Cybrary locations, up 65% at Fontana Cybrary and 79% at Chino Cybrary when comparing 2012-13 levels to 2014-15 levels ([II.B.5](#)). All three locations provide access to open use computers with web access and Microsoft Office, copier machines, print stations, individual study carrels, group study tables and group study rooms for student use ([II.B.6](#)). As of fall 2015, all three Libraries are open seven days a week during the regular term. Each location is staffed with at least one library clerk and one librarian during operational hours. A full-time library faculty member is based at each Cybrary locations in Chino and Fontana.<sup>10</sup>

**Chaffey Libraries-Location Statistics at a Glance**

 +  = <b>Rancho Library</b>	Library Hours	Computers Available for Student Use	Group Study Rooms	Group Study Tables	Individual Study Carrels	Copier Machines & Printer Stations
	Mon-Thurs 7:30am-8:00pm Friday 8:00am-4:00pm Sat-Sun 10:00am-3:00pm	<b>105</b>	<b>8</b>	<b>16</b>	<b>117</b>	<b>3 Printers / 5 Copiers</b>
 = <b>Chino Cybrary</b>	Mon & Thurs 8:00am-4:00pm Tue & Wed 8:00am-8:00pm Friday 10:00am-2:00pm Sat-Sun 10:00am-3:00pm	<b>30</b>	<b>3</b>	<b>8</b>	<b>12</b>	<b>1 Printer / 1 Copier</b>
 = <b>Fontana Cybrary</b>	Mon & Thurs 8:00am-4:00pm Tue & Wed 8:00am-8:00pm Friday 10:00am-2:00pm Sat-Sun 10:00am-3:00pm	<b>50</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>1 Printer / 1 Copier</b>

### *Library Collections*

The Library provides access to ample quality information in sufficient number to support the learning needs of the College's students and personnel, regardless of course delivery or method. The Library is committed to providing access to quality information resources to support the learning needs of Chaffey students and personnel, regardless of location or course delivery method. Physical collections include over 84,000 monographs and DVD/video collection. A reserve collection of textbooks maintained in consultation with instructional faculty and departments is available at all three locations. The reserve collection continues to account for over half of all total circulations of Library collections ([II.B.7](#)). Students are able to use these texts for one hour at a time. The reserve collection allows some students who cannot afford college texts to have access to critical course materials. This service works in conjunction with other efforts such as book rentals and book grants that also support students in need. Library faculty manage holdings and subscriptions, both print and electronic. They support specific outreach efforts to individual departments for feedback regarding acquisitions and deselections. The College has substantially decreased its physical serial subscriptions in favor of increasing the depth and number of database subscriptions and eBook collections.<sup>11</sup> The College's online holdings include access to over 30 databases with the requisite depth and variety for student access and research with full-text resources, including over 200,000 eBooks and 37,000 unique serials ([II.B.8](#)). In this way, the College assures that the quantity of materials, both hardbound and virtual, meet the evolving learning and success needs of students.

<sup>10</sup> Eligibility Requirement 17 Compliant, Sufficient Information and Learning Support Services.

<sup>11</sup> Eligibility Requirement 17 Compliant, Sufficient Resources in a Wide Variety of Formats.

### Library Collections at a Glance

	2008-2009	2013-2014	Change %
<b>Number of Print Monographs</b>	84,537	84,200	-.001
<b>Number of eBooks</b>	24,960	205,394	+822
<b>Number of Print Serial Subscriptions</b>	51	12	-76

	2010-2011	2014-2015	Change %
<b>Database Searches</b>	212,287	346,673	+39
<b>Database Retrievals</b>	87,395	175,759	+50
<b>Equipment Circulation (Headphones, Flash drives, etc.)</b>	1,646	6,071	+73

Source: ([II.B.5](#))

Online resources are accessible 24/7 on the Library site through a one-step authentication process. In summer 2014, the Library moved to a new authentication platform (OCLC EzProxy) that tied authentication to the same credentials used for the MyChaffey portal. This change enabled the Library to further support the College's commitment to move more closely towards single sign in for authenticated resources ([II.B.9](#)).

Additionally, the Library houses the College archives, which features the long and rich history of the College including its beginnings in Ontario to its current state-of-the-art facilities ([II.B.10](#)). The Library maintains policies regarding archive donations, which were established through a relationship with the College Foundation.

### *Library Instruction & Services*

Librarians provide instruction and support to students through multiple mechanisms including reference services and library orientations. Through individual reference instruction with library faculty, students are taught how to research, retrieve, organize and evaluate information from books, periodicals and other materials using the Library Catalog, databases and other resources as well as how to develop and apply effective research strategies. Support is available not only through face-to-face interactions at the Reference Desks at all three locations, but also by phone and email. Additionally, chat reference was added in 2012, allowing students to instant message live with a librarian through a link on the Library homepage. Chat is available

to students who are enrolled in distance learning or traditional students who are using Library databases at home and require support ([II.B.11](#)).

Library orientations, scheduled in collaboration with instructors for specific classes, as well as Library Research workshops presented in conjunction with the Success Centers foster information literacy skills as cited by the Association of College and Research Libraries (ACRL) ([II.B.12](#)). Library faculty cover various topics in these sessions that include the following: determining the type and extent of information needed; accessing needed information effectively and efficiently; evaluating information and its sources critically; using information effectively to accomplish a specific purpose; and understanding the ethical issues surrounding the use of information. The number of library orientations presented and the number of students in attendance continues to climb steadily.

<b>Library Orientations</b>	<b>Chino</b>	<b>Fontana</b>	<b>Rancho</b>	<b>Online</b>	<b>Total</b>
<b>Classes, 2010-11</b>	76	20	168	39	<b>303</b>
<b>Students, 2010-11</b>	2079	730	4643	1021	<b>8,885</b>
<b>Classes, 2011-12</b>	71	43	166	39	<b>319</b>
<b>Students, 2011-12</b>	2,013	1,130	1,075	1,075	<b>8,525</b>
<b>Classes, 2012-13</b>	70	67	133	20	<b>270</b>
<b>Students, 2012-13</b>	2,173	1,653	3,405	515	<b>7,231</b>
<b>Classes, 2013-14</b>	100	82	210	15	<b>392</b>
<b>Students, 2013-14</b>	2,561	1,942	5,264	418	<b>9,767</b>
<b>Classes, 2014-15</b>	83	99	208	13	<b>403</b>
<b>Students, 2014-15</b>	1,853	2,178	5,244	399	<b>9,674</b>

Source: ([II.B.5](#))

In addition to reference and library orientations, library faculty create and maintain instructional tools such as online guides to support effective research strategies and gateways for applicable information resources for specific programs, departments, and course-level assignments. Librarians also regularly embed in online classes through an Ask a Librarian forum, arranged through outreach to distance education instructors and create web tutorials and custom guides tailored for specific courses and/or research assignments ([II.B.13](#)).<sup>12</sup>

The Library also provides support to students enrolled at the California Institution for Women (CIW). Inmate students with research needs are provided materials through a collaborative effort between the classroom faculty and librarians. Librarians create a Library in a Box that includes books, journal and magazine articles, and reference materials, all of varying quality, to support specific projects assigned in the classroom. Since the prison library is not intended for academic use, the librarian assembles materials that are of sufficient breadth to simulate a search experience for the students since they do not have access to the Internet while incarcerated. These packets are often accompanied by a tailored PowerPoint presentation covering the effective use of research resources and resource evaluation to provide further instructional guidance for use ([II.B.14](#)).

<sup>12</sup>Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV Compliant.

Additional services that the Library provides to instructional faculty to support student learning include electronic course reserves (Docutek eRes) and large file depository (Edustream/3C Media) ([II.B.15](#)). The Library provides training and technical support to instructional faculty regarding set up and maintenance of their accounts and resources stored on these systems on the Library website ([II.B.16](#)). The librarians also create online library guides to support courses (discussed in the [Distance Education Supplement](#)).

### *Library Website*<sup>13</sup>

A new Library website was launched in the summer of 2012 in order to improve student access to online information literacy content, such as customized class and subject research guides ([II.B.17](#)). The new website utilized the LibGuides content management system, which provided additional functionality in the collection of Library website statistics, and the system could easily be updated by librarians and utilized by the Success Centers to create their own websites. The new Library website homepage received a total of 1,717,167 views from July 1, 2012 through May 31, 2015. During the 2014-2015 fiscal year, the Library's homepage received a total of 512,189 views ([II.B.18](#)). Moving to the content management system also has allowed the department to purchase an integrated module to better track analytics, particularly at service desks. Previously, faculty conducted Snapshot, collecting data for one week during each semester to determine a general sense of desk transactions. However, with the purchase of Refanalytics, clerks and librarians report every transaction at service desks, including length, location, and broad category of transaction ([II.B.19](#), [II.B.20](#)).

The Library's website was redesigned and upgraded again in June 2015 to a newer version, with additional features such as an online mobile interface, increasing ease of use and access to students using tablets and mobile devices. Before the website was upgraded, librarians and staff reviewed all of the website's content and subject guides, deleting any content or guide that contained out-of-date information. Many of the subject guides are highly used by students, such as the assignment specific guides like one faculty member's History Book Critique with 2,491 views ([II.B.18](#), [II.B.21](#)) and general subject guides, like Guidance with 853 views from June 1, 2014 through May 31, 2015.

The support structures at the College work together as well as with other departments in order to improve the learning experience and environment for students and advance their success. For instance, the Library and the Multidisciplinary Success Center have established an Apps for Learning Contest, launched in spring 2016 ([II.B.22](#)). In fall 2015 and spring 2016, the Library held Human Library events at its Rancho site. The event is centered on specific themes including Careers and Majors (fall 2015) and Equity and Diversity (spring 2016). During the [Human Library \(II.B.23\)](#), a reader can check out human books and have a conversation with them for 20 minutes. The conversation focuses on whatever the human book shares as part of its story. These examples illustrate the robust and supportive relationship between classroom faculty, the Success Centers, and Library.

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<sup>13</sup> Eligibility Requirement 17 Compliant, Services Offered in a Variety of Learning Settings

## *The College Success Centers*

In addition to the Library, the Success Centers provide a comprehensive network of academic support for all students in all courses. The Success Centers began in 2000 as a result of the College's Basic Skills Transformation, in which the entire philosophy of basic skills instruction was evaluated and revised. The Success Centers represent the shift away from deficit-based support systems and traditional approaches to learning like practice and reinforcement to a more progressive strengths-based approach that emphasizes metacognition and connections between in-class and out-of-class learning experiences. The Success Centers have been noted in a number of regional and national publications as a best practice that many other Colleges have endeavored to emulate ([II.B.24](#), [II.B.25](#)). 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 tutoring and the Chaffey Online Writing Center. The College's Fact Book ([II.B.26](#), pp. 123-132) provides extensive data on the Success Centers. Some highlights include these:

- Numbers of unduplicated students accessing the Success Centers (p.123)
- Number of Success Center contacts (15 minutes or more) (p. 124)
- Percentage of Success Center contacts, Courses that do/do not have a Success Center Requirement (p.126)

The Success Center network consists of the following:

<a href="#">Math Success Center</a> ( <a href="#">II.B.27</a> )	Rancho Campus	Designed for all computational literacy including math, economics, statistics, and sciences
<a href="#">Language Success Center</a> ( <a href="#">II.B.28</a> )	Rancho Campus	Designed for all language and literacy acquisition skills including writing/reading, ESL, modern languages and ASL
<a href="#">Multidisciplinary Success Center</a> ( <a href="#">II.B.29</a> )	Rancho Campus	Designed for all other discipline-related skills including those related to CTE courses, reading across the curriculum, and transfer courses
<a href="#">Multidisciplinary Success Center</a> ( <a href="#">II.B.30</a> )	Fontana Campus	Designed to support all learning for all students at this location
<a href="#">Multidisciplinary Success Center</a> ( <a href="#">II.B.31</a> )	Chino Campus	Designed to support all learning for all students at this location



All of the Success Centers subscribe to the same operating hours in fall and spring semesters: 8:00-7:00 pm Monday through Thursday, 10:00-4:00 pm on Fridays, and 10:00-3:00 pm on Saturdays and Sundays. They also share the same intake procedures and data collection practices to ensure the dialog and research are based on valid information.

Given the number of sites and the usage rates, the Success Centers have implemented a diverse staffing plan that includes a core group consisting of a full-time instructional specialist and two full-time instructional assistants, one to support student reception and data collection and one to provide direct learning support to students and guidance and training to educational apprentices.

### *Supplemental Instruction*

In addition to the Success Centers, the College demonstrates a strong commitment to academic support through Supplemental Instruction (SI), an approach defined by the University of Kansas and modified to support both transfer and foundation high risk, high barrier courses. As one of the central activities in the College's 2010-2015 Title V HSI Grant ([II.B.32](#)), supplemental instruction has evolved as a critical component to Chaffey's Equity Plan, given the impact on students of color in completion courses. The College typically offers approximately 100 courses embedded with Supplemental Instruction leaders, who receive extensive training from a full-time faculty member dedicated to the SI effort at Chaffey ([II.B.33](#), [II.B.34](#)). Supplemental Instruction is offered at all three campuses—Chino, Fontana, and Rancho, though the Rancho campus houses an SI Center given the number of sessions offered in Rancho. The Rancho Center is housed in VSS and is supported by a full-time faculty member and an administrative assistant. As with the Success Centers, the College Fact Book ([II.B.26](#)) provides extensive data on student use of supplemental instruction (pp. 139-145), including the following:

- Number of supplemental sections offered by primary term (p. 139)
- Number of unduplicated students who use supplemental instruction (p. 140)

The College's commitment to support is best described by Vince Tinto, who stated that "access without support is not opportunity." Chaffey ensures equitable access to achievement, in part, because of the strength of its academic support programs. The Success Centers have a significant history of impacting course success, enhancing student retention, and increasing help-seeking behavior.

### Analysis and Evaluation

Chaffey College meets this standard. The College provides a wide variety of learning and information resources with ample holdings in both traditional hardbound and virtual formats. The Library provides abundant services at all College 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. The 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. Distance

education and remote access to library facilities and resources are well-funded and comparable to the services provided to students who use the library onsite. The Success Centers have a significant history of impacting course success, enhancing student retention, and increasing help-seeking behavior.

The Library and the Success Centers regularly assess the needs of the College's students in both qualitative and quantitative data through surveys, other inquiry methods, and Program and Services Review. This assessment allows the College 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.



**II.B.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 to support the information needs of the College's instructional programs and the mission of the College. The Library also relies on the professional expertise of student support professionals (faculty and staff) for non-classroom learning. The Library is committed to providing equity of access to information resources and to maintaining equipment in our physical locations to facilitate access.

### *Library and Cybraries*

Collections management is an assessment-based process: all resources considered for addition or deselection are evaluated through collection-specific rubrics tied to collection management guidelines ([II.B.35](#)). In addition, library technicians collate statistics on collection circulations as well as database searches and retrievals on an annual basis ([II.B.20](#), [II.B.36](#)). This data is routinely used by Library faculty in the decision-making process for maintenance of database subscriptions as well as material deselections. All Library faculty are currently engaged in a comprehensive deselection assessment of the entire Rancho print collection. Any title that has circulated fewer than five times in the past twelve years is reassessed for currency and relevancy to the current curriculum and student needs. Titles recommended for deselection are collated by subject and are forwarded to discipline-specific faculty for their input before a final decision is made to withdraw the resources ([II.B.37](#)).

The continual exchange between librarians and instructional faculty and other learning support professionals to solicit input on collections and their relation to student information needs is documented through multiple mechanisms. In fall 2011, the Library moved to a liaison model for collection maintenance, where responsibility for outreach was assigned to specific librarians by instructional programs and departments ([II.B.38](#)). Librarians interface with faculty in their assigned liaison areas to promote library resources and solicit feedback for improvement ([II.B.39](#)). The Library also regularly arranges for trials to new resources to the campus community, including at the request of instructional faculty. One such trial was for two subscription e-book databases. Based on the positive response, the library added both the Academic and Community College eBook subscriptions in spring 2014, increasing the total eBook collection from 25,000 volumes to over 200,000 volumes. Two-thirds of the total monograph collection is now comprised of eBooks ([II.B.40](#)). The Library also conducted a survey regarding the use of currently subscribed resources. In April 2013, the Library sent out a survey to examine faculty perceptions of student usage and employment in assignments in regards to several of our databases. Summary of the results and the written comments were posted in the department online forum for further discussion, and the written comments including descriptions of research assignments were mined for refining collection priorities and strategies for improving resource usage ([II.B.4](#)). Additionally, the Library Advisory Committee was initiated in the spring of 2015, representing a wide variety of campus departments, whose purpose is to serve as a support group and source for feedback for Library-related initiatives, services, and resources ([II.B.42](#)).

The Library continues to increase virtual collections for monographs, serials and other resource types in consultation with classroom faculty. In 2011, when the Chancellor's Office purchased subscriptions to a core group of EBSCO databases for the Community Colleges, the Library had the opportunity to expand the number and level of our database subscriptions. The Library upgraded from Academic Search Premier to Academic Search Complete; the upgrade significantly increased the number of full-text articles available in this multi-disciplinary resource. Several additional EBSCO databases were added, including many with a CTE focus such as: Criminal Justice Abstracts with Full-text, CINAHL Plus, and Hospitality and Tourism Complete.



*Library, Chaffey College Rancho Cucamonga Campus*



### *Success Centers*

The Success Centers are housed on all three campus sites, as discussed in the previous section. The locations and technology available at each location are listed below:

Language Success Center (for English and all languages)	BEB	41 computer stations, 3 study group/ workshop rooms, software for languages and English courses, web access for activities
Math Success Center	Math	15 computer stations and 2 workshop rooms
Multidisciplinary Success Center	Rancho Library	17 computer stations and 2 workshop rooms
Chino Success Center	CHMB	56 computer stations and 2 workshop rooms
Fontana Success Center	FNFC	36 computer stations and 2 workshop rooms

The software and websites used in the Success Centers are driven by the needs of classroom faculty and students and maintained with the support of the IT department. The equipment in the Success Centers is maintained through IT and software updated regularly. Some software and materials are purchased by the individual Centers for their unique populations, in conjunction with dialog from specific departments, and departments also purchase materials that are then placed in the Center for student use. For instance, the Language Success Center worked with the ESL faculty to redesign required activities. The Center and the department collectively decided to use software to organize and deliver these activities. That software was installed in spring of 2015 with the recommendation of the ESL department and the implementation of the Language Success Centers ([II.B.43](#)).

The Success Centers serve two populations of students, those who are required to attend for specific course work and those who voluntarily participate. In areas where out-of-class learning is essential to acquiring skills, faculty have incorporated required limited Success Center participation in directed learning activities, learning groups, and/or workshops ([II.B.44](#)). These disciplines include the following: English, mathematics, all languages, ESL, and guidance. In these areas, the instructional specialist (faculty) in the Success Center attends department meetings and collaborates with discipline faculty to ensure that required activities are designed with the outcomes and objectives of the class in mind. Minutes illustrate such collaboration and demonstrate the commitment of the Success Centers to directly support instruction, classroom learning, and student development ([II.B.45](#)). The activities are often supported by materials that the Center must provide, which include software, texts, and visuals. Each semester, the IT department provides an opportunity for software installation to be updated, and computers are routinely replaced on a schedule directed by IT ([II.B.46](#)). Any malfunctioning equipment is also maintained or replaced by Chaffey's IT department.

The students who voluntarily participate in the Success Centers are also served through direct collaboration with the disciplines, even if the Course Outline of Record does not require student participation. Many individual faculty, including Biology, Accounting, and Chemistry, require activities in the Success Centers to support student learning. These activities range from workshops to reinforce particular skills to directed learning to assist students in the reflection of the feedback from the instructor. These collaborations encourage students to seek help, even when it is not required, which partly explains why Success Center participation is so significant ([II.B.47](#)).

### *Supplemental Instruction*

Supplemental Instruction is inextricably tied to the needs of each classroom. Because that coordination is so central to the success of the program, the College has dedicated a full-time faculty instructional specialist to the coordination and implementation of SI. The website for the program provides an overview of the unique connections between the SI leaders, who are imbedded in high risk, high barrier classes, the students and the instructors ([II.B.32](#)).

In order to ensure that leaders are adequately trained, SI leaders engage in a full-week of training ([II.B.34](#), [II.B.48](#)). That training consistently features a number of strategies to ensure that the specific needs of the class are met. Such elements include the following:

- Faculty participation in SI training
- Techniques for engaging faculty support
- Strategies for engaging student participation

SI leaders provide feedback to the instructional specialist who coordinates the program, and those insights are used to provide feedback to the faculty and strengthen the ties between the program and SI activities. The instructional specialist also attends department meetings and meets with individual faculty to maintain the ties between training, SI sessions, and classroom instruction ([II.B.49](#)).

### Analysis and Evaluation

Chaffey College meets this standard. Student learning needs are identified and shared by instructional faculty and learning support staff. Student needs form the basis for the instructional support materials, resources and instruction offered to improve learning and success. All of the College'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. Because those relationships are rich and mutually respectful, discipline faculty also use the guidance from their faculty peers to influence classroom instruction and evaluation.





**II.B.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 is consistently engaged in regular evaluation and improvement processes. These processes are both institutional, through Program and Services Review and Monitoring Reports to the Governing Board, and departmental through regular surveys of student learning and student satisfaction.

#### *Library and Cybraries*

Chaffey Library services are regularly evaluated through multiple mechanisms to ensure they adequately support student learning needs and contribute to the attainment of student learning outcomes. Library assessments can be roughly grouped into three key arenas:

- Usage Statistics—Library entrances, circulations, computer and database usage rates, student participation in Library instruction, service desk transactions, archive requests ([II.B.5](#)).
- Annual Student Perception Survey—Conducted near end of spring term at all locations starting in 2008, used to gather information on user perceptions and self-reported utilization of Library services and resources ([II.B.50](#))
- Department specific surveys tied directly to one or more student learning outcomes ([II.B.51](#))

The results described above are used in departmental discussions to make changes and improvements, as well as through the more formal channels of Monitoring Reports to the Governing Board.

Other assessments used by the Library include assessments of activities and pre/post surveys aimed at one or more of the student learning outcomes. Data gathered is regularly discussed among Library faculty to make improvements. Examples include the following:

- Guidance/Library Workshop Activity, Fall 2011-2013 ([II.B.52](#))
- Web Resources Assessment, Communication Studies Classes, Fall 2013-Spring 2014 ([II.B.53](#))
- Pre/Post Survey (non-computer lab) & Library Activity (computer lab setting) and Library Orientations, Spring 2015-Present ([II.B.54](#))



The Library ensures that the SLOs for students accessing services are consistent with the learning competencies of the Association of College and Research Libraries (ACRL). Recent review of these competencies revealed that one area was missing. Consequently, the librarians revised their SLOs to ensure consistency was achieved ([II.B.55](#)).

As with all other programs of the College, the Library is required to participate in the College's Program and Services Review (PSR) process ([II.B.56](#)). Two shared governance committees take a leadership role in assuring that programs and services are mapped to both the College mission and strategic plan and evaluation of student learning is occurring. The PSR Committee oversees the entire process and evaluates program and service health based on the quality of the evidence provided in the written PSRs. The required Visionary Improvement Plans which are part of PSR call for programs to align their goals with the College's strategic plan in support of student development, success, and completion. Ongoing assessment of these goals occurs over a three-year period, which includes an annual update on the progress of those assessments. Additionally, the Outcomes and Assessment Committee evaluates the use of student learning outcomes assessments for programmatic improvement ([II.B.57](#)).

One example of improvement resulting from PSR involved Library equipment. The Library made a comprehensive assessment of furniture and technology needs (based on student feedback) as part of their 2014 Program and Services Review. In summer of 2015, substandard furniture was replaced, and new computers were installed in the classroom and open computer area of the Rancho Campus Library. The Library also requested and received updated study carrels and tables with charging capabilities in order to support students who use personal devices while studying ([II.B.58](#)). The Library regularly reviews its assessment results and updates its SLOs in preparation for the PSR process ([II.B.55](#)).

The Library regularly reviews circulation statistics of equipment available for checkout, such as headphones, to determine replacement and additional purchases as well expanding to include additional equipment types such as headphones with built-in microphone and Sim Card readers ([II.B.20](#)). Trends in feedback are also used to assess needs for improvement. In response to increased student requests for specialized software used in courses such as SPSS and Keyboard Pro and queries by the Multidisciplinary Center faculty, the Rancho librarians explored adding additional software to the student computers as site licenses allowed starting in 2014. In spring 2016, several high demand programs were added to all student computers at Rancho as well as to a select number of computers at the Chino and Fontana Cybraries.

### *Success Centers*

Similar to the Library/Cybraries, the Success Centers routinely assess student learning and use data to modify existing services or practices or implement new ones. At the inception of the Success Centers in 2000, the College embraced the philosophy that academic support is an extension of the classroom. As such, intentionally coordinated efforts between discipline-specific Success Centers and the departments are consistently nurtured and maintained. Instructional Specialists attend department meetings and coordinate closely with discipline faculty to design activities, evaluate participation, and provide feedback to the faculty.

Collectively, the Success Centers participate in an annual service every spring in order to collect data regarding learning outcomes as well as student satisfaction with staff, resources, and the physical environment. In addition, each Success Center maintains its own set of outcomes because each site serves a unique student population, connects differently to unique academic departments, and maintains unique goals. Discourse is captured in regular meetings of the instructional specialists ([II.B.59](#)) as well as SLO and PSR documents for each center.

- Math Success Center ([II.B.60](#), [II.B.61](#))
- Language Success Center ([II.B.62](#), [II.B.63](#))
- Rancho Multidisciplinary Center ([II.B.64](#), [II.B.65](#))
- Fontana Success Center ([II.B.66](#), [II.B.67](#))
- Chino Success Center ([II.B.68](#), [II.B.69](#))

Additional evidence of the ongoing assessment within the Success Centers includes the following:

- Student Satisfaction Surveys – 2015, 2014, 2012 ([II.B.70](#))
- Pre and Post Surveys ([II.B.71](#))
- Tutoring Slips to record students' experiences ([II.B.72](#))
- Feedback from apprentices (tutors) during training ([II.B.73](#))

As the examples included here indicate, the faculty and staff in the Success Centers rely on data and assessment for guidance about decisions regarding training topics for staff, specific activities in the Centers, and the manner of assessment itself. In addition to the standards outlined by the learning outcomes, the Success Center apprentices, who deliver a significant amount of the curricula offered, also receive College Reading and Learning Association (CRLA) Level I and II tutoring training certification ([II.B.74](#)). The Success Centers perform ongoing monitoring of training activities and practicums. Each Center provides its own training for the specific staff in that area, but the College has also supported aggregated training, which is also assessed. These trainings have focused on broader topics and approaches, as well as connectivity techniques that support the College's equity goals.

In addition to the use of these results, the Centers also rely extensively on the Fact Book and additional reports generated by the Office of Institutional Research ([II.B.26](#), [II.B.75](#), [II.B.76](#)). The research in the Fact Book confirms that workshops tend to correlate more significantly with positive student outcomes (pp. 127-131). In the past few years, these data have informed increases in the number of workshops available in each Center.

### *Supplemental Instruction*

Like the Library/Cybraries and the Success Centers, Supplemental Instruction (SI) is also guided by outcomes assessment and evidence regarding student achievement. The SI effort began in earnest with the award of a Title V HSI Grant ([II.B.32](#)) in 2010, in which SI was a key component. Per the grant proposal, the College identified 25 high risk, high barrier courses with success rates lower than desirable and where enrollments were significant because the

courses were part of completion plans for a number of degrees and certificates ([II.B.77](#)). From 2010 through 2015, that list of 25 courses became more focused so that SI could be more deeply represented in more sections of math, English, and key areas in the sciences and social sciences. The achievements of students who received SI were tracked by Institutional Research and are included in the Fact Book ([II.B.26](#), pp. 139-145).

When the Title V Grant expired, the College supported SI through the Equity Plan, as the practice demonstrated a significant impact on traditionally underrepresented students ([II.B.78](#), p. 3). With the continued support from the College, services were maintained, and plans were made to provide sustainable faculty leadership and more space. The College is currently seeking ways to expand the influence of SI on all three campus sites through the use of transitional modular spaces and pop-up study group rooms in the Rancho Library. The coordination of academic support and the Equity Plan are just one example of the ways that data is used for future planning in service of student success. Additionally, the Vision 2025 for facilities also demonstrates the commitment of the College to grow spaces that would support these activities because of their influence on student success and equitable outcomes ([II.B.79](#)). In addition to the success and retention data, SI has also begun to gather data during training for the SI leaders and from participating students for the outcomes associated with the program.

Consistent with Title V grant goals, the College experienced a significant decline in the numbers of students needing to repeat high-barrier courses for the third time—a decline attributed to the impact of Supplemental Instruction ([II.B.80](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The College has extensive and varied use of data to inform decision-making in both the Library/Cybraries and the Success Center network. The academic support network at Chaffey is committed to constant improvement and reinvention to meet College, faculty, and student needs. All programs in Instructional Support participate in Program and Services Review which ensures alignment with College planning processes, assessment and evaluation of student learning outcomes processes, and the establishment and assessment of programmatic improvement goals.



**II.B.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 College retains direct control of the Library, the Success Centers, and Supplemental Instruction and remains principally responsible for the security, maintenance, and reliability of services. The College does rely on the use of an external vendor, SmarThinking, for online tutoring. SmarThinking and other services that support distance education at the College are discussed in a separate section. Please refer to [Distance Education Supplement](#) for additional information.

### Analysis and Evaluation

Chaffey College meets this standard. The Library, Success Centers, and Supplemental Instruction regularly evaluate all of their services through program review which is a mechanism for review of data, reflection, and action. These program reviews connect services with the rest of the College in larger integrated planning efforts. In this way, the Instructional Support programs directly connect to the mission and College strategic goals. The College retains direct responsibility of service maintenance, security, and reliability. The sole contract with SmarThinking is reviewed regularly.



## Evidence List for Standard II.B

- [II.B.1](#) Core Competencies
- [II.B.2](#) Library mission statement
- [II.B.3](#) Board Policy 4040
- [II.B.4](#) Administrative Procedure 4040
- [II.B.5](#) Annual library statistics for monitoring report
- [II.B.6](#) Technology, Equipment, and Space
- [II.B.7](#) Circulation and Reserve Services

<a href="#"><u>II.B.8</u></a>	Serial solutions data summary
<a href="#"><u>II.B.9</u></a>	New authentication platform evidence
<a href="#"><u>II.B.10</u></a>	Archives screen shot
<a href="#"><u>II.B.11</u></a>	Chat information
<a href="#"><u>II.B.12</u></a>	Library orientations
<a href="#"><u>II.B.13</u></a>	Library instruction and instructor emails
<a href="#"><u>II.B.14</u></a>	CIW support evidence
<a href="#"><u>II.B.15</u></a>	Electronic reserve information
<a href="#"><u>II.B.16</u></a>	Instructor training on library website
<a href="#"><u>II.B.17</u></a>	Library website upgrade 2012
<a href="#"><u>II.B.18</u></a>	Website statistics
<a href="#"><u>II.B.19</u></a>	Refanalytics screen shot
<a href="#"><u>II.B.20</u></a>	Reference, Circulation, and Technology data
<a href="#"><u>II.B.21</u></a>	Instructor's history book critique
<a href="#"><u>II.B.22</u></a>	Apps 4 Learning
<a href="#"><u>II.B.23</u></a>	Human Library
<a href="#"><u>II.B.24</u></a>	Lumina - Success Centers
<a href="#"><u>II.B.25</u></a>	Hewlett - Success Centers
<a href="#"><u>II.B.26</u></a>	Fact Book
<a href="#"><u>II.B.27</u></a>	Math Success Center website
<a href="#"><u>II.B.28</u></a>	Language Success Center website
<a href="#"><u>II.B.29</u></a>	Rancho Multidisciplinary Center website
<a href="#"><u>II.B.30</u></a>	Fontana Multidisciplinary Center website
<a href="#"><u>II.B.31</u></a>	Chino Multidisciplinary Center website
<a href="#"><u>II.B.32</u></a>	Title V - Supplemental Instruction webpage
<a href="#"><u>II.B.33</u></a>	Spring 2016 Supplemental Instruction Schedule
<a href="#"><u>II.B.34</u></a>	Supplemental Instruction training manual
<a href="#"><u>II.B.35</u></a>	Collection Development Guidelines
<a href="#"><u>II.B.36</u></a>	Collection data
<a href="#"><u>II.B.37</u></a>	Deselection form and discussion evidence
<a href="#"><u>II.B.38</u></a>	Library liaison information
<a href="#"><u>II.B.39</u></a>	Librarian - faculty outreach examples
<a href="#"><u>II.B.40</u></a>	eBook database trial information
<a href="#"><u>II.B.41</u></a>	2013 Database survey discussion on Moodle
<a href="#"><u>II.B.42</u></a>	Library Advisory Committee
<a href="#"><u>II.B.43</u></a>	ESL purchases for Language Success Center
<a href="#"><u>II.B.44</u></a>	English Department email and success center verification forms
<a href="#"><u>II.B.45</u></a>	Math and English dialogue with instructional specialists
<a href="#"><u>II.B.46</u></a>	ITS software update emails

<a href="#"><u>II.B.47</u></a>	Non-required faculty-instructional specialist interaction evidence
<a href="#"><u>II.B.48</u></a>	SI Training Schedule
<a href="#"><u>II.B.49</u></a>	SI Instructional Specialist attending department meetings
<a href="#"><u>II.B.50</u></a>	Library Student Perception Surveys 2015-2013
<a href="#"><u>II.B.51</u></a>	Plagiarism Survey - English Department
<a href="#"><u>II.B.52</u></a>	Library workshop activity - Guidance
<a href="#"><u>II.B.53</u></a>	Web resources assessment - Communication Studies
<a href="#"><u>II.B.54</u></a>	Pre-Post surveys, library activity and orientations
<a href="#"><u>II.B.55</u></a>	SLO revision evidence - Library
<a href="#"><u>II.B.56</u></a>	PSR Handbook 2016
<a href="#"><u>II.B.57</u></a>	SLO Monitoring Report Spring 2016
<a href="#"><u>II.B.58</u></a>	2014 Library PSR and RAC Funding Evidence
<a href="#"><u>II.B.59</u></a>	Instructional specialist meeting notes
<a href="#"><u>II.B.60</u></a>	Math Success Center SLO information
<a href="#"><u>II.B.61</u></a>	Math Success Center PSR
<a href="#"><u>II.B.62</u></a>	Language Success Center SLO information
<a href="#"><u>II.B.63</u></a>	Language Success Center PSR
<a href="#"><u>II.B.64</u></a>	Rancho Multidisciplinary Center SLO information
<a href="#"><u>II.B.65</u></a>	Rancho Multidisciplinary Center PSR
<a href="#"><u>II.B.66</u></a>	Fontana SLO information
<a href="#"><u>II.B.67</u></a>	Fontana PSR
<a href="#"><u>II.B.68</u></a>	Chino SLO information
<a href="#"><u>II.B.69</u></a>	Chino PSR
<a href="#"><u>II.B.70</u></a>	Student Satisfaction Surveys 2015, 2014, 2012
<a href="#"><u>II.B.71</u></a>	Pre-Post Surveys
<a href="#"><u>II.B.72</u></a>	Tutoring Session Form
<a href="#"><u>II.B.73</u></a>	Tutor feedback after training
<a href="#"><u>II.B.74</u></a>	CRLA Certification
<a href="#"><u>II.B.75</u></a>	OIR Language Success Center Report
<a href="#"><u>II.B.76</u></a>	OIR Multidisciplinary Success Center Report
<a href="#"><u>II.B.77</u></a>	High-barrier course list
<a href="#"><u>II.B.78</u></a>	Student Equity Plan Budget (2015-16)
<a href="#"><u>II.B.79</u></a>	Facilities Master Plan: Vision 2025
<a href="#"><u>II.B.80</u></a>	Jim's email - decline in 3rd attempt of high-barrier courses - SI impact







**II.C.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

The College systematically assesses and reviews the student support services offered at the College with the principle goals of measuring progress on the College mission and improving student learning and success. There are four essential ways that the College evaluates its student support services: Program and Services Review, Student Success and Support Plan, Student Equity Plan, and College initiatives.

All evaluation methods consider all learning formats, including face-to-face interactions on the Rancho, Chino, and Fontana campuses; other site locations; distance education; and virtual learning environments. Given the diverse mission of the College and the community served by it, the College evaluates student support services through the lenses of equity, disproportionate impact, educational opportunity, and access. It should be noted that included as part of this institutional self-evaluation report is a [Distance Education Supplement](#) in which the College addresses all standards related to distance education in a coherent narrative.

Evaluation of Student Services regularly occurs using student learning outcomes, administrative unit outcomes, surveys, and focus groups ([II.C.1](#), [II.C.2](#), [II.C.3](#)). Since services directly support the needs of students, their feedback of what is effective is essential to program improvement. The Faculty Inquiry Team (FIT) ([II.C.4](#)) research projects have included first-generation students and student pathways and culminated with the development of best practices that meet the needs of current students and anticipate the emerging needs of students in the future (please see Standard [III.A.14](#) for additional information).

As described in the Educational Vision and Integrated Planning Model ([II.C.5](#)), all student services programs also complete Program and Services Review (PSR) which requires the analysis of both quantitative and qualitative data concerning the services, student learning outcomes assessment progress, and connection of programs and services to the College's strategic plan.

The College's student support services network is fashioned to directly support the [College mission](#) ([II.C.6](#)) by guiding students through all phases of the College process from application to goal completion. Guidance of students is thoughtful and intentional, and the College diversifies delivery of information to maximize its ability to reach students within a wide spectrum of diversity.

Student Support Services is a comprehensive network supporting students in their personal, professional, and academic development at all College locations. Although all programs of Student Services work in a coordinated manner, specific areas specialize in certain aspects of student life at the College. [Admissions & Records \(II.C.7\)](#), [Financial Aid \(II.C.8\)](#), [EOPS \(II.C.9\)](#), [CalWorks \(II.C.10\)](#), [Disability Programs and Services \(II.C.11\)](#), [International Students \(II.C.12\)](#), [Foster Youth \(II.C.13\)](#), [Health Services \(II.C.14\)](#), [Veteran's Resource Center \(II.C.15\)](#), and [Student Activities \(II.C.16\)](#) support students' personal needs. [Counseling \(II.C.17\)](#), [Opening Doors to Excellence \(II.C.18\)](#), [Puente \(II.C.19\)](#), [AMAN/AWOMAN \(II.C.20\)](#), and the [Honors Program \(II.C.21\)](#) support students in their academic development. And the [Transfer Center \(II.C.22\)](#), [Career Center \(II.C.23\)](#), and [Alumni Services \(II.C.24\)](#) assist students as they prepare to transition to higher level academic work or the workforce.

In order to simplify the wide array of support programs available to students, the College staffs a Welcome Center at the front entrance of the Rancho Campus Student Services and Administration building (SSA) and recently created the Guiding Panthers to Success (GPS) centers at all three locations (Rancho, Chino, and Fontana) which are service hubs that assist students in understanding and taking advantage of the wide array of services available to them ([II.C.25](#)). Although still new, the GPS Centers are serving students effectively. In a GPS Satisfaction Survey published in March, 2016, students overwhelmingly agreed (99%) that the GPS Center staff provided accurate information, were professional, took the time to listen to students, and were polite and courteous ([II.C.26](#)).

In order to coordinate services in the minds of students, momentum points and resources are packaged for students under Navigator for those that are still undecided on their goal and Achiever for those students that have an informed goal in mind ([II.C.27](#)). Points of engagement have been crafted to assist students during every step of their journey. There is a work group tasked with defining and communicating the various momentum points along the student journey. Their work directly supports both the mission and the educational vision of the College. The project gained momentum as the College began requiring orientations to meet the Student Success and Support Program (SSSP) mandate. The ultimate goal is to have comprehensive articulation throughout the student experience (possibly creating a Trail Map for students). And in order to connect students to discipline experts related to academic and career pathways, the College recently started a Faculty Advisor program that enables students to hear from experts in their chosen majors ([II.C.28](#)).

In addition to robust face-to-face services available at all Chaffey locations, the College has launched a student portal that provides access to information and services online ([II.C.29](#)). Instructional videos, forms, and other resource information are accessible to students on-demand ([II.C.30](#)). Online resources include access to Student Planning, a platform that allows students to explore educational pathways, draft educational plans that are reviewed and approved by a counselor and even register for courses. Students can make service appointments online ([II.C.31](#)) and the College is in the process of developing an online orientation ([II.C.32](#)) to give students a more flexible option for meeting the Chancellor's Office Student Success and Support Program (SSSP) requirement to secure their best possible registration date.

In addition, the College has entered into a pilot program with the University of California to increase access to campuses through web counseling ([II.C.33](#)). Cisco Systems has installed state of the art equipment at the Chaffey campus and at the University of California, Riverside, to allow students, counselors, and faculty to meet virtually with a University representative with the goal of increasing the number of students using the UC Transfer Admissions Pathway (UCTAP) system.<sup>14</sup>

Enrollment services are promoted through special events to maximize student participation. Student Services offers Super Saturdays where students can fulfill all front-end SSSP requirements in one day ([II.C.34](#)). Parent Nights are offered at all locations to ensure that family support structures encourage students to take advantage of all Chaffey resources ([II.C.35](#)). PAWS booths at the beginning of the semester place Chaffey personnel throughout all campuses to answer questions and provide information ([II.C.36](#)). And various fair days highlight resource opportunities related to career, transfer, and personal student needs ([II.C.37](#)).

In terms of career development, the College created the Chaffey Connect platform, a service administered through the Career Center that serves as a resource for students to look for employment on and off campus, and for potential employers to post information about job opportunities ([II.C.38](#)). Students are able to upload their resumes to the system so that employers can access them instantly.

Creating an environment where Chaffey students are supported in all aspects of their lives is exemplified by the College's Food Pantry ([II.C.39](#)), regular snacks provided to students at lunch time, and scholarship/book grants ([II.C.40](#)) through ASCC. Since so many Chaffey students are uncertain about their future, Student Services works very hard to create an environment that builds trust and confidence that the College truly cares about students' lives and their success.

The College has engaged in partnerships with public and private organizations to provide ancillary services to students including, 1) a student initiated transportation fee (fall 2012) that allows all enrolled students unlimited travel on the local bus service, Omnitrans ([II.C.41](#)). Since many students use public transportation, this service has eased their access to the College; 2) the dental assisting program partnered with a local graduate dentistry program, Western University of Health Sciences, to provide low-cost dental services to students. Students pay \$10 regardless of what dental services are rendered ([II.C.42](#)); 3) the Legal Night program provided by the School of Business and Applied Technology in partnership with the College's paralegal students and local lawyers and legal representatives who volunteer their time to provide students with free legal advice ([II.C.43](#)). Student Services also coordinates scholarship opportunities, offers free assessment preparation workshops, and regularly operates a Food Pantry to support students in need. The College has also assigned a staff member to serve as a resource for students who are homeless or in need of shelter. This area works to connect students with local housing resources.

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<sup>14</sup> Policy on Transfer of Credit Compliant. Transfer policies are disclosed to students and to the public.

## Analysis and Evaluation

Chaffey College meets this standard. Student Services offers quality programs to support students achieving their goals. Framing its mission around the aspirational dimensions of the College's [Hope and Mindset \(II.C.44\)](#) campaign, Student Services programming prepares students to successfully deal with the rigor of the academic and professional world. Highly valuing the above and beyond philosophy of special support programs like DPS and EOPS, Student Services is working to ensure that all students feel strongly supported while at the College.

The College regularly assesses and reviews student support services offered at the College through Program and Services Review, the Student Success and Support Plan, the Student Equity Plan, and College initiatives. Decision-making relies on the findings from these evaluation methods. Resource allocations to meet student needs are linked to program review and state initiative findings.

In order to explicitly guide students to the creation of their best selves, the College has formulated a Hope, Engage, Succeed campaign to create persistence and resolve in order to help students better handle the challenges and rigor of personal, professional, and academic growth. These concepts are incorporated into the required orientation sessions of all new and returning students, included as multiple measures for placement, and guide the training of all Student Services personnel that interact with students to ensure that these values permeate every aspect of student life at the College. The GPS Centers are the physical embodiment of the College taking on the responsibility of mentoring students at any point of their journey. In addition, the educational planning session design, monitoring processes of progress-on-goal, and preparing students for further academic/professional pursuits are all framed within the “high hope” and “growth mindset” constructs.



**II.C.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

The College defines and assesses learning support outcomes for its diverse student population, provides appropriate support programs and services to achieve the outcomes, and uses the results to make methodological changes and improvements to practice.<sup>15</sup>

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<sup>15</sup> Eligibility Requirement 15, Student Support Services, Compliant

All of the Student Services programs are required to participate in the College's Program and Services Review (PSR) process ([II.C.45](#)). Two shared governance committees take a leadership role in assuring that programs and services are both mapped to the College mission and strategic plan and evaluation of student learning is occurring. The PSR Committee oversees the entire process and evaluates program and service health based on the quality of the evidence provided in the written PSRs. The required Visionary Improvement Plans which are part of PSR call for programs to align their goals with the College's strategic plan in support of student development, success, and completion. Ongoing assessment of these goals occurs over a three-year period which includes an annual update on the progress of those assessments. Additionally, the Outcomes and Assessment Committee evaluates the use of student learning outcomes assessments for programmatic improvement ([II.C.46](#)). The Student Services PSR documents below also provide evidence of this ongoing assessment. Additionally, because the College changed the timelines for PSR, most of the programs completed new PSRs in spring 2016; however, the PSR Committee will not occur until fall 2016:

- Counseling ([II.C.47](#), [II.C.48](#))
- EOPS ([II.C.49](#), [II.C.50](#))
- International Students ([II.C.51](#), [II.C.52](#))
- Career Center ([II.C.53](#), [II.C.54](#))
- Financial Aid ([II.C.55](#), [II.C.56](#))
- Transfer Center ([II.C.57](#))<sup>16</sup>

Additionally, each spring Student Services hosts a poster session in the main lobby of the SSA building to showcase student learning outcomes and assessment results. Recent examples include these:

- Admissions and Records ([II.C.58](#))
- CalWorks ([II.C.59](#))
- Disability Programs and Services ([II.C.60](#))<sup>17</sup>

Assessment results have prompted improvements throughout the service area. Admissions and Records policies and procedures have been updated to simplify processes for students and allow the staff to operate more efficiently. Students now apply to the College using the new, streamlined version of the application through Open CCCApply ([II.C.61](#)). The [Admissions and Records website](#) ([II.C.7](#)) has recently undergone a thorough content review and has been redesigned for ease of use. Grade changes are now submitted online through the faculty portal, creating more efficiency for staff and added convenience for faculty ([II.C.62](#)). Former students who may no longer have access to the portal can now order electronic PDF transcripts directly from the [transcript page](#) ([II.C.63](#)) on the Admissions and Records website.

In addition to an emphasis on quantitative data to capture student contacts, student satisfaction related to services is critical to program success, requiring the service area to undertake

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<sup>16</sup> Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status Compliant.

<sup>17</sup> Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status Compliant.



qualitative assessment as well. As part of the Equity Agenda, the College has partnered with Gallup and M2C3 ([II.C.64](#), [II.C.65](#)) to get an independent assessment of student focus groups.

### Analysis and Evaluation

Chaffey College meets this standard. Student Services participates in the regular assessment of outcomes through the College's PSR and other processes. In addition to an emphasis on quantitative data to capture student contacts, student satisfaction related to services is critical to program success, requiring the service area to undertake qualitative assessment as well. As part of the Equity Agenda, the College has partnered with Gallup and M2C3 to get an independent assessment of student focus groups. Each program reviews the assessment findings independently and captures the dialog in the Program and Services Review process. The results from the assessments inform improved decision making and practices as well as the development of program plans that are prioritized under the College's larger planning processes. Resource allocations are made, among other things, on the connection to the College mission and institutional goals.



**II.C.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

As demonstrated in Standard [II.C.1](#), the College provides appropriate, comprehensive, and reliable service to students. The College's culture of support strives to ensure that equitable access to all support services exists for all segments of the student population at all College locations ([II.C.66](#)).<sup>18</sup> Since the College's Rancho campus has been the main campus in all aspects of operation since the location opened in the 1960's, it is natural that services would have a larger scope and more developed tradition than those initially offered during the early development phases of the Chino and Fontana campuses. The Chino and Fontana campuses have greatly expanded only after the passage of Measure L in 2002, and the College continues to create programming and services to support these students.

In order to support those incarcerated within the College's boundaries, the College has provided an associate's degree program at the California Institution for Women (CIW) since 2005. The College has been recognized locally and at the state level for this innovative program, and it

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<sup>18</sup> Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status Compliant.

serves as an example for the State's current push to provide quality access to higher education inside California's jails and prisons. The College is currently expanding its program at CIW to offer short-term certificates and stand-alone courses in addition to an associate's degree ([II.A.67](#)). The College is starting a similar program at the neighboring men's prison, California Institution for Men (CIM) in summer 2016 ([II.C.68](#)). Instructional offerings at the prisons are complemented by a full suite of services offered through Student Services and Instructional Support, including assessment, counseling, tutoring, and educational planning.

Counseling services—including general, DPS, and EOPS services—has greatly expanded at Chino and Fontana as new facilities became available. Service expansion will continue as the instructional programs are working to provide more robust offerings on evenings and weekends. The most dramatic change in service capacity is the opening of the GPS Centers at Chino and Fontana ([II.C.25](#)). Staffed by paraprofessional apprentices, a full-time Counselor, and full-time Program Assistant, the GPS Center has emerged as a hub for the variety of student service programs to coordinate efforts for more support at Chino and Fontana. Throughout the academic year, the Transfer and Career Centers provide counseling and advising services at all three locations for transfer and job search processes. Career and personality assessments, Transfer 101, and Personal Statement Workshops are also conducted in the GPS centers. In addition, special events like the PAWS booth ([II.C.36](#)), Parent Night ([II.C.35](#)), and career/transfer-related programming ([II.C.37](#)) also take place at the Chino and Fontana locations.

Expansion of support also extends to high school partners throughout the District service area. Senior Early Assessment now takes place in all high school districts to promote seamless access to the College ([II.C.69](#)). A new Title V grant will enhance dual enrollment programming and further strengthen bonds to local high schools and ensure equitable access to the College. A dean was recently reassigned to provide primary oversight for these partnerships. Additionally, as a result of recent legislation, the College is a primary participant in the Adult Education Block Grant and provides regular outreach services to the district's four adult schools.

The College has policies and procedures for students to lodge complaints on a variety of areas, including grade disputes, discrimination, and other areas affecting student engagement and involvement at the College and include the following:<sup>19</sup>

- Board Policy 5500 (Standards of Conduct) ([II.C.70](#))
- Administrative Procedure 5520 (Student Discipline Procedures) ([II.C.71](#))
- Administrative Procedure 5530 (Student Rights and Grievances) ([II.C.72](#))

These policies and procedures are available online, in the College catalog, and in the student handbook. The student complaints since the last comprehensive evaluation are summarized in the attached table and are available in the Office of the Dean, Discipline/Grievance, for verification. In all cases, the College has followed its processes accurately ([II.C.73](#)).<sup>20</sup> The College also maintains records of student grade grievances and behavior violations ([II.C.74](#)). Finally, the College posts on the [College website](#) the names of associations, agencies, and

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<sup>19</sup> Policy on Student and Public Complaints Against Institutions Compliant.

<sup>20</sup> See Checklist for Compliance with Policies and Regulations, Student Complaints.

governmental bodies that accredit, approve, or license the institution and any of its programs, including contact information for the filing of complaints.

### Analysis and Evaluation

Chaffey College meets this standard. The College has made great strides in recent years to expand services to comparable levels at the Chino and Fontana locations. With the College entering a new growth phase, it will be a challenge to ensure that the availability of services keeps pace with that growth, especially in evening, weekend, and online capacities. More emphasis on technology to deliver services will provide greater ability to support students when facilities and staff may not be open for in-person support. With so many of the College's students having jobs and family responsibilities, more exploration of on-demand resources is essential to fashion service opportunities to meet the unique needs of the College population.



Although the College has a robust suite of student programs and services throughout the District, it recognizes the need to employ new applications and communication tools to better engage students. In the Quality Focus Essay, the college has identified an objective to implement enhanced tools, practices, and approaches to advance college communication (G1.O3).



**II.C.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 athletics 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

The College's co-curricular and athletic programs help support its mission by introducing students to the experience of higher education through their direct interests and talents. Although the primary entities engaged in co-curricular programming are Associated Students of Chaffey College (ASCC) ([II.C.75](#)) and Athletics ([II.C.76](#)), the Wignall Museum of Contemporary Art ([II.C.77](#)) frames their programming around broadening students' educational experiences.

The [Student Activities Office](#) ([II.C.78](#)) offers services and learning experiences open to all Chaffey students and not designed for just a specific sub-set of the population. Sponsoring activities such as the Food Pantry ([II.C.39](#)), daily snacks for students, bus passes ([II.C.41](#)), and more than \$100,000 in scholarships and book grants ([II.C.40](#)) per year directly improves the lives of students and enables them to maximize their educational opportunities while at the

College. Cultural and social awareness are enhanced by programming such as Latino Heritage Month, Black History Month, and various events related to International Students ([II.C.79](#)). Deeper enrichment is available to students through a variety of campus clubs ([II.C.80](#)) that directly connect to academic programs: Engineering Club, Pre-Vet Club, and Men in Nursing. Curricular connectedness is enhanced since each club needs a Faculty Advisor (full-time faculty or staff member).

Although programming and events are open to all students, official club participation requires a minimum GPA of 2.25 and enrollment in at least 6 units. Such criteria reflects sound educational policy and prioritization of completion of an educational goal. Other standards of policy and behavior in addition to the general Student Handbook are outlined in the Club Handbook ([II.C.81](#)), Club Constitution ([II.C.82](#)), and Club Bylaws ([II.C.83](#)). Article III: Official Decorum requires students to practice “utmost integrity at all times.”

In terms of Athletics, the College adheres to Title IX ([II.C.84](#)) standards and ensures that programming can enhance the College experience for all students. Men’s team programs consist of football, basketball, baseball, cross country, swimming, soccer, and water polo. Women’s team programs include volleyball, basketball, softball, cross country, swimming, soccer, and water polo ([II.C.85](#)). Although Athletics programming most directly relates to curriculum in the School of Kinesiology, Nutrition, and Athletics, team sports are often the conduit to higher education in all disciplines for students that may have never gone to college otherwise. In addition, coaches often take players to theater performances and other types of cultural engagement as team-building exercises.

As stated in the program’s PSR goals, the Athletics mission is to “assist students through their athletic participation to graduate and transfer” ([II.C.86](#)). In support of that essential goal of educational achievement, a full-time academic counselor is assigned to Athletics. All student athletes have an approved comprehensive educational plan upon beginning their Chaffey career. As explained in the Student Athlete Handbook, eligibility requires a 2.0 GPA and the completion of at least 24 new units annually toward the approved educational goal. The KNA staff conduct weekly eligibility checks during the season ([II.C.87](#)).

In addition to general guidelines provided by the College Student Handbook ([II.C.88](#)), athletes have an additional Code of Conduct to which they must adhere. The program’s decorum policy is read before each event. And all coaches and student athletes participate in sexual harassment prevention workshops ([II.C.89](#)). The rigor of the program is demonstrated by the success of student athletes at the College. In 2013-2014, 73 student athletes were recognized for having a 3.0 or above GPA. In 2014-2015, that number rose to 103 student athletes ([II.C.90](#)). As a regular part of the life of student athletes, there is a completion recognition ceremony in which they are honored for their achievement.

In addition to Student Activities and Athletics, programs like the [Wignall Museum of Contemporary Art](#) ([II.C.76](#)) also look to engage students in educational experiences through its programming. The Wignall Museum of Contemporary Art Advisory Committee ([II.C.91](#)) discusses upcoming exhibitions and related programming and identifies possible College-wide

collaborations ([II.C.92](#)). Museum staff have created Ask Art: Using the Museum to Make Curricular Connections ([II.C.93](#)) and Ask Art: Tool Kit ([II.C.94](#)) that work collaboratively with classroom faculty to design assignments that can be incorporated into a variety of disciplines and class contexts. Many students indicate the Wignall as being their first museum ever visited, so there is no doubt this program adds a great deal of social and cultural dimension to student learning experiences.

In particular, recent Wignall programming has directly tied to the College's equity agenda. The fall 2015 *Inside/Outside: Prison Narratives* exhibition ([II.C.95](#)) provided in-depth exploration of the criminal justice system and its relation to all citizens. The extensive programming created a meaningful dialog aimed at creating a supportive climate for students who are returning to college after incarceration or who have loved ones that are dealing with these issues of incarceration. The exhibition included narration by the College's students at CIW. After its run at the Rancho campus, a select number of artworks were exhibited at both the Chino and Fontana campuses in spring 2016.

With the support of President's Equity Council and the Office of Instruction and Institutional Effectiveness, in spring 2016, the Museum curated programming for Question Bridge: Black Males ([II.C.96](#)). The project calls into question the monochromatic, singular conception of black men in America and challenges misconceptions or assumptions that are prevalent in our culture. The programming creates opportunities for student dialog that parallel faculty and staff professional development sessions at recent Convocations and various Faculty Success Center events.

College responsibility for all co-curricular programming and activities is ensured through connections to other aspects of the College infrastructure and financial processes. Accounting Services monitors and internally audits the expenditure of student fees to ensure appropriate use of funds. The Budgeting and Fiscal Services Offices presents any fee updates to the Board annually for the next fiscal year ([II.C.97](#)). The office uses the Chancellor's Office fee handbook as a guide and reviews the fees in collaboration with the appropriate area before the fees are presented to the Board. In addition, all programs have a relationship to the College Foundation for fundraising efforts and other forms of revenue—Christmas tree sale, team apparel purchases, and sponsorships in media guides. All programming also works closely with Maintenance and Operations on issues related to facilities. In particular, Athletics has dedicated facilities in the Sports Center, Gym Complex, pool, football stadium, and baseball and softball fields.

### Analysis and Evaluation

Chaffey College meets this standard. Co-curricular and Athletics programs are used to attract, engage, and motivate students to achieve educational goals of degree, certificate, or transfer. The College recognizes that learning takes place beyond the classroom and that enriching the student experience increases the likelihood of persistence and connection with the College. Efforts have been made to connect art with classroom experiences which affords students the opportunity to connect learning in a variety of formats.



**II.C.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

As the Matriculation process was replaced by the new Student Success and Support Program (SSSP) guidelines ([II.C.98](#)) that emerged after the passage of the Student Success Act in 2012, the College has examined all processes and materials related to student progress from application to completion. Framed as the College's Completion Agenda by the superintendent/president, the College overhauled its strategic plan and mission to align with this work which is explained in the Educational Vision and Integrated Planning Model ([II.C.5](#)). Efforts were then directed to ensure that clear pathways within and between the phases of the educational vision were concise, efficient, and easy for students to understand.

Major momentum points within a students' timeframe at the College were identified as the starting points for the more clearly defined student Pathways to Success ([II.C.98](#)): application, orientation, assessment, abbreviated and comprehensive educational plans (CSU, IGETC, and programs with specific requirements), and follow-up services. Traditional one-on-one counseling appointments support students all along the way. In addition, the College introduced new paradigms to deal with the increased workload related to these now required services. Educational planning sessions were implemented through the Steps to Register at Chaffey College process ([II.C.100](#)). The College also implemented Student Planning, ([II.C.101](#)) an online educational planning, progress checker, and registration tool that students can access independently as well as get support through asynchronous contact.

Marketing efforts continue to work toward making all processes and procedures clearer for students. The Counseling website guides students through the registration process and frames educational objectives, delineates occupational certificate programs from associate and transfer programs, defines the value of a degree, describes course sequencing and planning, ultimately leading to first-semester registration ([II.C.102](#)).<sup>21</sup> The College's schedule of classes also outlines the necessary steps to enroll, which include eligibility, admission application, financial aid, orientation, assessment, educational plan, registration, enrollment fees, class attendance, where to purchase textbooks, parking permit, and resources available to students throughout the year (Student Success Centers, Career Center, GPS Center, Student Activities, Student Health Services, and Transfer Center) ([II.C.103](#)). Since state-level requirements continue to

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<sup>21</sup> See Checklist for Compliance with Policies and Regulations, Transfer of Credit.



evolve, maintenance and adjustments to all practices related to student pathways will be a major focus for years to come.

With respect to financial aid in particular, the College meets all of the required components of the Title IV Program. All records, including findings from any audits and other review activities by the United States Department of Education (USDE) are kept and maintained.<sup>22</sup> The College follows all financial responsibility requirements and program record-keeping.<sup>23</sup>

The College's new GPS centers created an apprentice workforce of [Success Guides \(II.C.104, II.C.105\)](#) to introduce students to resources and options, ensuring students are better prepared when they work with counselors. Success Guides are trained to provide assistance in helping students make progress towards their educational goals on behalf of the College, Counseling, and Success Centers. A two-week program was created to inform Success Guides about the distinction between their work and that of counselors. Training on certificate/degree/transfer requirements is also a major focus ([II.C.106](#)).<sup>24</sup> In addition, instructional practices to support student learning development is also infused in training in attempts to make students capable of working as independently as possible.<sup>25</sup>

In order to ensure that students are properly advised by experts within their chosen field of study for both academic and professional matters, the College created a Faculty Advisor program ([II.C.28](#)) staffed by instructional faculty. The program is still in its infancy, but nearly two-dozen advisors have already been selected, trained, and are working with students. The program illustrates a strong working relationship between Student Services and Instruction in support of students exploring careers and higher education in their areas of expertise ([II.C.107](#)). Although the College is working to create a culture where advising is a normal part of an instructional faculty members scope of responsibility, great care is being taken to ensure that overlap with Counseling is minimized.

Counseling and Transfer Center staff regularly attend UC and CSU counselor conferences that address transfer requirements and issues of concern for each system. The Transfer Center regularly hosts UC and CSU campus representatives to meet individually with prospective students and provide counselor in-services for current faculty and staff ([II.C.108](#)).

Training and ongoing professional development is an important value of the College, and the dramatic changes to student pathways in the past few years undoubtedly requires intensive effort to ensure timely, accurate and consistent delivery of information to students. General counselors meet regularly to discuss student learning outcomes, emerging issues, train on new technology, and optimize processes and procedures ([II.C.109](#)). All counselors meet monthly to ensure continuity between DPS, EOPS, and other specialized programs. Semi-annual retreats, UC/CSU conferences, and regional meetings with local high school districts ensure an efficient pipeline between all levels that interact with the community College system.

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<sup>22</sup> See Checklist for Compliance with Policies and Regulations, Title IV Compliance.

<sup>23</sup> Policy on Institutional Compliance with Title IV.

<sup>24</sup> Compliant, Policy on the Transfer of Credit, Policies and procedures are disclosed.

<sup>25</sup> See Checklist for Compliance with Policies and Regulations, Transfer of Credit.

Training ensures all personnel understand their unique role and responsibility and when to refer students to others for types of assistance outside of the purview of their position. FERPA compliance is also always part of training ([II.C.110](#)). Training efficacy is evaluated through various SLO assessments ([II.C.111](#)), constant performance observation of success guides, and the regular evaluation processes for faculty (full-time and part-time) and staff.

### Analysis and Evaluation

Chaffey College meets this standard. Pressures created by the mandates of the Student Success Act caused the College to examine policies, processes, and procedures related to student pathways. The College has responded by creating new paradigms to address these challenges rather than merely trying the “more of the same” approach often taken to increase service delivery. GPS Centers, the student portal, and better integration of Instruction and Student Services has made the entire campus community more aware of these important dimensions of student success. Although some of these advances were possible because of grant funding, the College’s commitment to these advances is demonstrated by the fact that the GPS centers were transferred from grant funding to District funds a year before the grant expired.



**II.C.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 College regularly evaluates admissions practices to ensure that the student population appropriately reflects the District service area and that equity gaps are identified (access, course completion, ESL and Basic Skills completion, degree and certificate completion, and transfer) ([II.C.112](#)). The College uses the application through CCCApply ([II.C.61](#)) and supports prospective students who need assistance through its GPS Centers at all three locations ([II.C.25](#)). In addition, orientations now required under SSSP guidelines have greatly enhanced front-end support services for students to gain access to the College. The Counseling department prepares major sheets ([II.C.113](#)) that provide general information in preparation for specific major areas of study. For programs that have additional admission requirements (screening applicants) processes are in place to minimize subjective selection criteria and minimize bias. Program policies are published and distributed to potential program candidates.<sup>26</sup> For example, the following programs demonstrate additional admission requirements:

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<sup>26</sup> Eligibility Requirement 16, Admissions, Compliant.

- Associate Degree in Nursing ([II.C.114](#))
- Vocational Nursing ([II.C.115](#))
- Radiologic Technology ([II.C.116](#))

Access to College is available to all students possessing a high school diploma or equivalent, or who are at least 18 years of age and can benefit from instruction. Special part-time or full-time students still in high school have access through the High School Partnership Program ([II.C.117](#)). To qualify, students must have completed 10<sup>th</sup> grade and have an overall grade point average of at least 2.5. Students not meeting the minimum requirements but feel they can benefit from instruction may appeal to the High School Petition Committee ([II.C.118](#)).

Pathways for all certificate, degree, and transfer opportunities are provided to students through the College website, Counseling Department, Career/Transfer and GPS Centers. Major sheets (and other printed materials) are available for students. Additionally, information is embedded in the College's Student Planning online educational planning platform ([II.C.29](#)). Through this vehicle, students can independently explore options and also receive feedback from Counselors in face-to-face, small group, and asynchronous correspondence. Assistance is ongoing but framed at the early stage through the abbreviated education plan (first year) and later on through the comprehensive education plan when a student is more likely to have an informed goal toward which he or she is working.

### Analysis and Evaluation

Chaffey College meets this standard. In parallel efforts to respond to the statewide requirements of SSSP, the College has scaled up its creation of clear pathways for students to complete degree, certificate, and transfer goals. The College's GPS Centers offer services on a walk-in basis at all three Chaffey locations to ensure that students get information in a timely manner and in a learning environment that can teach students to independently navigate processes and procedures without always needing the assistance of College personnel. This freeing up of resources enables the College to then provide high-touch support to students that need more assistance.





**II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

### Evidence of Meeting the Standard

In terms of evaluating placement practices for minimizing bias, Student Services, Institutional Research, and the ESL, Math, and English Departments collaborate to ensure that the designation of cut scores, factoring of multiple measures, and placement recommendations support student success of all key demographics. Integration of the Reading and Writing sequences into a single English sequence reflects the most recent update of validation procedures ([II.C.119](#)).

The Office of Institutional Research works directly with the English, Mathematics, and ESL Departments to establish documented processes for reviewing and validating cut scores that are course specific within each discipline. Integration of the Reading and Writing sequences into a single English sequence reflects the most recent update of validation procedures ([II.C.120](#)). Full-time and part-time faculty within the English, Math, and ESL disciplines regularly engage in a review of assessment instruments (including assessment test questions) to ensure that they are relevant to course content and that existing or proposed cut scores result in optimal student outcomes ([II.C.121](#)). After determining appropriate assessment instrument cut scores that result in optimal likelihood of student success, discipline faculty engage in a rigorous review of multiple measures which are then added to the assessment process for research-only purposes ([II.C.122](#)). When sufficient data has been collected, the Office of Institutional Research analyzes proposed multiple measures in conjunction with assessment test scores to develop course-specific placement recommendations that are based upon multiple measures. These recommendations are then shared with the relevant discipline faculty ([II.C.123](#)) who then review the potential impact of proposed placement rules, explore potential modifications, and adapt placement rules based upon empirical evidence and professional expert judgement. Throughout the review process—but particularly once placement rules are finalized—the Office of Institutional Research revisits data and generates classification and regression tree (CART) models to examine potential placement biases by race/ethnicity, gender, age, socioeconomic status, disability status, and other student characteristics. Placement rules are instituted only after any potential disproportionate impact has been identified and controlled for.

Upon finalization of placement rules with discipline faculty and the mitigation of any potential disproportionate impact, the Office of Institutional Research works closely with the Counseling Department—specifically, the Assessment Center and Assessment Testing Technicians—the

Office of Information and Technology Services (ITS), and the Office of Instructional Support to coordinate updates to the assessment process. Faculty and staff test revised assessment processes offline to ensure they function correctly before these processes are integrated into online student assessment ([II.C.124](#)). Processes are regularly reviewed to ensure that placement information integrates smoothly into Colleague (batch updates are conducted nightly). Integration of assessment course placement recommendations into Colleague facilitates student access to courses that are commensurate to their assessed skill level, resulting in improved access to courses, annual increases in basic skill improvement rates ([II.C.125](#)), and increases in degree/certificate attainment and transfer ([II.C.126](#), pp.167-174).

### Analysis and Evaluation

Chaffey College meets this standard. Admissions and placement processes are monitored to ensure the College fulfills its mission to provide equal access to all students. The College conducts rigorous evaluation of placement instruments and cut scores to maximize student success and minimize bias. The increase in overall student success rates and degrees/certificates awarded indicates that these efforts are serving students well.



**II.C.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

The College takes great care to maintain student records in an appropriate manner. [Board Policy \(II.C.127\)](#) and [Administrative Procedure 5040 \(II.C.128\)](#) (Student Records: Directory Information and Privacy) and [Administrative Procedure 5045 \(II.C.129\)](#) (Student Records: Challenging Content and Access Log) governs the standards for student record access, maintenance, and storage. AP 5040, for example, stipulates the controls on the release of student information and the protection of transcripts and social security numbers. AP 5045 defines the process students may use to challenge information contained within their records and requires that an access log be kept to document anyone accessing a student's record.

Shifting away from paper records better ensures security and confidentiality. The online migration to ImageNow in all areas provides a secure environment for student records to permanently reside. Certain archived documents are still being transferred from microfiche, but the majority of records most frequently accessed have already been virtually catalogued. The College controls access to those records through a unique sign-in that can be audited. In addition, levels of access can be granted and/or restricted to ensure that records are available

only to appropriate personnel. Procedures are frequently reviewed to ensure all practices remain compliant with current regulations. All students are required to provide government-issued photo identification in order to receive information or conduct transactions that affect the student record.

### Analysis and Evaluation

Chaffey College meets this standard. The College is mindful and committed to preserving the confidentiality and security of all student records. All personnel in Student Services (administrators, faculty, staff, and paraprofessionals) respect the sensitivity required when accessing student records of any kind. Student Services often functions to guide other areas of campus that less frequently access student records on best practices related to accessing and storing such documents.



## Evidence List for Standard II.C

<a href="#">II.C.1</a>	Guidance SLO information
<a href="#">II.C.2</a>	International Students SLO information
<a href="#">II.C.3</a>	Opening Doors SLO information
<a href="#">II.C.4</a>	Faculty Inquiry Team webpage
<a href="#">II.C.5</a>	Educational Vision and Integrated Planning Model
<a href="#">II.C.6</a>	Mission statement
<a href="#">II.C.7</a>	Admissions and Records
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<a href="#"><u>II.C.49</u></a>	EOPS PSR 2016
<a href="#"><u>II.C.50</u></a>	EOPS PSR 2014
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<a href="#"><u>II.C.105</u></a>	Success Guide Job Description
<a href="#"><u>II.C.106</u></a>	Success Guide - Protocol & Training Material
<a href="#"><u>II.C.107</u></a>	Faculty Advisor Program Flyer
<a href="#"><u>II.C.108</u></a>	Transfer Center - UC/CSU Reps
<a href="#"><u>II.C.109</u></a>	Counseling Meetings - Training & SLO Discussions
<a href="#"><u>II.C.110</u></a>	FERPA Tips for Faculty and Staff (Admissions & Records)
<a href="#"><u>II.C.111</u></a>	Counseling SLO Assessment
<a href="#"><u>II.C.112</u></a>	Student Equity Plan
<a href="#"><u>II.C.113</u></a>	Major Sheets
<a href="#"><u>II.C.114</u></a>	Associate Degree in Nursing
<a href="#"><u>II.C.115</u></a>	Vocational Nursing
<a href="#"><u>II.C.116</u></a>	Radiologic Technology
<a href="#"><u>II.C.117</u></a>	High School Partnership Program
<a href="#"><u>II.C.118</u></a>	High School Partnership Appeal
<a href="#"><u>II.C.119</u></a>	English-Reading Integration
<a href="#"><u>II.C.120</u></a>	English Cut Score Validation Directions
<a href="#"><u>II.C.121</u></a>	English Cut Score Validation - Updated
<a href="#"><u>II.C.122</u></a>	Email exchange - OIR and English
<a href="#"><u>II.C.123</u></a>	English Assessment Presentations, 2015 and 2014
<a href="#"><u>II.C.124</u></a>	Email exchange - OIR, ITS, and Instructional Support
<a href="#"><u>II.C.125</u></a>	ARCC Presentation and Governing Board Packets (2016, 2015)
<a href="#"><u>II.C.126</u></a>	Fact Book
<a href="#"><u>II.C.127</u></a>	Board Policy 5040
<a href="#"><u>II.C.128</u></a>	Administrative Procedure 5040
<a href="#"><u>II.C.129</u></a>	Administrative Procedure 5045





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I was a student at Chaffey College twenty years ago. Like many new college students, I did not have a clear game plan for my studies or for my career. During my first couple of semesters here, I was fortunate to have some amazingly inspiring and motivating professors who helped cultivate my academic abilities and guide me on my academic journey. They engaged with me by taking the time to get to know me as an individual, investing in me on a personal level, and helping me succeed. I am now proud to call many of these faculty members my colleagues. I have been teaching at Chaffey for nearly 15 years and still model my teaching and personal engagement after those that inspired me. I consider it a great privilege to give back to Chaffey College and the communities that encouraged me and gave to me so generously.

- Ryan Falcioni, Philosophy Faculty





### 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, allocations 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).



III.A.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

The College places a priority on the recruitment and the hiring of diverse, well-qualified administrators, classified staff, and faculty who can provide quality services and programs to support the College's mission and vision. Through rigorous, broadly-published hiring policies and procedures, the College consistently selects qualified candidates to support student learning and achievement. All desired hiring criteria are publicly shared and the systems are well-documented.

#### *Hiring Qualified Administrators, Faculty and Staff*

#### *The Role of Program Review*

The College identifies programmatic and departmental hiring needs through the Program and Services Review process (PSR) during which faculty and staff examine data and consider the College's goals and mission to assure that requested positions are consistent with them (please see Standard [I.B.5](#)). The College prioritizes the hiring requests on many relevant factors including support needs, staffing required by law or critical support (e.g., health and safety) of tasks required of regulatory bodies. All replacement and new staffing positions are reviewed using a consistent and applied allocation process (please see Standard [I.B.9](#)).

## *Hiring Processes and Procedures*

Prior to the announcement of job openings, position descriptions are reviewed and updated by human resources staff in conjunction with appropriate department personnel to ensure accuracy and currency ([III.A.1](#)). Job announcements for full-time faculty and academic administrators identify the state minimum qualifications for education and experience and the College's local knowledge, skills, and abilities requirements as determined by College and program need ([III.A.2](#)). For classified staff, the required and preferred qualifications are locally determined based on College and program need ([III.A.3](#)).

The College widely advertises all of its classified/confidential, full-time faculty, and management positions in a variety of media, including the [Human Resources](#) page ([III.A.4](#)) of the College website, the [California Community College Registry](#) ([III.A.5](#)) hosted by the Chancellor's Office, and in the following publications: [HigherEd Jobs](#) ([III.A.6](#)), [Inside Higher Ed](#) ([III.A.7](#)) and [Monster.com](#) ([III.A.8](#)). Direct mail pieces are printed for internal dissemination and for targeted marketing at conferences and fairs. Full-time faculty and management positions are also advertised in the [Chronicle of Higher Education](#) ([III.A.9](#)) and may be advertised in discipline-specific professional publications. Part-time faculty positions are also advertised on the College's website and in the [Community College Registry](#) ([III.A.5](#)).

[Board Policy 7120](#) ([III.A.10](#)) and [Administrative Procedure 7120](#) (Recruitment and Selection) ([III.A.11](#)) delineate the hiring procedures for full-time faculty, classified/confidential, and management positions, which are designed to identify candidates who most closely meet the position requirements, including demonstrated evidence of their preparation to work effectively with a diverse population of students and staff. In addition to receiving training prior to the commencement of each selection process, committee members affirm in writing their receipt of the selection procedures, their personal responsibility to remain objective throughout the process, and their understanding of confidentiality requirements ([III.A.12](#)).

Depending upon the position, evaluation of candidates may include a skills test prior to the paper screening process to confirm subject matter expertise ([III.A.13](#)). During the paper screening process, committee members review candidates' application materials to confirm that their reported education and experience meet or exceed the requirements of the position ([III.A.14](#), [III.A.15](#), [III.A.16](#)). During the interview process, candidates are asked to explain in more detail how their education and experience have prepared them for the position. Full-time faculty applicants perform a teaching or skills demonstration. Administrator applicants may be required to submit a supplemental writing assignment and/or presentation ([III.A.17](#)). Once the selection committee has identified two to four finalists who meet the required knowledge, skills and abilities, the second-level interview committee assesses the candidates considering the broader College goals and perspective. Following the interviews, one or more candidates are selected and validation of education and experience is conducted through the reference-checking process ([III.A.18](#)).

Part-time faculty recruitment is conducted through the California Community College Registry ([III.A.5](#)) and applications are maintained and accessed using that system. While Human

Resources is responsible for posting part-time faculty job announcements, each dean has responsibility for contacting applicants, interviewing, reference checking, and recommending assignments. Job descriptions are directly related to the College's mission and goals and accurately reflect position duties, responsibilities, and authority.

### *Evaluation of Processes and Procedures*

The College assesses and reviews the hiring processes through two key methods: Human Resources program review and evaluation of planning processes and systems. Every three years with annual updates, the HR department undergoes program review where key performance indicators of production and efficiency are examined to make program improvements and request resource allocations ([III.A.19](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The College has established and follows its policies and procedures with respect to selection and hiring and ensures administrators, faculty, and staff are qualified for their positions by meeting the education, training and experience requirements. Hiring practices are aligned to meet the College's mission and strategic goals. The College uses data, reflection, and dialog to determine human resource needs of programs and services. Employment qualifications are based on criteria that are established in higher education. Finally, the hiring procedures are in writing and consistently applied across hiring categories.



**New Faculty 2015-2016**

**Front Row:** Jeffrey Laguna, Gerontology; Jean Oh, DPS Counselor; Kimberly George, English; Elaine Martinez, Kinesiology & Nutrition; Christine McPeck, Child Development; Elizabeth Cannis, Mathematics; Drew Schnurr, Music; Ardon Alger, Faculty Senate President; **Middle Row Left to Right:** Helen Leung, Counselor; Marlene Ramirez-Mooney, EOPS Counselor; Fabiola Espitia, GPS Counselor; Sandra Buenrostro, DPS Counselor; Naomi McCool, Sociology; Melissa Sakoonphong, Counselor; Brandelyn Neal, Mathematics; Charles Prattella, GPS Counselor; Shannon Jessen, Biology; Leta Ming, Art History; **Back Row Left to Right:** Michelle Martinez, GPS Counselor; Cindy Walker, Faculty Success Center Facilitator; Melissa Johannsen, DPS Counselor; Anthony Guaracha, Sociology; Mark Forde, Hospitality Management; Stephen Shelton, Communication Studies; James Sloan, Fire Technology; Dionne Henderson, BUSOT; Sheila Malone, Theatre; Anna Foutz, Earth Science/Geology



**III.A.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

#### *Faculty-Driven Hiring*

The College relies on the faculty to review and recommend replacement and new faculty positions. Faculty members from the hiring departments serve as subject matter experts and content experts in the hiring process to ensure the integrity and quality of new faculty.

As noted in section [III.A.1](#), the College uses position announcements when hiring full-time faculty. Minimum faculty qualifications are outlined on the position announcement and include knowledge of the subject matter and specific skills required. The State minimum qualifications and College-determined desirable qualifications are outlined on the position announcement and include the appropriate degree(s), teaching/professional experience, evidence of effective instruction of the discipline's curriculum at the college level, knowledge of diverse learning styles and teaching techniques, and a commitment to teaching at the community college level ([III.A.15](#), [III.A.20](#)).

The position announcement also summarizes the scope of the assignment and includes the following responsibilities:

- Teach assigned courses in a manner consistent with the department's standards and with the contents cited in the approved curriculum guides.
- Participate in course and curriculum design and development, student advisement, program review, student learning outcomes, and district/College/school committees as required to maintain and improve the instructional program.
- Participate in department and division meetings and contribute through appropriate committee assignments.

All job announcements require that applicants demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students through a writing sample ([III.A.21](#)). At each stage of the process, applicants are assessed on this sensitivity and other minimum qualifications to ensure that all full- and part-time faculty are evaluated on the important standards outlined in [Board Policy 7100 \(Commitment to Diversity\)](#) ([III.A.22](#)).



Applicants also address their preparation to work with a diverse workforce at either level of the interview process ([III.A.23](#)).

Supplemental interview questions related to teaching pedagogy and classroom strategies that support different learning styles are included as well as teaching demonstrations to assess teaching skills. Once employed, faculty continue to expand their knowledge and skills and are incentivized through column advancement projects and sabbaticals. Faculty also enhance their qualifications through their participation in a variety of professional development activities identified in Standard [III.A.14](#).

In 2012, Faculty Senate created a new faculty values statement that better reflects the ethical and philosophical perspectives of faculty at Chaffey. The resulting document, the [P.R.I.D.E](#) faculty values statement ([III.A.24](#)), was incorporated into the job announcement and application process. The values articulated in the P.R.I.D.E statement are Participate, Respect, Inspire, Develop, and Engage and describe the central ways in which the faculty contribute to the mission of the College. All faculty applicants are required to write an essay response to the P.R.I.D.E. faculty values statement ([III.A.25](#)) that describes the ways that their teaching philosophies and/or professional experiences are consistent with these values.

For those few programs that do not have a full-time faculty member, the College hires part-time faculty members who meet or exceed the state minimum qualifications and have the experience to augment their educational training.

The College's faculty is composed of a range of new and experienced members. The faculty member with the longest tenure at the College has been here for more than 40 years. The newest faculty members began their employment this semester. Many of the full-time faculty had prior experience as part-time faculty members at the College or other educational institutions. Frequently, part-time faculty members have prior and concurrent experience teaching at other Colleges or universities. The College leverages its faculty's experience to help mentor and otherwise assist new faculty members. The new faculty orientation program, new faculty mentoring, and the online orientation for new part-time faculty members demonstrate the College's commitment to mentoring new faculty (please see Standard [III.A.14](#) for more information).

### Analysis and Evaluation

Chaffey College meets this standard. 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 College. Faculty and leadership at the College engage in extensive dialog annually to come up with an acceptable list for positions. All applicants must provide, both verbally and in writing, evidence of their sensitivity to and understanding of a diverse community college population. Faculty applicants are specifically asked to speak to the Faculty Values (PRIDE) Statement to describe how their teaching philosophy and experience match the values and

goals of the College. Finally, the College employs a sufficient number of faculty members and that faculty has the requisite experience to meet the needs of its educational programs.



### **III.A.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

As with the hiring of faculty, the College relies on the leadership and content knowledge of existing administrators to identify the need for staff and execute the classified prioritization process. New positions are vetted through a review process that includes a third-party, subject matter expert who recommends salary placement based on benchmark comparison and internal alignment. In addition, classified union employees review and approve new positions as necessary.

Qualifications for administrators and other employees are outlined on the position announcement and include the State minimum qualifications, as appropriate, and College-determined desirable qualifications ([III.A.2](#)). The desirable qualifications for academic and classified administrators are determined based on the knowledge, skills, and abilities required to sustain institutional effectiveness and academic quality. The knowledge, skills and abilities required for classified positions are outlined in the position descriptions ([III.A.1](#)). Prior to the announcement of job openings, position descriptions are reviewed and updated by Human Resources staff in conjunction with appropriate department personnel to ensure accuracy and currency.

All job announcements require that applicants demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. At each stage of the process, applicants are assessed on this minimum qualification. At the application stage, applicants are required to explain, in writing, their experience working with persons of diverse backgrounds. Administrator applicants must also explain significant contributions made to promote diversity in previous positions held ([III.A.21](#)). Applicants also address their preparation to work with a diverse workforce at either level of the interview process ([III.A.23](#)).

As stated in [III.A.1](#), applicants are assessed at each stage of the selection process in a manner consistent with [Board Policy \(III.A.10\)](#) and [Administrative Procedure 7120](#) (Recruitment and Selection) ([III.A.11](#)).


Once the position is offered, the candidate must submit official transcripts from accredited institutions and original letters verifying professional experience, if these were relied upon in the selection process.

#### *Oversight of Hiring Processes for Classified and Administrators*

To assure the consistent and fair application of hiring practices for all hiring categories, the Office of Human Resources oversees the hiring processes for all College personnel to ensure fair and equitable application of established and published hiring procedures in accordance with the requirements of Title 5 California Code of Regulations, the California Education Code, and other laws, regulations and practices.

#### Analysis and Evaluation

Chaffey College meets this standard. Qualifications for administrators and classified employees are outlined on the position announcement and include the state minimum qualifications, as appropriate, and College-determined desirable qualifications. The desirable qualifications for academic and classified administrators are determined based on the knowledge, skills, and abilities required to sustain institutional effectiveness and academic quality. Moreover, the needs for administrator and classified positions are based on data and dialog in the program review process and information about hires are shared with the entire College community. All applicants must also provide, both verbally and in writing, evidence of their sensitivity to and understanding of a diverse community College population.



**III.A.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

The Office of Human Resources collects, reviews, and files all official transcripts that confirm required degrees. Degrees from U.S. accredited institutions must be used to meet the College's educational requirements. Additionally, degrees from institutions outside of the United States may be used to meet the College's educational requirements provided that an evaluation, in English, is conducted by a professionally recognized evaluation service, prior to submission of the application materials ([III.A.26](#)). While the College relies on the professional evaluation service for the review of foreign degrees, the College retains the ultimate and final authority to grant equivalency.

## Analysis and Evaluation

Chaffey College meets this standard. The Office of Human Resources ensures that all required degrees are from accredited institutions and that those from non-US institutions have been granted equivalency from a professionally recognized evaluation service. The College retains the full authority and responsibility for establishing the granting of equivalencies.



**III.A.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

In addition to hiring qualified faculty, staff and administration, the College regularly evaluates all personnel on established criteria. The goal of the evaluation is to maximize employee effectiveness and support skills improvement and development.

The College evaluates personnel systematically and at stated intervals as directed in [Board Policy 7150](#) (Evaluation and Professional Growth) ([III.A.27](#)) and [Administrative Procedure 7150](#) (Evaluation) ([III.A.28](#)). In accordance with the Education Code and the collective bargaining agreement, full-time probationary faculty are evaluated each semester during their first two years of employment, and once each year during their third and fourth years of employment. Regular faculty are evaluated once every three years. Part-time faculty are evaluated at least once during their first year of employment and every three years thereafter ([Chaffey College Faculty Association Bargaining Agreement](#), Article 20, [III.A.29](#)).

Probationary classified employees are evaluated at four-, eight-, and twelve-month intervals during their first year of employment. Permanent classified employees are evaluated biennially during the month of the employees' anniversary date ([California School Employees Association Bargaining Agreement](#), Article 7, [III.A.30](#)). Probationary confidential employees are evaluated at six- and twelve-month intervals during their first year of employment with the District and every two years thereafter. Confidential employees are evaluated in the same manner as classified employees pursuant to the Confidential Personnel Plan ([III.A.31](#)). Managers are evaluated during each of their first two years of employment with the District and every three years thereafter ([Management Professional Development/Evaluation Personnel Plan](#), Article 7, [III.A.32](#)).

Each respective bargaining unit or professional development plan details the components of the evaluation cycle. The College and each bargaining unit agree on content of the evaluation forms. All forms are posted on the Z-drive for easy retrieval. Links to the forms are as follows:

- Faculty ([III.A.33](#))
- Classified employees ([III.A.34](#))
- Confidential employees ([III.A.35](#))
- Management employees ([III.A.36](#))

Human Resources notifies the supervising manager every quarter of the pending evaluations required to be completed during the calendar year. For classified positions, reminder notices are also sent to the area vice president if the evaluations are not submitted by the 10<sup>th</sup> of the month in which they are due. If the classified evaluation is not submitted in a timely manner, the immediate supervisor must provide an explanation on the evaluation form as to the reason for the delay ([III.A.37](#)). As evidence that the evaluations are conducted in a timely manner, the attached spreadsheet shows the evaluation due dates for all employee groups ([III.A.38](#)).

Key components of the evaluation process are to recognize excellent and satisfactory performance in the areas of assignment and in accomplishing College goals and objectives, to identify areas of performance needing improvement, and to document unsatisfactory performance. If improvement is required, an improvement plan is developed which provides specific areas of needed improvement, means of improvement, resources available, and a timeframe within which the improvement is to be accomplished. Written improvement plans are forwarded to the evaluatee, the appropriate administrator, and the Office of Human Resources.

#### Analysis and Evaluation

Chaffey College meets this standard. Tenure-track (contract) faculty are evaluated each semester during their first two years of employment and once each year during their third and fourth years of employment. Regular faculty are evaluated once every three years. Part-time faculty are evaluated at least once during their first year of employment and every three years thereafter. Probationary classified employees are evaluated three times during their first year of employment and biennially thereafter. Managers are evaluated during each of their first two years of employment and every three years thereafter.

The College has established written criteria in the collective bargaining agreements and employment plans for evaluating all personnel, which includes performance of assigned duties, participation in College-wide responsibilities, and other activities as appropriate. Key components identified in the contracts are to recognize excellent and satisfactory performance in the areas of assignment and in accomplishing the College's goals and objectives, to identify areas of performance needing improvement, and to document unsatisfactory performance. If improvement is required, an improvement plan is developed which provides specific areas of needed improvement, means of improvement, resources available, and a timeframe within which the improvement is to be accomplished.



**III.A.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.

#### Evidence of Meeting the Standard

One method by which programs (and the faculty and staff within them) are evaluated with respect to student learning outcomes is through the College's Program and Services Review (discussed in Standard [I.B.5](#)) Part of the reflection component of program review involves a review of each department's assessment and their progress in following their chronological assessment plans for student learning outcomes. The Outcome and Assessment Committee (OAC) reviews student learning outcomes implementation, assessment, and improvement processes and issues an evaluation of each program's performance ([III.A.39](#)).

More formally, the faculty collective bargaining agreement ([III.A.29](#)) stipulates in Article 18.2.3 (professional service, p.38) that faculty participation in the development and implementation of student learning outcomes is a required component of professional service. Peers and the first-level manager (dean) evaluate a faculty member's professional service during the regular evaluation process (pp. 57-67). The evaluation process ensures that participation in the development and implementation of the full student learning outcomes process occurs each cycle. Additionally, to clarify how faculty are to include that information during the evaluation cycle, the College and the Chaffey College Faculty Association developed a best practice in 2012 that states the following:

Faculty evaluations are not affected by assessment results although faculty are responsible for participation in the process. Faculty should speak to their involvement in the SLO process in their self-evaluation ([III.A.40](#)).

Syllabi are included as part of the evaluation process. Faculty are expected to have student learning outcomes listed in their syllabi. Faculty Senate includes this expectation in its Syllabi Best Practices document that is emailed to all faculty each semester ([III.A.41](#)), and the deans verify that syllabi do, in fact, contain the correct SLOs (please see Standard [II.A.3](#)).

In spring 2016, the College held a joint meeting with the Academic Issues Group (representing the Faculty Senate) and the Labor Management Committee (representing faculty) to discuss inclusion of student learning outcome participation in part-time faculty members' evaluations ([III.A.42](#)). The Evaluation Forms Committee which includes representatives from the management, Faculty Senate, and CCFA was charged with incorporating language into



the existing observation forms that would address both the SLO and syllabi accreditation standards. The Evaluation Forms Committee revised all existing faculty observation forms to include statements about syllabi with student learning outcomes and the faculty member's participation in the student learning outcomes processes ([III.A.43](#)). The same forms are used for both full-time and part-time faculty evaluations. As of the writing of this self-evaluation report, approval of the forms by CCFA and the College had not yet occurred.

With the approval of the superintendent/president, the associate superintendent of instruction and institutional effectiveness, the associated superintendent of business and economic development, and the vice president of student services met with the deans to discuss inclusion of student learning outcomes participation into the management behavioral rating scale ([III.A.44](#)). Question #15 on the rating scale was changed to read as follows:

To what extent does this manager facilitate the assessment and evaluation of student learning outcomes processes? This includes:

- Setting expectations
- Monitoring compliance
- Providing resources as necessary
- Engaging in those conversations

The new behavioral rating scale goes into effect in fall 2016 after vetting all managers at the annual management retreat in summer 2016.

Beyond including a question in the behavioral rating scale for managers, the deans in particular are expected to ensure that programs and departments are fully compliant with the Outcome and Assessment Committee's standards and are actively involved in all aspects of the student learning outcomes process. To that end, academic administrators ensure that student learning outcomes have been developed and implemented by meeting with faculty to ensure that the student learning outcomes match the course outline of record and participating in the review process of department and program assessment. During these conversations, full-time faculty often inform the deans of part-time faculty involvement in the student learning outcomes processes.

Employees in instructional support and student services are often partners with faculty in the management of student learning outcomes processes. For example, tutors and other instructional assistants who work in student support services (e.g., [Success Centers](#), Libraries, and Student Services) are trained and meet regularly with faculty to discuss SLOs. To ensure outcomes are driving student interactions with tutors, SLOs are regularly discussed in training sessions before the semester begins and throughout the term ([III.A.45](#)). Tutors often facilitate the actual assessment process for learning outcomes since many assessments are pre- and post-tests of the learning experience.

Instructional Assistants are the primary personnel responsible for consolidating results and analyzing data with the support of Institutional Research. Success Centers have program-specific SLOs and also use a framework of network-wide assessments to ensure continuity and

consistency. Since tutors and instructional assistants provide the bulk of direct contact with students, it is critical that Success Center faculty include these groups in all aspects of SLO development, implementation, and evaluation. Regular feedback through staff meetings and end-of-semester self-evaluation evidence ensure the SLO process is monitored and refined for meaningful impact. The College is currently reviewing the evaluation process for classified personnel in student services and instructional support programs with regard to the expectation to use assessment results in evaluations. The supervising first-level manager evaluates the employee's participation in this activity as it is regarded as part of the employee's total performance ([III.A.30](#)). Additionally, the employee is able to speak to this activity in his or her self-evaluation.

### Analysis and Evaluation

Chaffey College meets this standard. Faculty are required to participate in the development and implementation of SLOs. They are provided information from the Faculty Senate on Best Practices and they are offered training through the Faculty Success Centers. Development and implementation of SLOs are part of the faculty member's professional development. Likewise, academic administrators are expected to ensure that the programs and departments are meeting the College's standards for SLOs and are providing faculty with adequate resources, guidance, and review to ensure success in this area.



Although the College meets the standard, it recognizes that additional work is needed to strengthen this standard. The revised evaluation forms for faculty need to be formally agreed upon through the negotiations process. The College also needs to review and determine whether some classified evaluation forms need to be adjusted to comply with the standard.



**III.A.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

The College's faculty is of sufficient size and experience to support its educational programs, and the College has a robust process for determining the need for faculty positions. As noted in the College's Educational Vision and Integrated Planning Model ([III.A.46](#)), all programs complete Program and Services Review ([III.A.47](#)). As part of the PSR process, programs assess their needs with respect to faculty positions. The College has a prioritization process

for faculty positions that includes assessment and discussion of the College's need for specific faculty positions ([III.A.48](#), pp. 56-57). The following evidence is provided:

- Deans meeting notes for faculty prioritization, 2012-2016 ([III.A.49](#))
- President's Cabinet notes ratifying prioritized lists ([III.A.50](#))
- Spreadsheet of faculty hires, 2012-2016 which demonstrates the College hired faculty positions according to the prioritized order ([III.A.51](#))

After the prioritization process has been completed, the Executive Leadership Team meets with the superintendent/president to review the number of faculty positions that can be hired based on the College's financial position and the Faculty Obligation Number. Notably, the College has always exceeded the Chancellor's Office required faculty obligation number ([III.A.51](#)).

The College has at least one full-time faculty member for most of the educational programs offered by the College and, at the time of this writing, had 219 full-time faculty positions ([III.A.38](#)). In all cases, faculty have met or exceeded the state minimum qualifications.

In most programs, the full-time faculty is augmented with part-time faculty (as of this writing, the College had 866 part-time faculty). In many instances, these part-time faculty members are actively working in the field in which they are teaching. This fact is true of both transfer and CTE programs. For example, the accounting faculty includes many part-time faculty members who are also engaged in the practice of public accounting or work as corporate controllers. Similarly, the part-time faculty in the Automotive Technology and Aviation Maintenance Technology programs are working in their fields and bring the latest developments in their industries to the classroom. Currency is an important aspect of students' education, helping to ensure that students are prepared to enter the workforce.

To ensure that the College attracts and retains highly qualified faculty, the salaries negotiated in the collective bargaining agreement are developed using a collaborative, interest-based approach. Consequently, salaries are determined to be competitive and affordable prior to ratification and implementation ([III.A.52](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The College has assured that a sufficient number of qualified faculty are employed to ensure quality educational programs and services. As funding has become available, vacancies have been filled, and new positions have been thoughtfully considered in conjunction with the PSR process prior to prioritization and recommendation.



**III.A.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

With respect to part-time faculty members, significant efforts have been made to extend professional development opportunities that mirror the quality of those extended to full-time faculty members through the [Faculty Success Center](#) (FSC, [III.A.53](#); please see Standard [III.A.14](#)). The FSC supports faculty innovation and effectiveness by providing ongoing opportunities for all faculty to engage in learning and sharing specific instructional strategies, innovative teaching techniques, emerging technology, assessment strategies, cognitive and affective aspects of learning, and other aspects of the scholarship of teaching and learning. The numerous teaching and learning opportunities offered by the FSC aim to inspire faculty innovation, effectiveness, and engagement resulting in improved student success. Part-time faculty have full access to these opportunities, examples of which include the following:

- An online orientation that provides an overview of the topics covered in the full-semester orientation for full-time faculty ([III.A.54](#)).
- A series of [success-on-demand](#) training sessions ([III.A.55](#)) are available online. Most of these training sessions include video clips and similar content of workshops conducted on the campus modified for online learning and, thus, contain the similar deep learning experienced by those faculty members who attended.
- An intensive [Faculty Summer Institute](#) ([III.A.56](#)) which includes part-time faculty who are compensated for their participation.
- Paid participation in the College's [Faculty Inquiry Teams](#) ([III.A.57](#)) which explore important campus-wide research issues designed to improve student learning and success.

Like the full-time faculty, part-time faculty learn about College operations, procedures, policies, pedagogical expectations and strategies, syllabus design, SLOs, and culturally responsive teaching. In an attempt to get more individuals to watch the online orientation, the associate superintendent of instruction and institutional effectiveness directed the deans to offer compensation to all part-time faculty who would complete the online training. Additionally, the deans hold part-time training sessions during FLEX each semester to provide additional access to College administration and important information.

Finally, many part-time faculty members serve on committees and are involved with the Faculty Senate and the Chaffey College Faculty Association ([III.A.58](#)), and all part-time faculty are evaluated consistent with the CCFA collective bargaining agreement ([III.A.29](#), pp. 57-67). Part-time faculty also participate in the identification and assessment of student learning outcomes through departmental discussions and activities. In cases where there is no full-time faculty member, part-time faculty work closely with a full-time faculty coordinator of the discipline to address all of the departmental requirements. On occasion, part-time faculty have been compensated to develop student learning outcomes when the discipline was outside the coordinator's expertise.

### Analysis and Evaluation

Chaffey College meets this standard. Part-time faculty are encouraged to attend a wide array of professional development opportunities through FLEX and the Faculty Success Center. Many of these opportunities include compensation for participation. Additionally, the FSC has ensured that on-demand training is available for part-time faculty who have difficulty attending workshops in person. The Faculty Success Center provides multiple avenues for faculty to engage in professional learning of varying intensity. One-hour workshops are offered regularly throughout the primary terms and are assessed with post-workshop surveys. Seminars (four- or eight-hour activities) allow for more in-depth learning and application of principles and strategies (FSC Fall 2013 schedule). Finally, part-time faculty are encouraged to attend the FSC Summer Institute.



**III.A.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

As described in Standard [III.A.7](#), the need for classified positions is determined through the PSR process and is explained in the Educational Vision and Integrated Planning Model ([III.A.46](#), p. 58, [III.A.47](#)). However, the process used for prioritizing new classified positions is new and was used for the first time in spring 2016 ([III.A.59](#)).

In spite of the state budget crisis, the College maintained a sufficient number of staff to support the effective operations of the College (299 at the time of this writing, [III.A.38](#)). Sufficient staffing was maintained through creative problem solving initially with the use of budget relief staff, and later through temporary reassignments and temporary work above classification opportunities. In addition to temporary upgrade opportunities, over-time work was sometimes

required, and short-term workers temporarily performed lower-level duties. The contributions of staff ensured that the College was able to support the effective educational, technological, physical, and administrative operations of the institution. As the state budget crisis eased, the classified vacancies have been restored to pre-recession numbers. Despite the enormity of the task, in 2013-14, the College hired 58 classified employees; and in 2014-15, the College hired 35 classified employees. All of the individuals hired either meet or exceed the required qualifications posted for the position.

To ensure that the College attracts and retains highly qualified staff, the salaries negotiated in the collective bargaining agreements are developed using a collaborative, interest-based approach. Consequently, salaries are determined to be competitive and affordable prior to ratification and implementation ([III.A.60](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The College used its lean years to offer opportunities to existing staff, which, in turn, broadened and strengthened expertise. As funding has become available, vacancies have been filled, and new positions have been thoughtfully considered. Staff are providing quality educational, technological, physical, and administrative support to ensure that students meet their academic objectives.



**III.A.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

As noted in Standard [IV.B.2](#), the superintendent/president plans, oversees, and evaluates an administrative structure that ensures the effective operation of the College. Despite the economic challenges confronted during this review period, the College maintained a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services. By hiring, training, and retaining administrators who meet or exceed the state minimum qualifications, and during the recession, by temporarily merging vacant assignments under administrators with compatible expertise and leadership skills, the College maintained sufficient administrative staff. Additional assignments largely fell to the deans, and while the cost savings to the College were significant, one person performing two positions was not sustainable in the long run. With the end of the recession, the College's funding has been restored. Consequently, the dean positions have undergone evaluation, and restoration of deans will need to be determined. Even though not all of the deans positions




have been restored, significant efforts have been made to re-fill critical management positions. At the time of this writing, the College had 17 academic administrators and 19 classified administrators ([III.A.38](#)).

Additionally, the College's administrative organization was reorganized during the 2014-15 academic year to formalize the merging of compatible areas, to maximize efficiencies, and to minimize costs. For example, Human Resources was merged with Business Services thereby eliminating redundancy in administrative oversight and support staff while providing sufficient expertise and leadership ([III.A.61](#)).

To ensure that the College attracts and retains highly qualified administrators and managers, the salaries developed in the employment plans are reviewed based on benchmark comparisons. Consequently, salaries are determined to be competitive and affordable prior to approval and implementation ([III.A.32](#)).

### Analysis and Evaluation

Chaffey College meets this standard. Despite budget limitations, the College has always ensured 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 prior to prioritization and recommendation.



**III.A.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

Consistent with [Board Policy 2410](#) ([III.A.62](#)) and [Administrative Procedure 2410](#) (Board Policies and Administrative Procedures) ([III.A.63](#)), the College establishes, publishes, and adheres to written policies and procedures. All of the Human Resources policies and procedures ([Chapter 7 of the Policy Manual, III.A.64](#)) have been reviewed and updated since the last accreditation visit ([III.A.65](#)).

The College ensures consistent and equitable application of personnel policies and procedures through new employee orientations, topical trainings, and regular communication with the leaders of the associations and the Faculty and Classified Senates. As the College engages in Human Resources practices, such as the selection of new employees, a copy of the policy and

procedure is provided and a review is conducted. Additionally, since the College practices interest-based problem solving for labor negotiations and labor management committees, open dialog among employment groups facilitates communication and helps to ensure that the policies and procedures are equitably administered ([III.A.66](#)).

### Analysis and Evaluation

Chaffey College meets this standard. Written board policies and administrative procedures guide the Human Resources function at the College. All of these documents are posted on the College's website. The College ensures consistent and equitable application of the policies and procedures, and whenever questions or confusion arises, the College uses its shared governance processes and structures to clarify or ameliorate as appropriate. The Human Resources Department undergoes program and services review and is thus connected with the larger planning efforts at the College.



**III.A.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

The College maintains programs, practices, and services that support its diverse personnel. The Equal Employment Opportunity (EEO) Plan reflects the College's commitment to equal employment opportunity ([III.A.67](#)). It is the College's practice to take active and vigorous steps to ensure equal employment opportunity and create a working and academic environment, which is welcoming to all, and to foster diversity and promote excellence. The Plan is intended to foster a working and learning environment that promotes diversity, inclusion, and equal employment opportunities and also reflects the College's commitment to hire and retain faculty and staff who are sensitive to, have understanding of, and respect for the diverse community they serve. The EEO Plan includes processes for developing and implementing strategies that promote diversity. Pursuant to the Plan, as noted in Standard [III.A.1](#), prior to participating in the hiring process, all employees receive oral and written guidance regarding equitable and fair treatment in the selection process.

As reflected in the EEO Plan, the President's Equity Council (PEC) serves as the equal opportunity advisory committee to the Equal Employment Opportunity Officer and the College as a whole to promote understanding and support of equal employment opportunity policies and procedures. The College has a long history of engaging in equity assessment. President's Equity Council (PEC) has conducted campus climate surveys periodically, surveying students,

full-time faculty, part-time faculty, classified professionals, and administrators. Within- and among-group findings were disaggregated by numerous demographic characteristics and disseminated by PEC through a series of briefs and reports to the campus community ([III.A.68](#), [III.A.69](#)). More recently, campus-based research conducted in support of the 2014 and 2015 [Student Equity Plans](#) ([III.A.70](#)) has been widely shared with students, faculty, staff, and administration.

Appreciation for diversity at the College is first demonstrated by the fact that all applicants are required to address their experience working with persons of diverse backgrounds on the College's application for employment. In addition, interview questions are used to assess prospective employees' experiences and attitudes towards diversity. Reference checks incorporate an evaluation of a prospective employee's prior experience working effectively with a diverse population ([III.A.21](#), [III.A.23](#)).

The College offers online training sessions in non-discrimination to all employees to ensure awareness of the College's commitment to an environment that embraces the diversity of the communities the College serves. In addition, the Classified Success Network offers training opportunities ([III.A.71](#)) to meet the needs of the diverse population in areas such as these:

- Promoting Success Among a Diverse Population
- Recognizing Relational Styles, part 1 and 2
- President's Equity Council presentation
- Behavioral Intervention Team (BIT) presentation
- Working with Students with Disabilities

The Faculty Success Center also offers training ([III.A.72](#)) to promote diversity in areas such as culturally responsive teaching, unconscious bias, and stereotype threat. Issues of diversity, culturally responsive teaching, and efforts to reduce the achievement gap among students are key concepts covered in the new faculty orientation program ([III.A.73](#)). New classified employees also attend new employee orientation wherein the diversity of the College community is highlighted ([III.A.74](#)).

The College regularly assesses its record in employment equity and diversity and disseminates this information. The Recruitment Analysis Monitoring Report charts the applicant flow for classified staff, full-time faculty, and management positions. In addition, the report provides a five-year comparison among demographics for classified staff, full-time faculty, and management employees groups ([III.A.75](#)). As reflected in the 2014-15 Recruitment Analysis Monitoring report, the percentage of applicants from underrepresented groups (Hispanic, African American, Native American, and Asian/Pacific Islander) was 59 percent. Fifty-seven percent of applicants from underrepresented groups were selected. The College widely recruits diverse faculty and staff and selects candidates consistent with the workforce represented. In cases where the underrepresented candidates do not perform consistent with the applicant pool data, Human Resources reviews its processes to ensure that no artificial barriers are present. This review includes but is not limited to: reposting positions when the applicant pool is too small, ensuring that sufficient time and broad advertising efforts are employed, and ensuring that the selection committees are deliberating consistent with training and College expectations.

The College also utilizes the reporting through the California Community College Registry job bank for review of the demographic data for applicants for part-time instructor positions ([III.A.76](#)) and compares its workforce composition with that of the service area and the student population ([III.A.77](#)). The College also reports employee characteristic information in the Fact Book ([III.A.78](#), pp. 87-95).

The College aims to promote diversity in new faculty hires by convening diverse hiring committees. Starting in the 2015, the College adopted a hiring committee checklist designed to help achieve diversity in hiring committees by checking for the following:

- Subject matter expertise
- Diversity between long-time and recently hired faculty
- Gender diversity
- Diversity representative of the College's community and the community it serves
- Proper representation of administrative and classified employees

This checklist was discussed, modified, and approved by the Faculty Senate ([III.A.79](#)). The Faculty Senate reviews proposed hiring committees to ensure that proper consideration is given to the above factors when a hiring committee is proposed ([III.A.80](#)).

### Analysis and Evaluation

Chaffey College meets this standard. Through its policies and practices, the College creates and maintains appropriate programs, practices, and services that supports its diverse personnel. The College regularly monitors and assesses its record in employment equity and diversity consistent with its mission. The College's EEO Plan reflects the College's commitment to ensuring a fair and equitable hiring process and maintaining a diverse employee population. The President's Equity Council reviews the College's hiring practices and provides recommendations for addressing underrepresentation in selection. Diversity in the hiring process is highlighted beginning with the application and interview process and continues throughout employee's tenure with the College. The robust faculty and classified staff new employee orientation programs address issues in diversity. In addition the Faculty Success Center and Classified Success Network both offer training opportunities that speak to the diversity in the campus community. The College offers online training sessions in non-discrimination to all employees to ensure awareness of the College's commitment to an environment that embraces the diversity of the communities served.



The College recognizes that maintaining a diverse workforce supports all students, but particularly students of color. In the Quality Focus Essay, the College has identified activities to expand mentoring programs for all constituent groups (e.g., faculty, staff, and students) and to review and update all aspects of the hiring process through an equity lens (G3.O2, G3.O3).



**III.A.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 3050 \(III.A.81\)](#) and [Administrative Procedure 3050](#) (Institutional Code of Ethics) ([III.A.82](#)) detail the institutional expectations for behavior which include being honest, respectful, and working to develop a climate of trust and support. Violations of the institutional code of ethics are reported to the superintendent/president or his designee for appropriate action as determined by law and the applicable collective bargaining agreement or employment plan ([III.A.29](#), [III.A.30](#), [III.A.31](#), [III.A.32](#)).

As discussed in Standard [IV.C.1](#), the Governing Board adheres to standards of practice as documented in [Board Policy 2715](#) (Code of Ethics/Standards of Practice) ([III.A.83](#)).

Faculty Senate has created several Best Practices in the [Faculty Handbook \(III.A.84\)](#) (faculty information section) to promote ethical approaches to instructional issues such as syllabus design, adding students, dropping students, and faculty office hours. Other examples of faculty leadership in this regard are the [Ethics Across the Curriculum Committee \(III.A.85\)](#) and the P.R.I.D.E. faculty values statement ([III.A.22](#); please see Standard [I.C.8](#)). Additional resources related to ethical standards are also available in the resources section of the faculty handbook ([III.A.86](#)).

Similarly, Classified Senate has an additional code of ethics that speak to standards of transparency in communication, equal treatment and respect, and maintaining currency and competence through professional development ([III.A.87](#)).

#### Analysis and Evaluation

Chaffey College meets this standard. After the last comprehensive visit, the College used the shared governance process to develop an institutional code of ethics and address potential violations. That activity is documented in the cited reports to ACCJC. There is a mechanism through which the College addresses complaints, reviews the findings and takes, as appropriate, any actions for violations of the code.



**III.A.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

The College has a strong commitment to the professional development of employees and students. Three primary structures provide the guidance and planning of professional development efforts: the Professional Development Committee, the Faculty Success Center Advisory Committee, and the Classified Success Network.

The [Professional Development Committee \(III.A.88\)](#) meets regularly to plan, organize, and assess professional learning opportunities for College employees. The purpose of professional development activities is to provide resources, tools, strategies, and knowledge that improve the instruction and services of the College, ultimately enhancing student success. Two or three times each year, the Professional Development Committee organizes FLEX activities and workshops that provide opportunities for faculty and staff to improve their knowledge, skills, and strategies. FLEX workshops typically fall into one of four categories: 1) Equity Strategies, 2) Student Success Strategies, 3) Distance Education, and 4) Resources/Services/Important College Information. Employees can receive a certificate in one or more strands if they attend three or more workshops in the first three categories ([III.A.89](#), p.8). The Professional Development Committee also coordinates with the President's Office and Marketing in planning and facilitating a campus-wide welcome-back event (Convocation in the fall semester and Welcome Back in the spring semester) for all employee groups. These welcome-back events include instructional strategies and often a focus on equity-related issues, and student learning outcomes ([III.A.90](#), [III.A.91](#)). All FLEX activities are assessed using an online survey ([III.A.92](#)). The Professional Development Committee reviews the survey results for future planning ([III.A.93](#)).

In order to support faculty innovation and effectiveness, the [Faculty Success Center \(FSC\) \(III.A.53\)](#) provides ongoing opportunities for faculty to engage in learning and sharing specific instructional strategies, innovative teaching techniques, emerging technology, assessment strategies, cognitive and affective aspects of learning, and other aspects of the scholarship of teaching and learning. The numerous teaching and learning opportunities offered by the Faculty Success Center aim to inspire faculty innovation, effectiveness, and engagement, resulting in improved student success. The FSC Facilitator and the FSC Advisory Committee, who engage in thoughtful discussions about needs assessment results and programming for the FSC, jointly manage the FSC ([III.A.94](#), [III.A.95](#)).



The Faculty Success Center provides multiple avenues for faculty to engage in professional learning of varying intensity. The FSC offers one-hour [workshops](#) (III.A.96) regularly throughout the primary terms, which are assessed with post-workshop surveys (III.A.97). [Seminars](#) (III.A.98) (four- or eight-hour activities) allow for more in-depth learning and application of principles and strategies and are assessed with pre- and post-seminar surveys (III.A.99). [Success on Demand](#) workshops (III.A.55) are online activities created to provide professional development around instructional strategies and effective teaching methods for part-time faculty. These online activities are assessed through the FLEX online assessment process (III.A.100). [Faculty Summer Institutes \(FSIs\)](#) (III.A.56) are offered every summer and provide faculty participants with intensive learning around specific themes which are evaluated regularly (III.A.101).

In order to provide new full-time faculty with support in teaching and effectiveness as employees of the College, the Faculty Success Center partners with the Faculty Senate to provide a semester-long New Faculty Orientation. New full-time faculty members have release time, as part of their assignment in the fall semester, so they can meet weekly and learn about College processes, teaching and learning strategies, equity-related issues, resources and services at the College, and other important skills and knowledge to be successful faculty members at the College (III.A.102). Evaluations are conducted each year to measure the effectiveness of the program (III.A.103).

New part-time faculty members are provided on-demand support through an [online faculty orientation](#) created and implemented in spring 2015. New faculty learn about College operations, procedures, policies, pedagogical expectations and strategies, syllabus design, SLOs, and culturally responsive teaching (III.A.104).

The most intensive experience is offered to a small group of faculty each year through [Faculty Inquiry Teams](#) (III.A.57). Every year since 2011 the College has embraced the FITs to research equity and success topics. Each year, faculty apply to participate in a year-long research project around a specific campus-wide issue. Under the oversight of the Faculty Success Center Facilitator and the Faculty Senate, a group of 10-12 faculty members (including part-time) are paid to research a College-specific topic, which is usually identified through either the Enrollment and Success Management Committee or the Faculty Success Center. One or two Faculty Inquiry Teams conduct research and then share their research with the College community. The FITs conclude their work with recommendations for effective or innovative practices or recommended policy or procedural changes that should be considered. The FIT for the 2015-2016 academic year is entitled, [Panthers Taking the Leap: Promoting Success in First Generation College Students](#) (III.A.105). Prior FITs were as follows:

- 2014-2015
  - [Student Pathways - From Imagination to Reality: Building Students' Capacity for Goal Attainment](#) (III.A.106)
- 2013-2014
  - [Perceptions and Experiences in Learning Math](#) (III.A.107)
  - [Perceptions and Experiences in Reading and Writing Across the Curriculum](#) (III.A.108)

- 2012-2013
  - [Faculty-Student Engagement Outside the Classroom \(III.A.109\)](#)
- 2011-2012
  - [Distance Education \(III.A.110\)](#)
  - [Accelerated Learning \(Fast Track\) \(III.A.111\)](#)

The College ensures that classified employees possess the necessary qualifications by providing them with opportunities to develop professionally through Classified Success Network workshop offerings as well as a New Employee Orientation, co-sponsored by Human Resources and the Classified Senate ([III.A.112](#)).

The College provides two to four [Classified Success Network \(III.A.113\)](#) workshops each month during fall and spring and one per month during the summer ([III.A.114](#)). Employees have the opportunity to inform the Classified Success Network of their training needs. The program is evaluated regularly through pre- and post-assessments ([III.A.115](#)). The programming is designed as a result of dialog among the Classified Success Network Advisory Committee, attendance statistics, and assessments that are conducted every three years to identify thematic topics of interest among classified professionals ([III.A.116](#), [III.A.117](#)).

In addition, once or twice yearly, one employee is given the opportunity to attend an off-site seminar paid for by the Classified Success Network. The Classified Success Network selects the topics based on previously identified needs. Pre- and post-assessment are distributed at most workshops with a few having a feedback form distributed only at the end ([III.A.118](#)).

[E-books and books \(III.A.119\)](#) have been purchased by the Classified Success Network and are housed in the Chaffey College library. Although the books are available for checkout to the public, they have been selected with classified employee's needs in mind. Topics include email and time management, computer applications, and customer service skills.

A Quick Tip-of-the-Month is sent out to all classified employees through email. These short documents are shared by other employees and provide helpful information such as grammar rules, computer shortcuts, customer service skills, and stress management tips. All [Quick Tips \(III.A.120\)](#) are posted and archived on the CSN website for easy employee access. Instructional handouts from past workshops are posted to the website as well.

The Classified Success Network Advisory Committee puts on an annual awards ceremony to recognize employees who have developed professionally by attending three or more CSN training workshops the previous year.

Managers are provided professional learning opportunities through the Chaffey Alliance of Management Professionals (CAMP), a monthly meeting for all campus managers and administrators. In these sessions, the group discusses current issues and problem-solving strategies. Additionally, the superintendent/president sponsors an annual management retreat in which managers and administrators gather to explore timely topics and receive updates about issues affecting the College as a whole ([III.A.121](#)). Finally, the deans meet weekly

with the associate superintendent of instruction and institutional effectiveness. Many of those meetings include the discussion of leadership, problem-solving, and institutional effectiveness ([III.A.122](#)).

Career Technical Education Advisory Committees are organized to provide advice and assistance to the faculty and administrators of career technical education programs. These committees are made up of knowledgeable and committed volunteer professionals from local businesses and industries as well as educational institutions whose experience and abilities represent a cross section of the career technical education area. CTE Advisory Committees usually meet once or twice annually to discuss trends in the workforce, employment, and employability standards. Using Labor Market studies and projections and individual experiences, these professionals offer advice and support that contribute significantly to the programs' improvements. Together the faculty and other committee members develop best practices for measuring curriculum effectiveness and currency. Among topics routinely discussed are skills assessments and recommended course and curriculum improvements. Routinely, faculty within a program update and develop courses, certificates, and degree programs based upon the Advisory Committees' recommendations and labor market needs assessments ([III.A.123](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The Professional Development Committee, the Faculty Success Center Advisory Committee, and the Classified Success Network provide multiple ongoing opportunities for professional development. The College has a wide variety of professional development programs offered at the College and funds are made available for faculty, staff and administration to attend conferences and other learning events. The identification of professional development needs of the faculty and other personnel are based on evidence. The College evaluates the professional development offerings and opportunities on a regular basis.



The past two Faculty Summer Institutes focused on issues of equity, diversity, and culturally responsive teaching. Faculty examined the existence and causes of achievement gaps. Topics included stereotype threat, cultural capital, inclusive teaching methodologies, and social identity. Faculty feedback from the College revealed a change in both beliefs and instructional strategies when the training was longer and more in-depth.

Efforts like this have led the College to pursue more intensive training on matters of equity. To date, approximately 30 employees have gone through VISIONS training consisting of four, eight-hour training days on topics including the difference between diversity and multiculturalism, the process of change, and modernized oppressive behaviors versus alternative productive behaviors ([III.A.124](#)). The thirty employees, in collaboration with the Human Resources Department and the President's Equity Council, have continued to meet after the training and are currently developing College-wide training and other methods to improve College processes. These activities are tied to one of the main goals in the Quality Focus Essay (Equity) and are reflected in two specific objectives (G.3.02).



**III.A.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

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) ([III.A.125](#)). Electronic files may be 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.29](#), [III.A.30](#)). Only authorized individuals may review personnel files. Additionally, the Human Resources Office is secured with its own key (keys are only issued to Human Resources staff) to increase security.

#### Analysis and Evaluation

Chaffey College meets this standard. 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 College processes. Employees may review their personnel records in accordance with the collective bargaining agreements and the law.



## Evidence List for Standard III.A

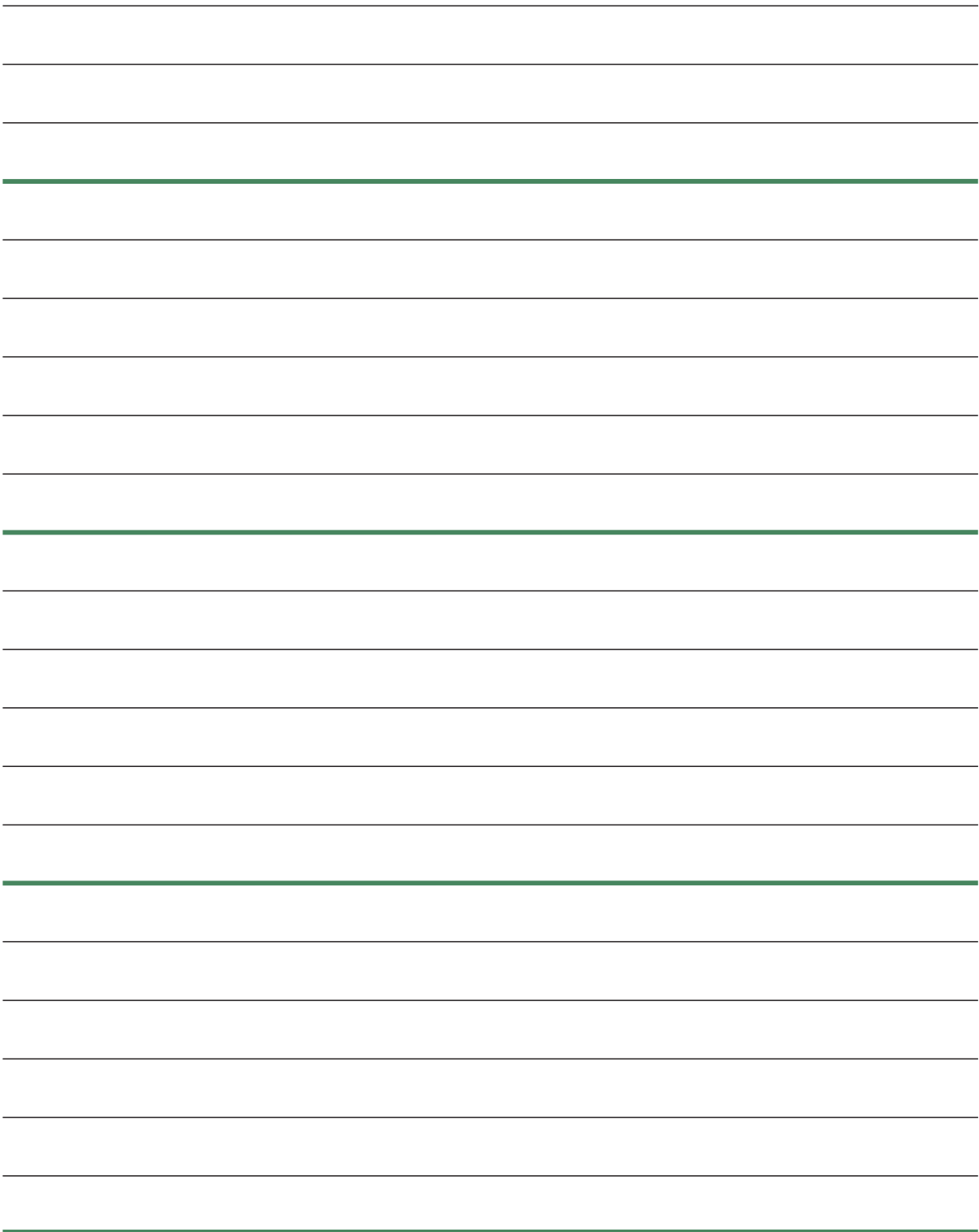
<a href="#"><u>III.A.1</u></a>	Job descriptions
<a href="#"><u>III.A.2</u></a>	Job announcements—faculty and administration
<a href="#"><u>III.A.3</u></a>	Job announcements—classified
<a href="#"><u>III.A.4</u></a>	Human Resources webpage screenshot—advertising positions
<a href="#"><u>III.A.5</u></a>	California Community College Registry link
<a href="#"><u>III.A.6</u></a>	HigherEd Jobs link
<a href="#"><u>III.A.7</u></a>	Inside Higher Ed link
<a href="#"><u>III.A.8</u></a>	Monster link
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<a href="#"><u>III.A.10</u></a>	Board Policy 7120
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<a href="#"><u>III.A.22</u></a>	Board Policy 7100
<a href="#"><u>III.A.23</u></a>	Diversity questions
<a href="#"><u>III.A.24</u></a>	P.R.I.D.E. faculty values statement
<a href="#"><u>III.A.25</u></a>	Job application showing P.R.I.D.E.
<a href="#"><u>III.A.26</u></a>	Foreign transcript statement
<a href="#"><u>III.A.27</u></a>	Board Policy 7150
<a href="#"><u>III.A.28</u></a>	Administrative Procedure 7150
<a href="#"><u>III.A.29</u></a>	CCFA CBA
<a href="#"><u>III.A.30</u></a>	CSEA CBA
<a href="#"><u>III.A.31</u></a>	Confidential Personnel Plan
<a href="#"><u>III.A.32</u></a>	Management Personnel Plan
<a href="#"><u>III.A.33</u></a>	Faculty Evaluation Forms
<a href="#"><u>III.A.34</u></a>	Classified Forms

<a href="#"><u>III.A.35</u></a>	Confidential Forms
<a href="#"><u>III.A.36</u></a>	Management Forms
<a href="#"><u>III.A.37</u></a>	Evaluation notification process
<a href="#"><u>III.A.38</u></a>	Evaluation due dates for all employees
<a href="#"><u>III.A.39</u></a>	OAC Research Report
<a href="#"><u>III.A.40</u></a>	CCFA Best Practice: SLOs and Evaluation
<a href="#"><u>III.A.41</u></a>	Faculty Senate Syllabus Email
<a href="#"><u>III.A.42</u></a>	AIG - LMC Joint Meeting Notes
<a href="#"><u>III.A.43</u></a>	Revised Faculty Observation Forms
<a href="#"><u>III.A.44</u></a>	Deans summary notes and revised management form
<a href="#"><u>III.A.45</u></a>	Classified evidence—SLOs
<a href="#"><u>III.A.46</u></a>	Educational Vision and Integrated Planning Model
<a href="#"><u>III.A.47</u></a>	PSR Handbook 2016
<a href="#"><u>III.A.48</u></a>	Deans meeting notes, Faculty Prioritization 2016-2012
<a href="#"><u>III.A.49</u></a>	President Cabinet notes, Ratification of Prioritized Lists
<a href="#"><u>III.A.50</u></a>	Faculty Hires, 2016-2012
<a href="#"><u>III.A.51</u></a>	FON Certifications, 2015-2011
<a href="#"><u>III.A.52</u></a>	Negotiations Guidelines—Faculty
<a href="#"><u>III.A.53</u></a>	Faculty Success Center website
<a href="#"><u>III.A.54</u></a>	FLEX Online Offerings for Part-Time Faculty
<a href="#"><u>III.A.55</u></a>	Success on Demand webpage
<a href="#"><u>III.A.56</u></a>	Faculty Summer Institute webpage
<a href="#"><u>III.A.57</u></a>	Faculty Inquiry Team webpage
<a href="#"><u>III.A.58</u></a>	Part-time campus participation
<a href="#"><u>III.A.59</u></a>	Classified Prioritization Process meeting notes, 3-8-16
<a href="#"><u>III.A.60</u></a>	Negotiations Guidelines—Classified
<a href="#"><u>III.A.61</u></a>	2015-16 Management Organizational Chart
<a href="#"><u>III.A.62</u></a>	Board Policy 2410
<a href="#"><u>III.A.63</u></a>	Administrative Procedure 2410
<a href="#"><u>III.A.64</u></a>	Policy manual webpage
<a href="#"><u>III.A.65</u></a>	Policy Review Cycle
<a href="#"><u>III.A.66</u></a>	LMC Documentation
<a href="#"><u>III.A.67</u></a>	EEO Plan
<a href="#"><u>III.A.68</u></a>	2009 Campus Climate Report
<a href="#"><u>III.A.69</u></a>	2012 Campus Climate Report
<a href="#"><u>III.A.70</u></a>	Student Equity Plan webpage
<a href="#"><u>III.A.71</u></a>	Classified Success Network training calendars
<a href="#"><u>III.A.72</u></a>	Faculty Success Center Schedules
<a href="#"><u>III.A.73</u></a>	New Faculty Orientation Schedule—2015



<a href="#"><u>III.A.74</u></a>	Classified Orientation schedule/topics
<a href="#"><u>III.A.75</u></a>	Recruitment Analysis Reports
<a href="#"><u>III.A.76</u></a>	California Community College Registry applicant demographics
<a href="#"><u>III.A.77</u></a>	Employee Characteristics compared with Service Population and Students
<a href="#"><u>III.A.78</u></a>	Fact Book
<a href="#"><u>III.A.79</u></a>	Hiring Committees—Diversity Checklist
<a href="#"><u>III.A.80</u></a>	Faculty Senate Minutes—Hiring Committees
<a href="#"><u>III.A.81</u></a>	Board Policy 3050
<a href="#"><u>III.A.82</u></a>	Administrative Procedure 3050
<a href="#"><u>III.A.83</u></a>	Board Policy 2715
<a href="#"><u>III.A.84</u></a>	Faculty Handbook
<a href="#"><u>III.A.85</u></a>	Ethics Across the Curriculum Committee
<a href="#"><u>III.A.86</u></a>	Faculty—Ethics resources
<a href="#"><u>III.A.87</u></a>	Classified Code of Ethics
<a href="#"><u>III.A.88</u></a>	Professional Development Committee
<a href="#"><u>III.A.89</u></a>	FLEX Strands and Certificate Information
<a href="#"><u>III.A.90</u></a>	Fall 2015 FLEX booklet
<a href="#"><u>III.A.91</u></a>	Fall 2012 FLEX booklet
<a href="#"><u>III.A.92</u></a>	Fall 2013 FLEX evaluation report
<a href="#"><u>III.A.93</u></a>	Professional Development Committee meeting notes, 3-13-14
<a href="#"><u>III.A.94</u></a>	FSC Needs Assessment
<a href="#"><u>III.A.95</u></a>	FSC Advisory Committee meeting notes
<a href="#"><u>III.A.96</u></a>	FSC Workshop webpage
<a href="#"><u>III.A.97</u></a>	Workshop assessment instrument
<a href="#"><u>III.A.98</u></a>	FSC Seminar webpage
<a href="#"><u>III.A.99</u></a>	Seminar post assessment example
<a href="#"><u>III.A.100</u></a>	Success On Demand Participation
<a href="#"><u>III.A.101</u></a>	FSI Needs Assessment and Evaluation Evidence
<a href="#"><u>III.A.102</u></a>	New Faculty Orientation Schedules 2015-2012
<a href="#"><u>III.A.103</u></a>	NFO 2014-2012 Assessment Results
<a href="#"><u>III.A.104</u></a>	Online PD Activity, Spring Semesters
<a href="#"><u>III.A.105</u></a>	First Generation FIT
<a href="#"><u>III.A.106</u></a>	Student Pathways FIT
<a href="#"><u>III.A.107</u></a>	Perceptions in Math FIT
<a href="#"><u>III.A.108</u></a>	Reading and Writing Perceptions FIT
<a href="#"><u>III.A.109</u></a>	Faculty-Student Engagement FIT
<a href="#"><u>III.A.110</u></a>	Distance Education FIT
<a href="#"><u>III.A.111</u></a>	Accelerated Learning FIT
<a href="#"><u>III.A.112</u></a>	Classified Orientation Schedules

<a href="#"><u>III.A.113</u></a>	Classified Success Network
<a href="#"><u>III.A.114</u></a>	Classified Success Network Training Calendar
<a href="#"><u>III.A.115</u></a>	OIR CSN Assessment evidence 2013-14
<a href="#"><u>III.A.116</u></a>	Classified Needs Assessment 2012
<a href="#"><u>III.A.117</u></a>	CSN Statistics
<a href="#"><u>III.A.118</u></a>	Off-site seminar evidence
<a href="#"><u>III.A.119</u></a>	Books purchased
<a href="#"><u>III.A.120</u></a>	Quick Tips
<a href="#"><u>III.A.121</u></a>	Management retreat agendas/materials
<a href="#"><u>III.A.122</u></a>	Deans meeting notes, training
<a href="#"><u>III.A.123</u></a>	CTE Professional Development discussions and needs assessments
<a href="#"><u>III.A.124</u></a>	VISIONS Training Information
<a href="#"><u>III.A.125</u></a>	Administrative Procedure 7145





**III.B.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

##### *Facilities Master Plan*

The College ensures that the design, construction, and maintenance of physical resources are sufficient for the needs of programs and services through collective dialog and planning processes. In March of 2014, the College contracted with HMC Architects to work with College stakeholders and develop a comprehensive facilities master plan. In April 2014, the Facilities Master Plan (FMP) workgroup, which included administrators, faculty, and classified employees, as well as HMC Architect representatives developed a proposed timeline and success measures, analyzed enrollment data, discussed existing conditions of the three campuses, and established future meeting dates.

Over the course of the next several months, the FMP workgroup developed preliminary options for the facilities master plan. A special Sustainability Visioning Workshop was also conducted with not only the FMP workgroup members but also faculty, staff, and administrators who had experience with or a keen interest in matters related to sustainability and renewable energies ([III.B.1](#)). In October of 2014, a completed draft of the facilities master plan was presented to the FMP workgroup for its review. After a few minor modifications, the draft plan was shared with President's Cabinet, as well as the Faculty and Classified Senates. In December of 2014, the final draft plan and a related presentation were provided to the Governing Board, and in January of 2015, the Governing Board approved the [Facilities Master Plan \(Vision 2025\)](#) ([III.B.2](#)).

The Facilities Master Plan gives physical form to the College's mission and strategic goals to engage, involve and partner with students, faculty, staff, and the community. The plan provides a guideline for future planning and decision-making throughout the College. The goal of the Facilities Master Plan is to guide future growth and development over the next ten years and provide a physical campus framework that embodies the College's mission. The Facilities Master Plan is directly connected to the [2012-2016 Strategic Plan \(III.B.44\)](#) to assure connection to the larger integrated planning efforts at the College and to its mission and vision.

### *Facilities Constructed and Maintained*

The College's facilities are constructed and properly maintained to assure that safe and sufficient physical resources are in place for program and learning support services. The College maintains full compliance with all applicable Federal, State, and Local building, fire, and health and safety codes, as well as set 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. Numerous systems are in place to proactively address, monitor, and mitigate issues to ensure results for improvement. SchoolDude is a robust web-based maintenance and facilities management system that provides administration, classified staff, and faculty the ability to report round-the-clock safety or maintenance issues ([III.B.3](#)). Weekly Maintenance and Operation (M&O) Work Assignments are generated to ensure assigned work orders are completed in a timely manner and in the most cost effective manner ([III.B.4](#)). The work order system provides a requestor feedback survey option and also generates a status change email which is sent to the requestor any time the status of the work order changes. The requestor is able to track the progress of the work order from the initial request to completion.

The College utilizes three separate building automation control systems to remotely control major HVAC infrastructure: Siemens, Andover, and InetSupervisor. Over the past two years, the College has replaced outdated and inefficient control systems with more advanced energy management systems and improved energy efficiencies in alignment with the College's sustainability goals. The newly installed Building Automation System (BAS) controls monitor when facilities are occupied ensuring HVAC equipment is only in use when required. BAS allows trending of vital energy use and consumption data and enhances the College's ability to respond to potential system issues before any critical equipment failure. This proactive preventative maintenance approach results in improved energy efficiencies, lower utility costs, and productive teaching and learning environments. Scheduled maintenance funds for the current fiscal year have been allocated to continue the replacement of old and inefficient BASs ([III.B.5](#)).

The College recently enlisted the services of RBF Consulting firm to conduct an asphalt/pavement assessment and five-year maintenance plan ([III.B.6](#)). The asphalt and pavement assessment provided a comprehensive parking lot inventory and condition report for all parking lots at all three campuses. The comprehensive assessment allows the College to appropriately schedule and fund parking lot maintenance that ensures parking lots and walkways are free from potential hazards and that students, staff, faculty, and the general public have unrestricted access at all times ([III.B.7](#)).

### *Health and Safety*

The College [Health and Safety Committee](#) ([III.B.8](#)) inspections also provide relevant feedback to numerous campus operations and systems. The College Health and Safety Committee meets monthly to review campus incidents and implement needed actions or policy to ensure that safe and healthful working conditions exist for all College stakeholders. The committee

conducts regular building inspections and provides findings of any concerns to Maintenance and Operations. All reported concerns are given high priority, reviewed, and mitigated in a timely manner ([III.B.9](#)). In addition, the College maintains a number of other health and safety-related plans including the following:

- Emergency Response Plan ([III.B.10](#))
- Chemical Hygiene Plan ([III.B.11](#))
- Occupational Exposure to Blood-borne Pathogens Plan ([III.B.12](#))
- Medical Waste Plan ([III.B.13](#))
- California Environmental Reporting System—Consolidated Emergency Response/Contingency Plan ([III.B.14](#))

The College's Sustainability and Environmental Safety Officer is charged with ensuring hazardous waste is removed in accordance with established health and safety guidelines ([III.B.15](#)). The College regularly contracts with an outside vendor for the removal of all hazardous waste, including chemical waste from the labs, electronic waste, battery waste, and medical waste. All bio-hazardous waste generated on campus is tracked, processed, and disposed of by trained and certified staff. All hazardous waste reports are maintained in the Maintenance and Operations office. Additionally, the College regularly contracts with vendors to certify that physical resources are satisfactorily maintained and tested to ensure established guidelines for performance and safety are met for the autoclaves (Steris Corporation), underground fuel storage tanks (SoCal Compliance Services), fume hoods (CEPA Operations), elevators (GMS, Integrity, K One, Mitsubishi, and Otis), booms and forklifts, and aerial platforms (Yale and Chase). Employees are required to attend training sessions in the safe operation of the equipment in their respective areas, in addition to participating in online safety training courses. Employees are also provided and trained in appropriate use of personal protective equipment ([III.B.16](#)).

#### *Offsite Facilities and Equipment Maintained*

The College draws from internal review and external regulatory guidelines to affirm physical resources meet standards and learning needs through the Program and Services Review (PSR) process, as described in Standard [I.B.5](#). Career Technical Education (CTE) programs are identified through the PSR process to ensure that Perkins funding is aligned with programmatic needs. As a result of Perkins funding, the College has expanded its Automotive Technology Program to Fontana High School and acquired automotive system simulators that now serves the College's Fast Track automotive technology curriculum and is modeled after the Fast Track program at the Rancho Campus ([III.B.17](#)). The College's Automotive Technology program coordinator and discipline faculty work closely with the Fontana Unified School District to ensure that access to and maintenance of the Auto Shop facilities meet the needs of students, faculty, and staff.

The College was awarded nearly \$15 million for advanced manufacturer training from the Trade Adjustment Assistance Community College and Career Training (TAACCCT) competitive grant program. In 2016, classes will begin at the Industrial Technical Learning (InTech) Center



at California Steel Industries, Inc. (CSI), and will enable the College and the Inland Empire Regional Training Consortium (IERTC) to focus on Advanced Manufacturing Applications. CSIs existing building, approximately 17,000 sq. feet, was remodeled to create the new InTech Center, and a conference center and cafeteria have been completed and paid for by CSI adding an additional 11,000 sq. ft.([III.B.18](#)).

On December 4, 2014, the College entered into a Memorandum of Understanding that outlined the respective roles, duties and obligations of the twelve member Colleges that as collective Consortium Members have formed the IERTC and are united in their commitment to the overarching goals that provide the framework for the performance requirements of the grant. The College serves as the lead institution. College personnel staff the center and provide clerical support, coordination, and faculty oversight. CSI maintains the facility and bill the grant for maintenance projects and provide security twenty-four hours a day, seven-days a week ([III.B.19](#)).

#### *Access Ensured*

The College ensures access to and control over facilities as outlined in [Board Policy 6700](#) (Civic Center and Other Facilities Use) ([III.B.20](#)). The administrative procedures include reasonable rules regarding the time, place, and manner of use of College facilities and assure that persons or organizations using College property are charged such fees as are authorized by law. Use of facilities beyond normal, routine operations of the College require the submission of an [Application for Use of District Facilities](#) ([III.B.21](#)).

The College has several instructional locations including the Fontana campus, Chino campus and various locations in Rancho Cucamonga and Chino that host College courses. Campus Police maintains a high level of officer presence at these locations. A sworn police officer is assigned to both the Fontana and Chino campuses while faculty and students are present. Fontana and Chino campuses are equipped with the same indoor and outdoor broadcasting and notification systems as the Rancho Campus. Active Shooter drills are conducted simultaneously on all three campuses, and critiques, evaluations, and debriefings are conducted in the same manner.

#### *Security Ensured*

Under [Board Policy](#) ([III.B.22](#)) and [Administrative Procedure](#) 3501 (Campus Security and Access) ([III.B.23](#)), the superintendent/president establishes procedures for security and access to College facilities and outlines the role of Maintenance and Operations and the Campus Police Department. [Administrative Procedure 3520](#) (Local Law Enforcement) ([III.B.24](#)) outlines the College's working relationship with local law enforcement and operational responsibilities. The Campus Police Department maintains a twenty-four hour, seven days a week patrol to contact and identify any individuals on and around the College's three campuses who do not or may not have authority to be on any campus facility. The following are a list of the College's Board Policies and Administrative Policies that define safety implementation, responsibility, accountability, and standards of practice:

- [BP 3500](#) Campus Safety ([III.B.25](#))
- [AP 3500](#) Campus Safety ([III.B.26](#))
- [BP 3501](#) Campus Security and Access ([III.B.22](#))
- [AP 3501](#) Campus Security and Access ([III.B.23](#))
- [BP 3505](#) Emergency Operations Plan ([III.B.27](#))
- [AP 3505](#) Emergency Operations Plan ([III.B.28](#))
- [BP 3510](#) Workplace Violence Prevention ([III.B.29](#))
- [AP 3510](#) Workplace Violence Prevention ([III.B.30](#))
- [BP 3515](#) Reporting Crimes ([III.B.31](#))
- [AP 3515](#) Reporting Crimes ([III.B.32](#))
- [AP 3516](#) Registered Sex Offender Information ([III.B.33](#))
- [BP 3518](#) Child Abuse Reporting ([III.B.34](#))
- [AP 3518](#) Child Abuse Reporting ([III.B.35](#))
- [BP 3520](#) Local Law Enforcement ([III.B.36](#))
- [AP 3520](#) Local Law Enforcement ([III.B.24](#))
- [BP 3530](#) Weapons on Campus ([III.B.37](#))
- [AP 3530](#) Weapons on Campus ([III.B.38](#))
- [BP 3540](#) Sexual and Other Assaults ([III.B.39](#))
- [AP 3540](#) Sexual and Other Assaults ([III.B.40](#))

### *Proactive Training and Safety Measures*

The College has developed an Emergency Operations Plan (EOP) to ensure the wellbeing, safety, and security of all employees, students, visitors, and children in child care programs before, during, and after an emergency and to protect College property and data. The EOP is the College's planned response to all hazards on or affecting the campus or surrounding community. The emergency response plan details actions and responsibilities for all employees of the College including those on the Emergency Operations Center (EOC) staff as outlined in [Administrative Procedures 3505](#) (Emergency Operations Plan) ([III.A.28](#)).

The College's EOC responders (appointed employees to the Incident Command Organizational Chart) participate in Standardized Emergency Management Systems (SEMS) and FEMA National Incident Management System (NIMS) trainings through the Rancho Cucamonga Fire College. The College currently has approximately two hundred employees who are certified as Campus Emergency Response Team (CERT) members and trained in disaster response. Hand-held radios and infrastructure (radio repeaters) were purchased to facilitate reliable communication between all departments on the three campuses and the EOC in the event of an emergency. The radio system utilizes IP Site Connect Technology and ensures that no communication dead zones or gaps exist within the system.

The College provides presentations, periodic drills, and exercises each year and conducts follow-through activities designed for assessment and evaluation of emergency plans and capabilities ([III.B.41](#)). The College regularly participates in the Great California Shake-Out Earthquake drill and Active Shooter drill. The most recent Active Shooter drill was hosted on the College campus with the participation of law and fire agencies from the region. Once

a year, an Active Shooter drill is conducted on all three campuses. All notification systems, including InformaCast broadcasting system, text messaging and email notification systems, are tested periodically to ensure they are functioning properly. An Active Shooter video provided by the Federal Bureau of Intelligence (FBI) is downloaded onto all classroom computers and is viewed prior to the drill so that faculty and students can create a plan to properly respond to an incident.

On August 21, 2014, the College experienced a three-hour bomb scare that prompted a lockdown and then cancellation of classes. The unified command structure in response to the incident consisted of Campus Police, San Bernardino County Sheriff, Rancho Cucamonga Fire College, and College administration. While it was eventually determined that the entire incident was a hoax, this incident sparked a lot of criticism about lack of communication, and provided a pivotal learning moment for the College as a whole. As a result of this incident, several debriefing sessions were held and concerns were aired and addressed. More importantly, however, this incident challenged emergency officials and the College to improve communication protocols and College responses to such incidents.

Since that time, there have been several active shooter incidents which have heightened the College's sensitivity about response protocols. First, the shooting at Umqua Community College challenged everyone in community colleges to think through response actions when the shooter is a student inside a classroom. The College communication about that event was more timely and effective. Campus police officials offered to make presentations in classrooms to help change the mindset of faculty and students regarding more proactive responses within the classroom. To date, over fifty training sessions have been provided to faculty, staff and students in their classrooms and work areas. The training sessions cover the proper response to an active shooter or other dangerous incidents. The proper response includes locking of doors, turning off lights, barricading entrances, and finding safe locations to hide. It further covers what to do if the shooter is in one's immediate area and how to survive an encounter with an armed suspect ([III.B.42](#)).

The final incident that brought a sobering reality to the campus with respect to the active shooter situations was the terrorist attack in San Bernardino, approximately 20 miles away from the College. Not only was the proximity of the attack much closer to the College, but also a part-time faculty member employed by the College and two students were shot in the attack. These incidents as a whole, along with updated training materials from the FBI, have resulted in honest, open conversations about responses throughout the College. The College has also created an Emergency Operations Center (EOC) that is fully equipped to house emergency and College personnel as a crisis is managed.

To further improve safety and security throughout the three campus sites, new facilities have been designed with automated door locking systems which provide the ability to remotely set schedules and control locked and unlocked status of building exterior and interior doors. The automated door locking system, SiPass, is controlled through advanced computer software and is operated by trained campus police staff ([III.B.43](#)). The SiPass system provides the ability to schedule building access based on building-by-building needs and users of the system are

provided a key fob or key card with specified entry point access privileges. The programmed access control key fobs and key cards allow campus police to track user specific building access and computer generated entry logs are available for use in investigation if a security breach occurs. The system is also capable of remotely controlling the Fontana and Chino Campus facilities that have SiPass capability. In response to the recent and unprecedented acts of campus violence in other College communities, the College contracted Siemens to develop and install two campus door lockdown consoles. The design of the SiPass door lockdown consoles allows public safety personnel to override door locks and immediately lockdown any campus from two separate remote locations during an emergency. One lockdown console is housed in the main campus police office on the Rancho Campus and the other lockdown console is housed in California State University, San Bernardino's police dispatch that is staffed twenty-four hours a day, seven-days a week, and three-hundred sixty-five days a year.

### Analysis and Evaluation

Chaffey College meets this standard. The College facilities are designed, built, and properly maintained to assure that safe and sufficient physical resources are in place for program and services in support of the College's mission and strategic goals. Safety and training resources are in place to ensure health and safety hazards are addressed in a timely and appropriate manner. The College responds to and mitigates all campus safety and maintenance needs in a timely manner and conducts regular testing and inspection of all life-safety systems to ensure they are operational and maintained in accordance with regulatory requirements. An established system of board policies and administrative procedures that the College reviews and follows in meeting its expectations to provide a safe and secure campus and equipment are in place. The College uses research and analysis of information to identify the needs for space, construction, equipment, and other facilities to support and ensure the integrity and quality of its programs and services, both online and in person. In addition to the use of data to identify needs, the College regularly evaluates the effectiveness of its physical resources. The planning for facilities and physical resources is directly connected to the College goals in the strategic plan and to its mission and vision.







**III.B.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 to achieve its mission.**

### Evidence of Meeting the Standard

#### *Physical Resources: A Comprehensive Planning Process*

The College's comprehensive planning process provides a framework for short and long-range planning that is both strategic and operational through the Educational Vision and Integrated Planning Model ([III.B.44](#)). The [Facilities Master Plan \(Vision 2025\) \(III.B.2\)](#) links the College's vision, priorities, human and physical resources into a flexible system of evaluation, decision-making and action with the support and input of College and community stakeholders. The College's Program and Services Review and Resource Allocation Committee processes are in place and work in concert on an annual basis to address resource allocation in support of programs and services.

The College consistently refers to the 2001 Facilities Assessment Report ([III.B.45](#)) and the Facilities Master Plan when deciding to construct, renovate, and/or replace facilities to ensure that they are in keeping with the spirit and intent of the objectives identified in those respective plans. The Facilities Master Plan serves as a guide for future development of the College's three campuses. It provides a quantitative and qualitative description of how the College will tackle the long range forecast for enrollment, address current challenges, serve changing needs, and position the College to maximize funding opportunities.

In addition to the Facilities Master Plan, the College's Five-Year Capital Outlay Plan ([III.B.46](#)) serves as a forecast and guide for modifying, rebuilding or modernizing College facilities. The College assesses the needs of programs and services through the Five-Year Capital Outlay Plan and considers the following for each project when identifying the order of priority: 1) project scope, 2) proposed budget, 3) anticipated time schedule, 4) justification for the project given condition, capacity, adequacy, and cost efficiency, and 5) source of funding.

#### *Construction: Build, Upgrade, and Replace*

The College has been supported by taxpayers through two funding sources: state allocations, which funded 83% of the general operating budget in fiscal year 2014-2015; and funds from Measure L, the bond issue approved by District voters in 2002, which has funded nearly \$229,800,000 in capital improvements. These funding sources have accommodated increased student demand and maintained current staffing levels ([III.B.47](#)).

As a requirement of the Measure L bond, a [Citizens Oversight Committee \(COC\)](#) (III.B.48) was formed. COC meets regularly twice a year (once in the fall and once in the spring). The purpose of the COC is to oversee the implementation of the 2001 Facilities Assessment Report, perform annual audits, and ensure that bond funds are spent only on projects identified in the 2001 Facilities Assessment Report. In November 2014, auditors Vicenti Lloyd & Stutzman, LLP addressed the Measure L Citizens' Oversight Committee detailing the results of the [performance audit](#) (III.B.49) that indicated that the College has properly accounted for the expenditures of the funds and that expenditures were made for authorized bond projects.

### *Physical Resources Assessed and Maintained*

Maintenance and Operation administration emphasize the importance of meeting the needs of College stakeholders through excellent customer service as a result of interaction and responsiveness. Maintenance and Operation staff experienced a cultural shift to a more robust, proactive maintenance mindset that ensures equipment is performing at optimum capacity. Protocols and standards are established to ensure work order response and follow-up is completed in a timely manner (III.B.50).

As noted in Standard III.B.1, the College utilizes the national web-based maintenance and facilities management system, SchoolDude (III.B.1) for assessing equipment maintenance and replacement needs. SchoolDude has numerous modules for assessing and maintenance of campus assets. The College is investigating the availability of an inventory track module option.

The College ensures that contingencies are in place for emergency repairs related to critical infrastructure (i.e., central plant chillers, pool pumps, lighting, portable generators, fixed backup generator). Each piece of specialized equipment presents a unique challenge and basic contingency plans, which evaluate life-safety and liability, are implemented as needed. All life-safety infrastructures take priority and best managed practices are implemented on a case-by-case basis. HVAC issues are assessed and then appropriate equipment is rented until repairs can be made. All other (non-critical) equipment issues are addressed as needed with significant equipment failures managed by outside vendors. In the summer of 2013, a critical main chiller failure resulted in a contingency rental of a 900-ton chiller to ensure the campus received comfort cooling during the peak summer months. The rental unit was located on campus and connected to the Central Plant infrastructure through temporary piping for nearly two months while a replacement part was custom made for the failed chiller. Another example of a critical equipment contingency occurred in the summer of 2013 when the main pool pump revealed a critical failure just prior to the massive summer swim program offered by the College. A contingency rental pump was put in place while a main pump replacement and pump motor replacement were ordered and installed. As a result of the contingency plan, classes remained in session.



## Analysis and Evaluation

Chaffey College meets this standard. The College is continually assessing all equipment and monitoring data/trends generated by the SchoolDude work order system. The College reviews the express needs of programs and services when planning for facilities. There are visionary and operational plans in place that tie expansion, upgrade and maintenance to the mission of the College for traditional as well as distance education learning venues. Facilities planning is directly connected to College planning. Maintenance protocols and industry standards are frequently reviewed to ensure maintenance relevancy. Maintenance administrators provide regular updates and formal presentations to the Governing Board and other campus advisory groups. These formal presentations provide relevant information related to current campus operations, assessments, and needs. Feedback from other stakeholders is evaluated and implemented when appropriate to improve overall College operations and support services.



**III.B.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 Educational Vision and Integrated Planning Model ([III.B.44](#)) documents the educational vision and serves as the College's guide for long- and short-term planning and identifies constituent groups involved in the planning process. A resource allocation prioritization process is set in place for both human and physical resources. The College's Integrated Planning Cycle verifies that planning processes are in place and assure facilities and equipment are evaluated in support of programs and services. This evaluation process is based on the assessment of learning outcomes and linked to resource allocation and budget planning. Information from each planning cycle flows throughout the organization and is incorporated, as appropriate, into the College's plans.

As described in the Educational Vision and Integrated Planning Model, the PSR Committee places a priority on program health and long-term planning that focuses on both quantitative and qualitative data analysis, learning outcome results, self-assessment, and long-term planning. Requests for resources are directly linked to the Visionary Improvement Plan (VIP) goals and identify the need for human and physical resources. The PSR Committee validated and approved requests are provided to the Resource Allocation Committee (RAC). That list of requests is sent back to the schools and departments for a school-level prioritization. The school-level prioritizations return to RAC. All priority one items are combined (disaggregated by funding source/category), all priority two items are combined, etc. This process enables

RAC to apply funding sources evenly and fairly. Using this model, the College has been able to successfully fund the validated needs from the PSR process for the past six years ([III.B.51](#), [III.B.52](#), [III.B.53](#)).

College 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. The College community utilizes the SchoolDude maintenance and facilities management system on a daily basis to report any problem areas or concerns related to facilities or equipment. The work orders are reviewed and assigned to the appropriate personnel for response and repair. SchoolDude work order data, emails, and phone calls from College stakeholders aid in identifying problematic areas and facilitates the prioritization of scheduled maintenance projects and Proposition 39 projects.

The College plans and evaluates its facilities on a regular basis and utilizes data from Ad-Astra, the College's current room scheduling management system to pull weekly and weekend reports to assist Maintenance and Operations and College personnel regarding facility needs. To ensure physical resources support programs and services, weekly and weekend reports determine the need for additional facility staff ([III.B.54](#)). Facility requests are disseminated to the Vice President of Administrative Affairs, Director of Facilities/Physical Plant, Operations Supervisor, Campus Police, Campus Police Officer, Chief of Police, General Maintenance Mechanic, Facility Maintenance Attendant, Maintenance and Operations AAI, Director of Business Services, and the facilities site supervisor.

Facility Utilization Space Inventory Options Net ([FUSION](#)) is a state-wide and state-operated web-based project planning and management tool. A component of that system is space inventory. Annually, the College 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 the College's facilities under its ownership and/or control ([III.B.55](#), [III.B.56](#), [III.B.57](#)).

In 2014, the College committed funds to upgrade all life-safety fire alarm systems and various health and safety related infrastructure (e.g., door lock upgrades, tennis court fencing). The College is currently working on other facilities-related projects, including energy efficient building automation control upgrades and HVAC equipment replacement for numerous buildings.

As a result of the 2012 Proposition 39 Energy Efficiency and Renewable Generation Project Allocations, the College has improved facilities and achieved the following goals outlined in the Sustainability Plan:

- Reduced greenhouse gas emissions and moved toward carbon neutrality by means of energy and resource conservation.

- Installed thermal energy storage systems to reduce energy costs and provide efficient/alternative means of cooling and heating.
- Replaced incandescent lamps with high efficiency lamps such as compact fluorescent wherever feasible.
- Developed a priority improvement schedule for energy efficiency building modifications. Prop 39 Year 1 and Year 2 projects upgraded building automation in the AD, WH, VSS, IS, SL, AERO, and ATL buildings. Facilities are now operating more efficiently and reducing energy costs. InetSupervisor (an advanced reporting engine) records system function and energy data which can be used to analyze equipment performance. Requests for HVAC service to problematic buildings (formerly on the old EMS controls system) have been virtually eliminated ([III.B.5](#)).

In order to address water conservation, the College is in the process of implementing xeriscape using naturally occurring California species ([III.B.58](#)).



### Analysis and Evaluation

Chaffey College meets this standard. The College plans and evaluates its facilities and equipment on a regular basis. The Vice President of Administrative Affairs, Director of Facilities and Physical Plant / EOC, and Manager of Facilities Development meet regularly to discuss facility and equipment needs and College stakeholders' feedback. Physical inspection and assessment of campus infrastructure provides needed information to appropriately prioritize projects funded through allocated scheduled maintenance funding and Proposition 39 funding. The evaluation of the utilization of facilities and physical resources is at the heart of the assessment and review systems in place. Data is regularly used to plan and to make improvements to facilities and equipment through both short-term and long-term analyses.



#### **III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership in new facilities and equipment.**

##### Evidence of Meeting the Standard

The Chaffey College Educational Vision and Strategic Plan ([III.B.44](#)) reflects innovative initiatives that support the College's mission. The College's strategic goals are initiatives where the [Facilities Master Plan \(Vision 2025\)](#) ([III.B.2](#)) can link to in order to frame recommendations for strategies to provide adequate and appropriate spaces that support the current and future curriculum, instructional delivery modes, learning environment, and any necessary support structures.

As described in the Facilities Master Plan, master planning involves long-term vision as well as addressing short-term goals. In addition to these College goals, forecasting the future program of instruction unfolds through the analysis of Weekly Student Contact Hours (WSCH). While curricular content cannot be accurately predicted to the year 2025, certain assumptions can be made that are pertinent to a long-range forecasting process. It is assumed that the educational mission will remain consistent with past practice. The Facilities Master Plan presents a model that is based on the College's strategic goals and addresses the needs of the current and projected enrollment through the year 2025. A series of [facilities planning principles](#) were developed and used throughout the planning process to guide the discussions that led to the development of the recommendations.

The College maintains a number of long-range capital plans which include the Facilities Master Plan (Vision 2025), Five-Year Capital Outlay Plan ([III.B.46](#)), and the Scheduled Maintenance 5-Year Plan ([III.B.59](#)). Collectively, these capital planning processes serve as guides for facility construction, renovation, and replacement.

The College defines the cost of ownership to include supplies, equipment maintenance and replacement, and utilities. As a result of Proposition 39, Energy Efficiency and Renewable Generation Project Allocations, several infrastructure projects outlined in the Sustainability Plan have been specifically designed and implemented to lower total cost of ownership as described in [III.B.3](#). The College experienced significant reductions to energy consumption resulting in facility efficiency while monitoring equipment performance through building management systems such as Siemens, InetSupervisor, and Andover.

As outlined in Standard [I.B.9](#), the Resource Allocation Committee's (RAC) initial focus was to align funding sources with validated PSR equipment and budgetary needs. However, RAC recognized that there was no mechanism for addressing the depreciation of instructional equipment. RAC's role has since expanded to lead the discussion regarding instructional equipment inventory, including lifecycle information, similar to the College's Technology Replacement Plan.

### Analysis and Evaluation

Chaffey College meets this standard. The long-range capital plans in the Strategic Plan and Facilities Master Plan support the larger College-wide improvement goals. Cost projections for the construction of new facilities and for equipment purchases consider the total cost of ownership. Long-term capital projects support the College wide goals through a Facilities Master Plan which takes an extended view to future and emerging College needs. The space, facilities and equipment needs include the evaluation of needs for distance education as well as for traditional brick and mortar learning environments.



The College meets the standard, although it recognizes more robust cost of ownership systems and processes need to be developed. In the Quality Focus Essay, the College has identified an objective to evaluate and improve efficacy of efficiency processes and infrastructure. Activities included to support that objective include developing analytics to be more proactive in long-term planning and evaluate return on investment for College initiatives.



## Evidence List for Standard III.B

- [III.B.1](#) Facilities Master Plan workgroup (agendas and minutes)
- [III.B.2](#) Facilities Master Plan (Vision 2025)
- [III.B.3](#) SchoolDude survey and work order
- [III.B.4](#) Maintenance and Operations Weekly Reports
- [III.B.5](#) Maintenance and Operations Governing Board update, 9-25-14
- [III.B.6](#) RBF consultant's parking lot and pavement assessment
- [III.B.7](#) Five-year asphalt maintenance schedule
- [III.B.8](#) Health and Safety Committee
- [III.B.9](#) Health and Safety Committee reports of hazardous conditions
- [III.B.10](#) Emergency Response Plan
- [III.B.11](#) Chemical Hygiene Plan
- [III.B.12](#) Occupational Exposure to Blood-born Pathogen Plan
- [III.B.13](#) Medical Waste Plan



<a href="#"><u>III.B.14</u></a>	CERS—Consolidated Emergency Response/Contingency Plan
<a href="#"><u>III.B.15</u></a>	Sustainability and Environmental Safety Officer job description
<a href="#"><u>III.B.16</u></a>	Inspection Logs, Permits, and Training documentation
<a href="#"><u>III.B.17</u></a>	Auto Tech Perkins Application
<a href="#"><u>III.B.18</u></a>	Tenant Improvement Project—CA Steel Industry
<a href="#"><u>III.B.19</u></a>	Chaffey TAACCCT MOU
<a href="#"><u>III.B.20</u></a>	Board Policy 6700
<a href="#"><u>III.B.21</u></a>	Application for use of district facilities
<a href="#"><u>III.B.22</u></a>	Board Policy 3501
<a href="#"><u>III.B.23</u></a>	Administrative Procedure 3501
<a href="#"><u>III.B.24</u></a>	Administrative Procedure 3520
<a href="#"><u>III.B.25</u></a>	Board Policy 3500
<a href="#"><u>III.B.26</u></a>	Administrative Procedure 3500
<a href="#"><u>III.B.27</u></a>	Board Policy 3505
<a href="#"><u>III.B.28</u></a>	Administrative Procedure 3505
<a href="#"><u>III.B.29</u></a>	Board Policy 3510
<a href="#"><u>III.B.30</u></a>	Administrative Procedure 3510
<a href="#"><u>III.B.31</u></a>	Board Policy 3515
<a href="#"><u>III.B.32</u></a>	Administrative Procedure 3515
<a href="#"><u>III.B.33</u></a>	Administrative Procedure 3516
<a href="#"><u>III.B.34</u></a>	Board Policy 3518
<a href="#"><u>III.B.35</u></a>	Administrative Procedure 3518
<a href="#"><u>III.B.36</u></a>	Board Policy 3520
<a href="#"><u>III.B.37</u></a>	Board Policy 3530
<a href="#"><u>III.B.38</u></a>	Administrative Procedure 3530
<a href="#"><u>III.B.39</u></a>	Board Policy 3540
<a href="#"><u>III.B.40</u></a>	Administrative Procedure 3540
<a href="#"><u>III.B.41</u></a>	Emergency response presentations
<a href="#"><u>III.B.42</u></a>	Active shooter communication and presentation schedule
<a href="#"><u>III.B.43</u></a>	SiPass webpage
<a href="#"><u>III.B.44</u></a>	Educational Vision and Integrated Planning Model
<a href="#"><u>III.B.45</u></a>	2001 Facilities Assessment Report
<a href="#"><u>III.B.46</u></a>	Five Year Capital Outlay Plan
<a href="#"><u>III.B.47</u></a>	History of Measure L
<a href="#"><u>III.B.48</u></a>	Citizens' Oversight Committee
<a href="#"><u>III.B.49</u></a>	Performance Audit
<a href="#"><u>III.B.50</u></a>	Maintenance and Operations Guidelines
<a href="#"><u>III.B.51</u></a>	2011-14 RAC Funded Requests
<a href="#"><u>III.B.52</u></a>	2014-15 RAC Funded Requests



<a href="#"><u>III.B.53</u></a>	2015-16 RAC Funded Requests
<a href="#"><u>III.B.54</u></a>	Weekly and Weekend Event Reports
<a href="#"><u>III.B.55</u></a>	Chino Campus Assessment
<a href="#"><u>III.B.56</u></a>	Fontana Campus Assessment
<a href="#"><u>III.B.57</u></a>	Rancho Campus Assessment
<a href="#"><u>III.B.58</u></a>	Maintenance and Operations Xericape versus Turf Presentation
<a href="#"><u>III.B.59</u></a>	Five-year Scheduled Maintenance Plan

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**III.C.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 technology needs and systems at the College are continually emerging and evolving. To keep pace with technology changes and provide a high level of technical support to students, faculty, and staff, the Information Technology Services Department (ITS) works collaboratively with the College community to identify current and developing operational, academic, and student support needs, assess their effectiveness, and makes improvements to maximize use of technology at the College.

The [Information Technology Services \(ITS\)](#) Department ([III.C.1](#)) encompasses two primary areas: technical services and administrative systems. There are 26 full-time employees who comprise the department (including the Director of Technical Services) and provide a wide variety of technical support services in the following areas:

- Network & telecommunications
- Technology infrastructure
- Helpdesk, technical and hardware support
- Training on the College's enterprise resource system (ERP), Ellucian Colleague
- Classroom technology
- First-level technical support for life-safety systems
- Enterprise resource planning and administrative applications
- Web support, including the College web page, portal, and web self-services
- Email
- Technology leadership and planning, along with the Technology Committee and Colleague Steering Committee

The ITS Department is presently staffed Monday through Thursday from 6:00 a.m. to 5:00 p.m. and Friday from 6:00 a.m. to 4:30 p.m.

The ITS Department meets the need for College-wide communications and operational systems by incorporating the use of industry trends and standards. The College currently has 2,300 instructional computers deployed in 227 classrooms and labs, as well as 1,200 faculty and staff computers that support critical instruction and student service functions. In total, Chaffey has in excess of 5,300 devices on the network which includes printers, servers, and other

devices in addition to the 3,500 computers mentioned above. The College also currently has 223 classrooms equipped with smart classroom technology to facilitate and enhance students' learning experiences.

The College maintains and updates annually its equipment standards list which identifies the current standard for computers, laptops, monitors, keyboards, tablets and other mobile devices, printers, telephones, and scanners ([III.C.2](#)). Requests to purchase computer equipment that are not reflected on the standards list are not approved unless there is a compelling and valid reason for deviating from the standard.

The College is benefiting from cost efficiencies and economies of scale by incorporating private cloud technologies (locally hosted versus public cloud technologies that are hosted off-campus and by other entities). Private cloud technologies provide for greater reliability, disaster recovery, redundancy, and higher performance. The College has virtualized the majority of its data center and utilizes the Dell Compellent storage area network (SAN) solution. All of these systems are installed, located, and maintained within the College's network and access is restricted to only those users who are logged into the network and are authorized to access the data and/or specific applications.

The College maintains site licenses for various software including, but not limited to, Microsoft, Adobe, AutoCAD, and miscellaneous other products, which are updated on a regular basis. Many online self-services are provided for both students and employees through the College's web-based, self-service portal ([MyChaffey portal](#)) ([III.C.3](#)), and the College's mobile application, [Chaffey College Mobile](#) ([III.C.4](#)). Through the MyChaffey portal, students are able to register, drop, and pay for classes; view grades; request transcripts; complete an educational plan; apply for a degree or certificate; view and accept/reject financial aid awards; and obtain tax documents ([III.C.5](#), [III.C.6](#)).

Faculty use the MyChaffey portal to review rosters, complete their census drops, and issue grades. Both faculty and staff use the portal to view their leave balance information, pay advices, and W-2 forms. Students, faculty, and staff alike use the MyChaffey portal to obtain pertinent information and gain single sign-on access to other web-based applications, including Moodle (the College's learning management system for distance education), library databases, and College-provided email accounts.

The College's mobile application provides students the ability to access important communications, register for classes, and check their class schedules and grades through their mobile devices. Additionally, anyone may use the mobile application to view upcoming events and access campus maps and important phone numbers.

The ITS Department works closely with multiple departments and programs at Chaffey College to ensure that data is regularly reviewed and accurately reported. As an example, to accurately capture and report positive attendance activities as part of the College's MIS and 320 submissions, ITS staff worked with Instructional Support and Admissions and Records staff to develop a custom positive attendance tracking system ([III.C.7](#)). The program works

as follows: When a student enters a success center, a staff member swipes the student's ID card using a card reader. A webpage then appears that displays the student's schedule. The staff member then selects the course section for which the student is attending the success center, as well as the reason for the visit (e.g., directed learning activity) ([III.C.8](#); please see Standard [II.B.1](#)). When the student is finished working in the success center, the student's ID card is again swiped upon exit. The date, time, and duration the student spent in the success center, as well as the course section for which the student visited the success center, is captured and maintained in the positive attendance system. Relevant data are then extracted from the positive attendance system and uploaded into the Colleague database for MIS reporting to the state. The ITS Department also provides staffing for various labs to facilitate and ensure accurate tracking of student attendance and participation in designated activities.

As part of the end-of-semester and annual Management Information System (MIS) submission process, the ITS Department engages the following departments and programs in a systemic review of MIS data elements:

- Admissions and Records
- Assessment Center
- CalWORKS
- Counseling
- Disability Programs and Services (DPS)
- Educational Opportunities, Programs, and Services (EOPS)
- Financial Aid
- Human Resources
- Institutional Research
- Instructional Support
- Puente Program
- UMOJA
- Veterans Resource Center

The ITS Department ensures that all MIS data elements pass syntactical and referential edit checks and that state and federally mandated data possess integrity and accurately reflect College-wide activity. Even after passing Chancellor's Office syntactical and referential checks, all MIS data elements are individually reviewed by the Office of Institutional Research. As necessary, additional review and resubmission occurs until the validity and integrity of all data is confirmed. The ITS Department then works directly with the Office of Institutional Research (OIR) to build and maintain longitudinal data warehouses (e.g., MIS, assessment, degrees and certificate). Reflecting the high level of confidence in the verified integrity of data, administrators, faculty, and staff consistently engage with data and employ empirical evidence to support informed decision-making.

The College has a Technology Replacement Plan ([III.C.9](#)) that identifies both instructional and non-instructional technology-related equipment maintained by the College, along with its replacement cycle and identified next replacement date. Prior to the start of the economic downturn in 2008, the College had an annual technology replacement budget of \$600,000

to help fund the equipment scheduled to be replaced. However, once the recession hit, in an effort to reduce expenditures and preserve funds for critical instructional and student support services, the College began employing alternate methods and looking at alternate funding sources to replace existing and/or purchase new equipment. For example, in the 2014-15 academic year, \$286,469.70 in bond funds for instructional equipment was used to purchase 88 instructional computers, 74 projectors and screens, 10 Blu-ray players, and 29 audio visual control systems ([III.C.10](#)). Student technology fee revenues were used to upgrade and expand the College's wireless network, and departmental discretionary budgets were utilized to fund other equipment identified in the plan to the extent possible (e.g. servers). Additionally, to mitigate the impact of the loss of the technology replacement budget, the replacement cycle for computers was changed from three to five years and monitors, keyboards and printers were not replaced unless there was an actual need to do so.

As part of the College's planning process, equipment to be replaced per the Technology Replacement Plan and initiatives prioritized to be implemented per the Strategic Technology Plan ([III.C.11](#)) is identified at the beginning of each calendar year. This identification occurs so that the related cost information may then be provided to the College's Executive Leadership Team and Resource Allocation Committee in order for funds to be allocated appropriately in the budget for the upcoming fiscal year. Individual programs, schools, and departments identify their technological needs through the Program and Services Review (PSR) process (please see Standard [I.B.5](#)).

The College's Strategic Technology Plan provides a framework for technology direction, strategy, acquisition, and deployment College-wide. The plan identifies technology needs projected over a 5-year period and is updated annually. Annual reviews include the identification and prioritization of projects to be completed in the following year, as well as the identification of new projects to be added to the plan ([III.C.12](#)).

The Technology Committee, comprised of a diverse group of faculty, classified employees, and managers representing all three campuses provides a mechanism for analyzing, evaluating, communicating, reviewing standards, and making recommendations relative to the technology needs of the College, including hardware, software, voice, data, and network usage ([III.C.13](#)).

The Colleague Steering Committee, comprised of a diverse group of faculty, classified employees, and managers reviews, assesses, and makes recommendations for programmatic improvements, enhancements, and/or modifications primarily to the College's Enterprise Resource Planning (ERP) system (currently, Ellucian Colleague) but to other administrative systems and applications, as well ([III.C.14](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The ITS Department provides a wide variety of services, including technical and hardware support, infrastructure, Internet and telecommunications, instructional platforms, a mobile application, and a web portal. The Technology Committee, comprised of a diverse group of faculty, classified employees, and managers representing all



three campuses provides a mechanism for analyzing, evaluating, communicating, reviewing standards, and making recommendations relative to the technology needs of the College, including hardware, software, voice, data, and network usage. Technology is connected to larger integrated planning efforts at the College.



**III.C.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

Individual programs, schools, and departments identify their technological needs through the Program and Services Review (PSR) process (please see Standard [I.B.5](#)). A subgroup of the Resource Allocation Committee (RAC) which includes representatives from Information Technology Services, reviews requests each year to ensure consistency with College standards and confirm that such requests fit within the College's network configuration and current technology environment ([III.C.15](#), pp. 51-55). Once that process is completed, technology-related requests are then forwarded to the College's Resource Allocation Committee (RAC) for funding (please see Standard [I.B.9](#)).

The College maintains a Technology Replacement Plan ([III.C.9](#)) that spans fifteen years and identifies technology-related equipment/hardware that is scheduled to be replaced in a given year. Replacement of equipment is based on that plan.

In September of 2014, an online technology survey was sent to all faculty and staff to gauge where services, support, and/or equipment may be lacking in an effort to improve the technology resources at the College. The findings from the survey were addressed in a document prepared by the Institutional Research department in February of 2015 ([III.C.16](#)).

Collectively, the findings from the survey suggested varying levels of satisfaction. For example, 64% of respondents indicated some level of satisfaction with technology resources, 70.1% indicated some level of satisfaction with technology support, 59.4% of respondents reported some level of satisfaction with respect to training opportunities, and 51.4% with the availability of up-to-date resources. Additionally, analyses of the open-ended comments pointed to various themes characterizing respondents' views of technology resources. Five categories were identified out of the 175 open-ended responses received, and the Information Technology Services Department staff and Technology Committee members have been working to address these concerns:

1. Need for updated computer/technical hardware: Responses in this category focused on the need to upgrade older computer stations due to performance issues and/or the need to enhance the wireless Internet connection throughout the campuses due to either low connection speeds or lack of range. Since the survey was completed, the College has implemented the following to address this matter:
  - a. The student wireless infrastructure, including all access points, was upgraded to improve speed and service on the student wireless network. The new equipment supports 802.11 a/b/c/g/n.
  - b. Bandwidth was upgraded from 20 MB to 100 MB. Additionally, up to three devices may now be logged-in simultaneously per login.
  - c. Additional memory modules were purchased for over 450 Dell computers to provide better support for Windows 7/8.
  - d. Faculty have now been given the option to select an iPad in lieu of a desktop or laptop when eligible for a new or replacement computer.
2. Need for administrative privileges on computers: These responses focused on the desire to allow employees the administrative privileges necessary to install software on their assigned computers without the need/assistance of Information Technology Services (ITS) staff. Since the survey was completed, the College has implemented the following to address this matter:
  - a. Macintosh and PC (Dell) computers users have been given access to various self-service solutions through Self Service (Mac) or Software Center (Windows). This access enables faculty and staff to download software or install updates to the operating system and common software without the need to contact Information Technology Services for assistance. Software that users may install on their own includes, but is not limited to, Adobe Acrobat Pro Xi, Dropbox, Evernote, Google Chrome, Google Drive, Google Earth, Microsoft OneDrive, Microsoft Skype, Mozilla Firefox, VLC Media Player, Adobe Creative Cloud 2015, Cyberduck, MPEG Streamclip, Microsoft Office 2011, Checkup (fixes permissions and clears system and users cache), OS upgrades.
  - b. In addition to user-installable software, the following system preferences may now be controlled by the end-user: energy saver, printers and scanners (except drivers, most of which are pre-installed), time machine, network date and time, and Apple OS updates.
3. ITS Support/Policies: Responses in this category ranged from thanking the IT department for its commitment to resolving an array of technical issues, to those who pointed to the need for enhanced customer service. Since the survey was completed, the College has implemented the following to address this matter:

- a. Information Technology Services implemented the first phase of a new help desk ticketing/work order system, Web Help Desk. The new system includes an improved communication platform that provides automated updates and notifications about work requests, allows users to add information to existing work requests, provides a frequently asked questions (FAQs) section, and more ([III.C.17](#)).
  - b. The Help Desk has been expanded to include support for students on various technical issues, including those related to the portal, student email, and MyChaffey portal ([III.C.18](#)). The ITS Department is currently reviewing options for additional expansion of the Help Desk, including providing support on weekends and/or during evening hours and proxy online assistance through live chat.
  - c. The capacity of all faculty and staff email boxes was increased in size from 200MB to 500MB.
  - d. New panther.chaffey.edu email accounts were provided to students beginning in January 2015 and are now the primary method for communicating with students. Because of their new .edu email accounts, students are now able to receive free and/or discounted educational software, including Office 365 (online version of the Microsoft Office suite) free of charge.
4. Need for updated computer software: These responses reflect the sentiment that software currently loaded on many computers is out of date. Respondents noted that Windows XP is still running on their computers; different versions of Microsoft Office are installed throughout the campus; the Internet browsers needed updating to function properly; faculty and staff computers do not have the software or latest drivers to properly handle the files they seek to access.
  5. Need for training opportunities: These comments emphasize the need for additional training opportunities. While many respondents did not specifically identify the nature of the desired training those who did specify such information typically pointed to the need for additional training using the Moodle platform.

To further the goal of improving technology resources and services at the College, in November of 2014, a technology consulting firm was hired to conduct a College-wide technology assessment and assist the College in the development of a strategic technology plan. The assessment included numerous interviews with managers and staff from a wide variety of instructional and non-instructional areas, as well as separate open forums for faculty, classified employees, and students. The results of the assessment identified several initiatives, many of which were also identified in the technology survey mentioned earlier ([III.C.19](#)). Those initiatives were then folded into a draft technology plan which the College then used as the foundation for the development of its strategic technology plan ([III.C.11](#)). That plan was completed and approved by the Governing Board in February, 2016 ([III.C.20](#)). The specific

initiatives identified in the plan address the concerns that were also identified by faculty and staff in the technology survey and include the following:

**Need for updated computer/technical hardware:**

- Implement ubiquitous wireless access to expand the range of wireless coverage at all sites.
- Implement redundant Internet access to provide secondary and tertiary Internet connection points at the Chino and Fontana campuses, thereby eliminating a single point of failure.
- Implement a hardware management system to provide an automated process that completes behind-the-scenes patch application installations and software updates that are seamless to the end-users.
- Implement role-based life cycle by updating the Technology Replacement Plan from its current model/year basis to a role-based model that will enable high-technology programs and services to have their hardware refreshed on a more frequent basis.
- Centralize hardware acquisition and replacement for improved technology asset management and tracking.

**ITS support/policies:**

- Continue to improve and reinforce a service-oriented culture and problem-solving philosophy.
- Implement a help desk management system to facilitate work order tracking, enhancing communication and improving the end-user's experience when reporting technology issues.
- Expand the centralized help desk to include technical support for students and increase the hours and/or days of coverage.
- Document and publish IT procedures.

**Need for updated computer software:**

- Investigate software acquisition/management system to facilitate the tracking and monitoring of software licenses, installations, and maintenance agreements.

**Need for training opportunities:**

- Investigate options and opportunities to expand and enhance training in the effective use of technology and technology systems related to the College's programs, services, and College operations.
- Continue to keep the College informed as to the status of many of these initiatives and projects through the Technology Committee regular campus updates ([III.C.21](#)).

Analysis and Evaluation

Chaffey College meets this standard. Through the College's PSR process, all programs, services, and administrative units articulate their technology needs. Validated needs are forwarded to the Resource Allocation Committee for funding. The College evaluates how well its technology meets the needs of its programs and services and makes improvements accordingly. Priorities

are established based on the strategic goals of the College and the learning and success needs of the students. Data for identifying and meeting operational, student, teaching, and support needs include both qualitative data (help desk requests) and quantitative data (ITS survey) to solicit additional input on the status of technology at the College. Data from internal scans as well as from an independent and external consultant company helped identify areas of focus for inclusion in the College's new Strategic Technology Plan which was vetted through the shared governance processes and approved by the Governing Board in February, 2016. As such, the College has visionary, strategic, and operational plans to address existing needs.



The College-wide technology assessment and technology survey findings indicate that in order to maximize the College's innovations, a more systematic communication infrastructure would improve dissemination of information to all constituent groups about College directions, processes, and procedures. Additionally, the College seeks to identify new technology tools and applications that will improve services to students. The College has identified Communication as a main goal in the Quality Focus Essay. Several objectives of that goal connect to this standard (G1.02 and G1.03).



**III.C.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 ITS Department views the College as a whole as opposed to separate and different sites. As a result, all technology, staffing, services, and resources are implemented, applied, and supported equally across all locations. The unique needs of the students at the California Institution for Women at Chino (CIW) are determined in partnership with the Department of Corrections. Services and resources there balance the learning needs of the students and the requirements of the state correctional system. For example, the College provides computers, printers, projectors, screens, and staffing at this location. The College has planned and is prepared to expand its offerings to the Chino Institution for Men (CIM), where it will provide the same level of service and resources as it currently does at CIW. The goal is to provide maximum access, safety, and security.

The College has provided a separate [Distance Education Supplement](#) which discusses fully all aspects of the distance education program in one location.

All campus locations share a 1.0 GB connection to the Internet. All sites are connected using Verizon transparent LAN services. The College maintains 1.0 GB pipes between all buildings and sites. All Chaffey classrooms at all campuses are equipped with smart-classroom technology which includes computer, screen, projector, document camera, amplifier and smart classroom control systems. Wireless technology is also available at all Chaffey sites. Classroom computers at all sites are included in the College's Technology Replacement Plan 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 ([III.C.22](#)). The College also maintains redundancy in its critical systems. Staff perform daily backups of critical systems which are stored on-site and off-site using Iron Mountain storage services, routinely perform system maintenance, and routinely monitor and maintain logs related to the performance of the College's networks, servers, and systems. The ITS Department also works with the state Chancellor's Office to conduct periodic audits of the College's networks. These audits examine all external facing devices for security vulnerabilities, known issues, and open ports. Findings are then sent back to the College for review and resolution ([III.C.23](#)). The College also employs various other safeguards to ensure system security, including firewalls, intrusion detection software/hardware, anti-virus/malware software, spam filtering software, and access controls.

The College has virtualized approximately 97% of its servers (please see Standard [III.C.1](#)). Because of the College's virtual environment, downtime has been minimized for systems due to the ability to hot-migrate virtual servers across both physical hosts and storage systems. When the College upgraded to its new storage environment, the majority of servers were migrated online during normal business hours without any data loss or downtime. In other words, the move was transparent to end users.

The College has built, essentially, a virtual Private Cloud Infrastructure that is self-repairing. If a production host with virtual machines (VMs) goes down due to a catastrophic hardware failure, the virtual machines on that host will automatically be restarted on another host. This infrastructure results in minimal to zero downtime.

One of the cloud technologies used to create the Private Cloud has been the implementation of a Storage Area Network for the primary virtualization hosts that automatically migrate data from low speed, inexpensive disks, to higher-speed disks when utilization increases. This automatic migration has resulted in improved performance, reduced costs, and increased capacity. It also utilizes the redundant features of the storage system to maintain data integrity in the event of a physical hardware failure.

Access to the College's enterprise resource planning system and other applications is provided based on need. Employees must fill out account request forms for the systems/applications to which they desire access, which must also be signed/approved by the employee's supervisor. Completed forms are retained in the Information Technology Services department ([III.C.24](#)).



### Analysis and Evaluation

Chaffey College meets this standard. The College takes a holistic approach to the offering of technology support and views the College not as a string of sites but a unified learning organization. Staff and external entities conduct audits to ensure system security. Backups are stored both on- and off-site. System logs are maintained and monitored for anomalies. Test restores from backups are conducted annually to ensure reliability. Access to College networks, systems, and databases are controlled and systematically reviewed.



**III.C.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

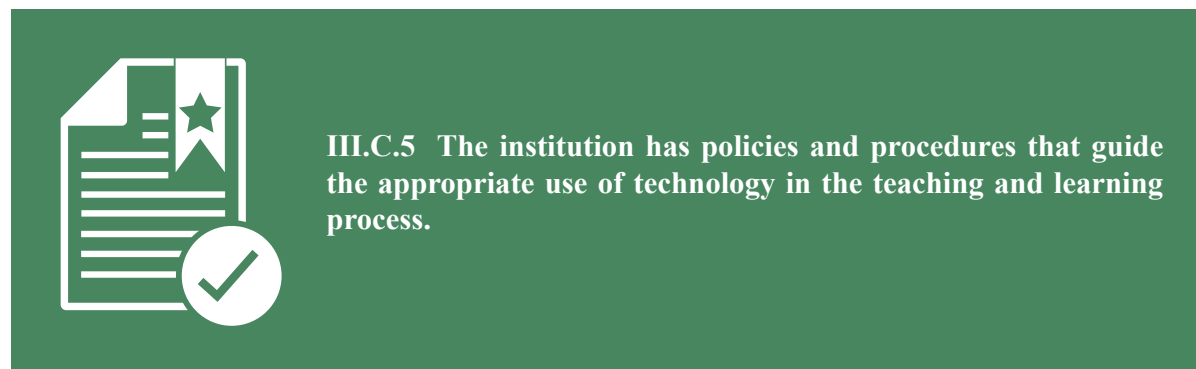
The College has an Information Technology Services help desk that provides technical support to faculty, staff, and students ([III.C.17](#), [III.C.19](#)). Training is provided to faculty, staff and students in a variety of forms. The Information Technology Services department provides face-to-face training on the College's enterprise and resource planning (ERP) system, smart classroom technology, and other administrative applications to College employees ([III.C.25](#)). Additionally, training documentation on the College's ERP system is available for College personnel through the ITS [tutorials and training](#) webpage ([III.C.26](#)). Documentation and [FAQs](#) ([III.C.27](#)) are also made available to students, faculty, and staff relative to the MyChaffey portal and email systems.

The College has an extensive array of workshops, seminars, and other training opportunities on a variety of topics—including the use of technology—which are provided to employees through both the [Faculty Success Center](#) ([III.C.28](#)) and the [Classified Success Network](#) ([III.C.29](#)). Please see Standard [III.A.14](#) for a complete discussion of these opportunities, which includes a discussion on the evaluation of these activities. The ITS Department is also exploring the implementation and use of a web-based training service such as [Lynda.com](#) ([III.C.30](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The College continues to assess and review training opportunities offered at the College and uses the information to improve current offerings and augment future sessions. While a variety of training, documentation, and FAQs are currently provided for various systems and processes, the College is currently looking at additional

opportunities to expand offerings to all students, faculty, and staff. The implementation and use of a web-based training service such as Lynda.com is one opportunity that is being currently investigated.



#### Evidence of Meeting the Standard

The College has a series of established board policies and procedures for the effective use of technology. The policies and procedures inform College operations and are reviewed regularly for currency and relevance. For example, [Board Policy \(III.C.31\)](#) and [Administrative Procedure 3720 \(III.C.32\)](#) (Computer and Network Use) address the appropriate use of technology and are published on the [College's website \(III.C.33\)](#), and in the [Faculty Handbook \(III.C.34\)](#), the [Classified Handbook \(III.C.35\)](#), and the [Student Handbook \(III.C.36\)](#). Specifically, the procedures address important technology concerns such as copyright infringement, copying, integrity of sources, programs, unauthorized equipment, password protection, and use identification. The procedures address the non-expectation of privacy, and the College reserves the right to monitor use. Employees desiring access to the College's network and/or an email account are required to complete an [Employee Network/Email Account Form \(III.C.24\)](#) and sign an Accountability Statement that they will comply with the requirements addressed in the board policy and administrative procedure.

#### Analysis and Evaluation

Chaffey College meets this standard. Policies and procedures are in place that guide the use and access of technology in the learning process. Adequate protections have been implemented to protect against abuse, and the College retains the right to monitor and restrict future use for violations of existing policies and procedures.





## Evidence List for Standard III.C

<a href="#"><u>III.C.1</u></a>	Information Technology Services webpage
<a href="#"><u>III.C.2</u></a>	Equipment Standards
<a href="#"><u>III.C.3</u></a>	MyChaffey Portal link
<a href="#"><u>III.C.4</u></a>	Chaffey College Mobile information
<a href="#"><u>III.C.5</u></a>	Chaffey application screen shots
<a href="#"><u>III.C.6</u></a>	Portal screen shots—student tools
<a href="#"><u>III.C.7</u></a>	Positive Attendance System Screenshot
<a href="#"><u>III.C.8</u></a>	Positive Attendance Reports
<a href="#"><u>III.C.9</u></a>	Technology Replacement Plan
<a href="#"><u>III.C.10</u></a>	2014-15 Bond Fund purchases for instructional equipment
<a href="#"><u>III.C.11</u></a>	Strategic Technology Plan
<a href="#"><u>III.C.12</u></a>	Projects 2014-15
<a href="#"><u>III.C.13</u></a>	Technology Committee meeting notes
<a href="#"><u>III.C.14</u></a>	Colleague Steering Committee meeting notes
<a href="#"><u>III.C.15</u></a>	Educational Vision and Integrated Planning Model
<a href="#"><u>III.C.16</u></a>	Technology Survey Results
<a href="#"><u>III.C.17</u></a>	Help Desk work order system
<a href="#"><u>III.C.18</u></a>	Help Desk—student assistance
<a href="#"><u>III.C.19</u></a>	Campus Works—Strategic Technology Plan Executive Summary
<a href="#"><u>III.C.20</u></a>	Governing Board Packet, 2-25-16
<a href="#"><u>III.C.21</u></a>	Technology Committee Campus Updates
<a href="#"><u>III.C.22</u></a>	Sample service level agreement, Campus EAI
<a href="#"><u>III.C.23</u></a>	Chancellor's Office System Audit
<a href="#"><u>III.C.24</u></a>	Email/Network Account Form
<a href="#"><u>III.C.25</u></a>	ITS Training Calendars
<a href="#"><u>III.C.26</u></a>	ITS Tutorials and Training webpage
<a href="#"><u>III.C.27</u></a>	MyChaffey Portal FAQ webpage
<a href="#"><u>III.C.28</u></a>	Faculty Success Center website
<a href="#"><u>III.C.29</u></a>	Classified Success Network website
<a href="#"><u>III.C.30</u></a>	Lynda.com website
<a href="#"><u>III.C.31</u></a>	Board Policy 3720
<a href="#"><u>III.C.32</u></a>	Administrative Procedure 3720
<a href="#"><u>III.C.33</u></a>	College website
<a href="#"><u>III.C.34</u></a>	Faculty Handbook
<a href="#"><u>III.C.35</u></a>	Classified Handbook
<a href="#"><u>III.C.36</u></a>	Student Handbook





**III.D.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 its 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

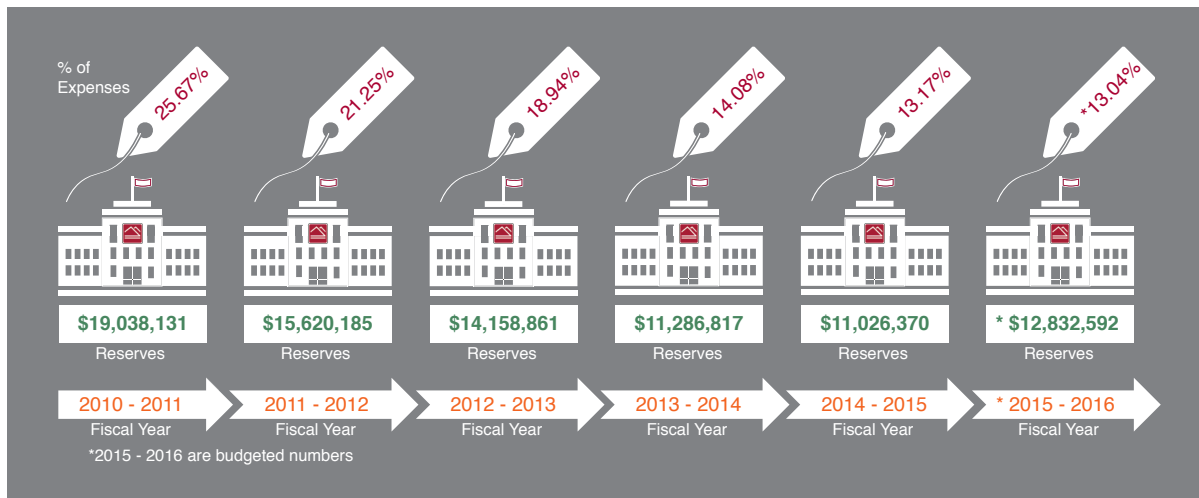
The Chaffey College Governing Board is committed to maintaining fiscal resources to support, sustain, and improve student learning programs and services while ensuring the on-going fiscal stability of the College. The Board accomplishes this outcome by the establishment of set policies and delegation of authority to the superintendent/president for the creation of administrative procedures so that the oversight and direction of financial resources work together to meet the College mission.

The annual budget for the College is sufficient to meet instructional and student support programs and services' needs, and to sustain and improve institutional effectiveness. The [2015-2016 Adopted Budget \(III.D.1\)](#) indicates the College's total available funds in the unrestricted general fund are \$111,220,861. This budget covers projected expenses of \$98,388,259 and ensures compliance with the [Board Policy 6305](#) (Reserves) ([III.D.2](#)) reserves requirement of 7%. In addition, restricted general fund and other funds supplement the College's available resources.

[Board Policy 6300](#) (Fiscal Management) ([III.D.3](#)) outlines the Governing Board's expectations that the College comply with Title 5 regulations and the California Community College's Budget and Accounting Manual that quarterly reports are provided to the Governing Board, and that the superintendent/president assumes all duties and responsibilities related to the College's fiscal independence status. [Administrative Procedure 6300](#) (Fiscal Management) ([III.D.4](#)) outlines the principles of sound fiscal policies that College personnel are to employ.

Despite the state-wide recession, the College—through established planning mechanisms, human and physical resource allocation processes, and fiscal prudence—consistently met these fiscal requirements as evinced in the 2010 through 2016 adopted and actual budgets ([III.D.5](#)). The unrestricted ending balances/reserves have met or exceeded the State's recommended 5% reserve and the College's 7% Board reserve policy (as outlined below). Careful financial management, cost reductions, and combining job duties were some of the strategies used to balance the budget. Additional services and improved institutional effectiveness have been further advanced by the use of restricted categorical allocations and grants, and bond and redevelopment funds.

## Unrestricted General Fund Ending Reserves



### *Program Review and Resource Allocation*

The College ensures that the funding process for programs and services is addressed with integrity and in a manner that is financially sustainable and stable. As explained in the Educational Vision and Integrated Planning Model ([III.D.6](#)), Program and Services Review (PSR) and Annual Update processes are used to systemically identify and prioritize the College's needs (pp. 47-50). These processes require all departments to identify resource needs for the development, maintenance, and enhancement of their programs and services. Additionally, items required and recommended through the PSR process are forwarded to the Resource Allocation Committee (RAC, pp. 50-59) for review and consideration for funding. When RAC makes the final recommendation on what items will be funded, that information is communicated to the Executive Leadership Team for review with the superintendent/president for final approval. Upon approval, Budgeting Services sends notifications to the requesting schools or areas that their budgets are augmented and the items may now be purchased ([III.D.7](#), [III.D.8](#), [III.D.9](#)).

Likewise, Human Resource needs that are validated by PSR are prioritized using the applicable hiring prioritization processes and forwarded to and reviewed by the Executive Leadership Team ([III.D.6](#), pp. 56-59). To ensure that the College is effectively allocating physical and human resources, the committees are to submit annual reports of the funding initiatives to the College Planning Council (CPC) for review and possible input into the strategic plan.

Additionally, during the annual budget development process, the College reviews the existing budget, evaluates and incorporates current and future College obligations, and integrates the cost of College goals and initiatives as identified in the PSR and RAC processes.

Throughout the year, the College effectively, and with integrity, manages the financial resources by preparing and reviewing quarterly projections, monitoring cash flow, running periodic 50 percent calculations, and employing a system of internal controls. The College



annually has met all of its fiscal obligations and, as reported in the annual audit and the bond audit, has had unmodified opinions over financial reporting and bond compliance ([III.D.10](#), [III.D.11](#)). The internal auditor position provides an additional layer of review by overseeing internal controls and conducting program and financial audits to insure integrity and stability and ensuring compliance with [Board Policy \(III.D.12\)](#) and [Administrative Procedure 6400 \(Audits\) \(III.D.13\)](#).

### Analysis and Evaluation

Chaffey College meets this standard. The College has an established system of board policies and administrative procedures for the oversight and allocation of fiscal resources. The College follows the principles of sound fiscal management as stipulated in board policy and administrative procedure. The College plans and implements a budget within its anticipated revenue projections and makes judicious corrections throughout the year as needed. Despite the significant limitations caused by the recession, the financial resources have consistently been sufficient to support and sustain student learning programs and services. Improvements to institutional effectiveness have been achieved through the robust processes of PSR, RAC, and the hiring prioritization processes. Integrity is enhanced by the employment of an internal auditor who oversees internal controls and conducts program and financial audits. A recently added component to ensure effectiveness and integrity is the review of prior year funding initiatives by the College Planning Council (CPC).



**III.D.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

The College's mission and goals are the foundation for financial planning. The mission and College goals are developed and broadly communicated throughout the College. At both the division and department levels, the mission and goals are the basis for the development of Visionary Improvement Plans (VIPs) ([III.D.14](#)). The VIPs, included in PSR, operationalize the mission and goals and are developed from an assessment of data and trends, review of required updates and improvements, and reflection upon possible and best-practice program and service improvements ([III.D.15](#), [III.D.16](#), [III.D.17](#)).

### *Mission and Fiscal Planning*

Once the VIPs are formulated and reviewed by the Program and Services Review Committee, physical and facilities resource requests are prioritized by the division and forwarded to the Resource Allocation Committee (RAC) which then reviews compliance with College standards and financial controls and cost of ownership. Upon completion of this review, the RAC makes a prioritized recommendation to the superintendent/president. Likewise, the human resource requests are prioritized according to the hiring prioritization processes, and a prioritized recommendation is submitted to the superintendent/president ([III.D.18](#), [III.D.19](#)). Funding available for both physical and human resources are confirmed by the Executive Leadership Team in consultation with the Office of Budgeting and Fiscal Services and approved by the superintendent/president.

As part of the annual financial planning, the mission and goals as listed in the Educational Vision and Integrated Planning Model ([III.D.6](#), pp. 36-45) are annually reviewed by each department and prominently highlighted in the annual budget development handbook distributed during the annual budget development process ([III.D.20](#)). The College goals are included in the adopted budget transmittal letter that includes evidence that the budget supports the goals ([III.D.1](#)). The adopted budget also includes VIP plan goals and highlights departmental accomplishments from prior year funding through the Program and Services Review (PSR) and the Resource Allocation Committee (RAC) process.

### *Board Oversight*

Board policies are in place to guide sound financial practices and financial stability. [Board Policy 6100](#) (Delegation of Authority) ([III.D.21](#)) delegates to the chief business officer the authority and responsibility to supervise the general business practices of the College. [Board Policy 6150](#) (Designation of Authorized Signatures) ([III.D.22](#)) designates signature authority for College orders and transactions; the Board authorizes a signature list, as necessary, designating employees authorized to sign for essential College business.

[Board Policy 6200](#) (Budget Preparation) ([III.D.23](#)) and [Board Policy 6250](#) (Budget Management) ([III.D.24](#)) outline the budget preparation and budget management requirements and processes. 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 ([III.D.25](#)). Additionally, the Governing Board receives a budget update during its annual retreat ([III.D.26](#)).

[Board Policy 6300](#) (Fiscal Management) ([III.D.3](#)) requires that the College 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 ([III.D.27](#)). [Board Policy 6305](#) (Reserves) ([III.D.2](#)) addresses the requirements for reserves, including maintaining a minimum 7% unrestricted general fund reserve. [Board Policy 6310](#) (Accounting) ([III.D.28](#)) requires that the College adhere to budgeting and accounting methods that are contained in the California Community College's Budgeting and Accounting

Manual and relevant sections of the Education Code and Title 5 which requires that a list of purchase orders and/or College warrants be reviewed and approved by the Governing Board. College investments are governed by [Board Policy 6320](#) (Investments) ([III.D.29](#)). Investment reports are presented to the Board quarterly, and the Annual Statements of Investment Guidelines for general, construction and auxiliary funds are reviewed by the Board annually. To verify sound financial practices and fiscal stability, [Board Policy 6400](#) (Audits) ([III.D.12](#)) requires that an outside audit of all funds be conducted on an annual basis.

### *Communication*

Appropriate financial information is disseminated in a timely manner throughout the College through Board reports, President's Cabinet, College Planning Council, budget and College planning workshops, and budget forums ([III.D.30](#), [III.D.31](#)). The College Planning Council reviews the budget development process, and annual budget development workshops and forums are open to all constituency groups for review and input ([III.D.32](#)). Reports for both the tentative and adopted budgets for the succeeding fiscal year are presented during Board study sessions in June and August ([III.D.33](#)). The College's financial information, regularly updated, is located on the College website and on the College shared Z-drive. At the departmental level, budget information is accurately maintained and updated: for example, personnel authorized to make decisions for their programs and departments have immediate access to financial information for their areas through the College's integrated database system, Ellucian. Additionally, the [Budgeting and Fiscal Services website](#) ([III.D.34](#)) includes prior years' budget development handbooks, budget forum presentations, and copies of annual financial reports.

### Analysis and Evaluation

Chaffey College meets this standard. The College's financial planning is integrated with College planning. Mission and strategic goals are integrated throughout the Program and Services Review 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 College reports. There is a direct line from data-driven program review which identifies needs that are prioritized to the allocation of resources. The College has board policies and administrative procedures that ensure it follows sound financial practices. Appropriate information is disseminated to the College through routine reports, presentations, and through the College's website.



**III.D.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 College has a clearly defined financial planning and budget development process. The budget development process is identified in the Budget Development Handbook ([III.D.20](#), [III.D.35](#)). The handbook incorporates information about the State's budget proposal, anticipated College revenues, the College's budget philosophy, resource allocation process, budget calendar, and budget forms. The Budget Development Handbook and the Budget Calendar are developed by the Office of Budgeting and Fiscal Services and reviewed by members of the College Planning Council. The handbook is updated annually, distributed during the annual budget workshops, and posted on both the internal Z-drive and the Budgeting Services website. Budget information and budget development reports are distributed during the workshops as resources for employees in developing budgets for their respective areas.

Each year during the budget development workshops, budget managers are given a Budget Comparison Report ([III.D.36](#)) 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. The College uses an incremental base budget—the prior year adopted budget is moved to the budget year after any one-time items are removed and after salary adjustments. Budget managers can request budget changes which may include transfers among discretionary accounts or reductions. Permanent positions (faculty and staff) recommended through Program and Services Review (PSR) are reviewed and prioritized through their own respective processes ([III.D.6](#), pp. 56-59). Augmentation requests outside of hiring prioritization and resource allocations are submitted to the Budget and Fiscal Services Office and presented to the Executive Leadership Team for review and approval.

Historically, the College used a budget advisory committee in an effort to establish broad participation in the development of plans and budget. During fall 2011, the committee focused its energies on establishing its purpose, but then fell dormant from approximately 2012 through most of 2015 while other channels and forums became activated by the administration. The forums ([III.D.30](#)) and workshops ([III.D.31](#)) inform the College community about planning

efforts, anticipated challenges to the budget due to the recession, and make financial projections. Budget forums are recorded and streamed so that individuals at other locations and those who work varied hours have access to this information. Additionally, the College continues to use the budget development process which provides guidelines and processes for financial planning and budget development.

As funding was restored and integrated planning efforts were solidified as a priority for the College, the College Planning Council (CPC) was established and began meeting regularly starting in May, 2015. The CPC has a large, diverse broad representation of membership from all employment groups and includes a student representative. The CPC plays a major role in the development of the College's plans and the evaluation of the College's activities. In the discussions of the purpose of the CPC, the integration of budget planning with strategic planning was identified as an expanded role. Consequently, at the end of 2015, CPC began to incorporate financial and budget planning into the scope of its activities.

Beginning in January 2016, CPC determined that the budget should be a standing item to discuss revenue strategies, expenditure assumptions, Budget Development Handbook, and resource allocation processes ([III.D.37](#)). The integrated planning cycle was updated by the CPC to clarify the prioritization processes for physical and human resources and to emphasize the planning and implementation relationship between PSR and RAC ([III.D.38](#)). Following review of budget and resource allocation processes, the CPC established a RAC oversight committee to review assumptions, identify gaps in processes, and to review and evaluate the work of RAC. Additionally, CPC has been established as the committee responsible for reviewing and recommending College strategic objectives and ensuring that financial planning supports these objectives. Since a major initiative of the College during the 2015-16 academic year focused on the growth agenda, it was brought to the CPC for review, discussion, and input. A subcommittee was formed to identify and support College activities, timelines, and responsible parties to support and sustain growth.

Budget projections are completed and presented to and reviewed by the Executive Leadership Team quarterly ([III.D.39](#)). As part of their review, the Executive Leadership Team examines the adopted budget, anticipated changes, and year-end projections ([III.D.40](#)) and shares the information with appropriate professionals on campus. The Governing Board has an important role in the establishment of the College's mission and priorities and assists in ensuring that financial planning activities are consistent with these initiatives. Each year, a Board member is identified to act as a liaison with the superintendent/president and the Executive Leadership Team in reviewing the College's mission, strategic goals, planned activities, and funding allocation. The Board also reviews the Budget Development Calendar that is included in the Budget Development Handbook.

According to [Administrative Procedure 6200](#) (Budget Preparation) ([III.D.23](#)), the tentative budget is presented to the board no later than July 1, and the adopted budget no later than September 15. On or before October 10, the College submits a copy of its adopted annual financial and budget report (annual 311 report) to the State Chancellor's Office ([III.D.41](#)).

## Analysis and Evaluation

Chaffey College meets this standard. The College 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. Managers are provided appropriate notice and information to review budget allocation differences between years.

The College Planning Council, the Executive Leadership Team, and the Governing Board review the Budget Development Handbook and Budget Development Calendar. The CPC incorporates faculty, staff, student, and management perspectives in reviewing the College's plans and budget development. The Governing Board conducts reviews by appointing a board liaison to review the College mission, strategic goals, planned activities, and funding allocated to support those activities.



**III.D.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 College'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 is assessed through review and discussion with the Budget and Fiscal Services Office and the College Planning Council. Available resources are then applied to current and future expenditures, both short- and long-term, through budget projections ([III.D.7](#), [III.D.8](#), [III.D.9](#)). The budget is developed using reasonable assumptions ([III.D.35](#)) based on available information. Depending upon the State budget, key assumptions may include growth, COLA, and other potential one-time and recurring funding sources identified in the Governor's January budget release.

As documented in the Budget Development Handbook ([III.D.20](#)), budget development begins with the current year adopted budget as a base. Anticipated College budget augmentations are applied, such as COLA and growth estimates, as well as anticipated changes in expenditures, such as negotiated salary and step increases. One-time prior year adjustments are removed. Through the chain of command, schools and divisions identify proposed augmentations. These augmentations are subject to approval by the Executive Leadership Team.



Several times each year, Instruction, Institutional Research, and the Budgeting and Fiscal Services Office meet to review FTES projections current and future, and budget development scenarios ([III.D.42](#)). This information is reported to the CPC and to the broader community in the budget forums ([III.D.30](#)). This information enables anticipation of current-year changes prior to year-end. Key expenditure requirements are regularly monitored including the 50 percent law and faculty obligation number (FON) ([III.D.43](#)), cash flow, 7% required reserve, unfunded liabilities, and any other legal requirements or standards that facilitate strong fiscal health.

During the recession, the College maintained these same review and monitoring processes and added additional layers of scrutiny as well. Some of the reports used for this analysis included year-end projections, revenue/expense summaries, unspent budget updates, budget simulations, operating expense analysis, budget reduction strategies worksheets, and the discretionary funds reduction report. When revenue was insufficient to support existing operations, the College augmented its budget using reserves and implemented cost reductions. The 2010-11 through 2012-13 budget presentations illustrated the review of the budgeted expenses and revenues during budget development ([III.D.31](#)).

Development of other financial resources and partnerships are supported through the Resource Development Office. To support [Board Policy \(III.D.44\)](#) and [Administrative Procedure 3280 \(Grants\) \(III.D.45\)](#), the Resource Development Office actively seeks and applies for grants that support the goals of the College. In 2014, the College was awarded a \$14.9 million five-year federal Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant ([III.D.46](#)) that partners Chaffey with the Inland Empire Regional Training Consortium (IERTC) to expand and improve education and career training programs to help job seekers obtain the skills they need for in-demand jobs. The program will include establishing a STEM education business incubator center, InTech, at facilities provided by California Steel Industries in the Inland Empire. The IERTC includes Chaffey College as the lead institution of the eleven-member consortium.

### Analysis and Evaluation

Chaffey College meets this standard. The College'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 Chancellor's Office, is assessed through review and discussion with the Budgeting Office and the College Planning Council. Available resources are then applied to current and future expenditures, both short- and long-term, through budget projections. The budget is developed using reasonable assumptions based on available information. Development of other financial resources and partnerships are supported through the Resource Development Office. To support Board Policy 3280 and Administrative Procedure 3280 (Grants), the Resource Development Office actively seeks and applies for grants that support the goals of the College.



The College meets the standard, although it recognizes more robust cost of ownership systems and processes need to be developed. In the Quality Focus Essay, the College has identified an objective to evaluate and improve efficacy of efficiency processes and infrastructure. Activities to support that objective include developing analytics to be more proactive in long-term planning and evaluate return on investment for College initiatives.



**III.D.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 used the results to improve internal control systems.**

#### Evidence of Meeting the Standard

The College has internal controls integrated into both its financial software and organizational structure. Internal controls are built into the College's software system (Ellucian) to facilitate segregation of duties. ITS personnel manage Software security access for e-mail and Ellucian software ([III.D.47](#), [III.D.48](#)). All new employees must complete ITS software training before ITS provides access to the software. An employee requests access to budgets for inquiry, requisitioning, and budget approvals through ITS which verifies the employee's access eligibility. Upon confirmation, ITS then forwards the request to Budgeting and Fiscal Services. Upon review of the Budgeting Officer's Responsibilities List by Budgeting and Fiscal Services and confirmation of matching scope of responsibility, the employee is approved and authorization is granted by Budgeting Services. Budget managers can approve only items for their own assigned departments, and support staff can only view and enter requisitions for their assigned departments ([III.D.49](#)).

Budgeting and Fiscal Services, Human Resources, and Payroll share responsibility for the employee compensation process. Budgeting Services maintains position control based on authorized positions; Human Resources assigns the employee to the position and determines salary placement; and Payroll processes the payroll for the employee.

In 2002, in preparation for fiscal accountability, Fiscal Services was split into two offices, Accounting Services and Budgeting and Fiscal Services. This action provided enhanced segregation of duties. Accounting is responsible for processing payroll and accounts payable. Budgeting and Fiscal Services and the College's internal auditor audit these payments. The executive director of Budgeting and Fiscal Services is Board-designated as the College disbursing officer and is authorized to release payments after audits are completed. The internal auditor adds another level of internal controls by conducting internal audits such as cash

handling, throughout the fiscal year. Although reporting to the superintendent/president, the internal auditor is also authorized to independently report to the Governing Board, if necessary.

The College's software, Ellucian, provides real-time information to budget managers to facilitate timely decision-making. Budget managers can access their budgets at any time by running reports or viewing screens in Ellucian. In so doing, they can review budgets, expenses, payroll, leave balances and other information and can report any discrepancies that need adjustment.

The College regularly evaluates its financial management practices through the annual independent audit and through its own system for internal reviews. The annual independent audit, in accordance with Government Auditing Standards, considers the College's internal control over financial reporting and tests compliance with pertinent provisions of laws, regulations, contracts, grant agreements and other matters. The 2014-2015 audit did not identify any deficiencies in internal controls that would be considered material weaknesses ([III.D.10](#)). The auditors also interview various College employees for Statements on Auditing Standards 99 compliance to obtain information and identify any risk of potential fraudulent activity.

Internal reviews include evaluations of program and financial areas by the internal auditor and Budgeting and Fiscal Services staff. The internal auditor assists and analyzes entries for financial reporting in adherence to Governmental Accounting Standards Board (GASB) and Generally Accepted Accounting Principles (GAAP). These entries include adjustments for fixed assets, accounts receivables, and other accounts to convert fund financial statements to government-wide financial statements (GASB 34/35).

Examples of the College regularly evaluating its financial management practices and using the results to improve internal control systems are the review of the Veteran's Resource Center book rental program ([III.D.50](#)) and the review of instructional materials fees ([III.D.51](#)). The Internal Auditor reviewed both of these programs and completed write-ups on them. The write-ups defined the condition and documented the internal auditor's observations, recommendations, corrective actions, and status of the condition. In both cases, the corrective actions were communicated to the appropriate areas and corrective actions were implemented.

The Internal Auditor and Budgeting and Fiscal Services staff conduct audits of both accounts payables and payroll using a dual review process ([III.D.52](#)). Accounts payable audits are conducted weekly using a random and judgmental selection auditing process. Payroll audits are conducted for each payroll cycle ([III.D.53](#)). Any discrepancies in the payroll or accounts payable audits are communicated to the appropriate manager and corrective action is taken. Budgeting and Fiscal Services uses several tools to monitor budgets for irregularities including, but not limited to, periodic negative balance reports, the Board budgeting monitoring report, quarterly financial reports and month end reconciliations. In addition, the independent auditors review internal controls during their annual audit.

The College also engages two separate auditors for the Measure L Bond—Vavrinek, Trine, Day & Co. (VTD) audits for financial opinion; and Vicenti, Lloyd and Stutzman (VLS), for the Prop 39 compliance ([III.D.11](#)). College administration believes this segregated structure provides higher-level integrity in reporting for these funds.

### Analysis and Evaluation

Chaffey College meets this standard. Internal controls are incorporated into both the financial software and organizational structure. Employees are trained regarding the controls, and the internal auditor routinely runs reports to check for irregularities.



**III.D.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 College audit report, which includes all funds within the College with the exception of the Foundation, annually has received an unmodified opinion from the independent auditors over financial reporting ([III.D.10](#)). The report is presented publicly to the Governing Board and is made available online ([III.D.54](#)). The budget development process is transparent and receives input from the campus community. Budget workshops are provided annually to provide accurate information to support all program activities ([III.D.31](#)). Budget managers have access to their budgets built into the College's financial software (Ellucian) and can review their budgets at any time ([III.D.49](#)). Budget managers are responsible for the development and management of their department budgets (please see Standard [III.D.3](#) for additional information).

The College has instituted an Internal Audit Office that directly reports to the superintendent/president. This office adds an independent, objective review and consulting responsibility over the College's financial reporting. The internal auditor routinely checks for irregularities in the financial systems by performing reviews and evaluating controls, activities, operations, and transactions for compliance, effectiveness, and accuracy ([III.D.52](#), [III.D.53](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The College financial activity is monitored through audit reports. The financial documents are clearly scrutinized, available in a variety of formats, and broadly communicated to the community. From within the College, an internal auditor, who reports solely to the superintendent/president, also routinely checks for irregularities in the College's financial systems. There have been no internal audit exceptions during this accreditation period.



### **III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

#### Evidence of Meeting the Standard

The College's Governing Board engages an independent certified public accounting firm to perform an annual audit of the College. The scope of the annual fiscal audit includes all funds within the College except for the Foundation which has its own mechanism for engaging and performing its independent audit ([III.D.10](#)).

The College has an internal auditor, who acts as a liaison between the College 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 agreed upon corrective action is implemented to ensure there will not be a repeat finding in the subsequent audit ([III.D.55](#)). Audits for prior years have also been included in the evidence ([III.D.56](#)).

Any external audit findings are listed in the audited annual financials which are presented to the Governing Board in January ([III.D.54](#)) and can be found on the College's website and internal Z-drive. If any findings are discovered, the finding, the recommendation and the College's response are included in the report. Any prior year findings are also listed in the annual audited financials along with the current status of the finding. For example, 2013-2014 audited annual financials include no current year findings and one prior year's finding that has a status of implemented.

The College has not received a finding over financial reporting or over federal awards during this accreditation period (2010 through 2015) ([III.D.55](#)). One suggestion made by auditors in 2010-11 was the creation of a Student Receivable Allowance account which can serve as a valuation and monitoring tool for collectability. During the 2011-12 fiscal year, the account was created, and the College has a process in place for annually calculating the Student Receivable Allowance amount to be recorded within the College's audited financial statements ([III.D.57](#)).

#### Analysis and Evaluation

Chaffey College meets this standard. Audits are conducted regularly 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 College and to the Governing

Board for correction. Whenever a finding is noted within the audit report, the College responds with the appropriate corrective action so that the finding is not repeated in the subsequent year's audit. Audit reports confirm in the Status of Prior Findings section that all corrective actions have been implemented.



**III.D.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 College has several methods to evaluate its financial and internal controls, including the annual external audit, bond audits, periodic audits from outside entities, and audits performed by the College's internal auditor. Annually, an outside independent audit firm examines financial and internal control systems. Any findings from the audit are resolved and communicated to the appropriate areas. A Citizens' Oversight Committee reviews bond funds, and the accounting manager monitors compliance with the original bond ballot measure and objectives ([III.D.58](#)). 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, if necessary ([III.D.11](#), [III.D.59](#)).

As mentioned in Standard [III.D.6](#), the College's Internal Audit Office evaluates internal controls and provides recommendations for improvement. Routine testing of 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. These discrepancies are monitored and evaluated to determine whether there is a system control weakness in disbursement. However, thus far, the discrepancies have not been systemic.

#### Analysis and Evaluation

Chaffey College meets this standard. The College regularly evaluates the financial and internal control system and assesses them for validity. The College's internal auditor and Budgeting and Fiscal Services perform audits periodically, including payroll and accounts payable audits. Any discrepancies are communicated and corrected.





**III.D.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

The College has sufficient cash-flow and reserves. The Budgeting and Fiscal Services office ensures that the tentative and adopted budgets include the Governing Board's 7% minimum reserve requirement. At all times during this accreditation period, the reserves have exceeded the 7% minimum ([III.D.60](#)).

The Budgeting and Fiscal Services office also assesses cash needs by maintaining short-term and long-term cash flow projections ([III.D.61](#), [III.D.62](#), [III.D.63](#)). In addition, cash is reconciled with the County Treasurer on a monthly basis ([III.D.64](#)). The accounting manager maintains a bond cash flow report and funds are drawn down periodically to cover current payments ([III.D.65](#)).

During the period when the College was subject to deferrals, the College participated in TRANS cash borrowing and annually participates in the San Bernardino County inter-fund borrowing program by entering into Annual San Bernardino County Inter-Fund Transfer Agreement ([III.D.66](#), [III.D.67](#)).

#### Analysis and Evaluation

Chaffey College meets this standard. The College has adequate reserves which exceed the Governing Board's requirement of 7%. The College carefully manages its cash flow and ensures sufficiency through its practices and its ability to use the TRANS program, which offers an option for meeting cash flow needs at a relatively low cost. The College may also borrow funds short-term from the County of San Bernardino if necessary.



**III.D.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

[Board Policy 6310](#) (Accounting) ([III.D.28](#)) requires that the College adhere to budgeting and accounting methods that are contained in the State Budget and Accounting Manual, relevant sections of Education Code, Title 5, and Generally Accepted Accounting Principles (GAAP).

Restricted programs with requirements defined by contracts, grants, Education Code or Title 5 are accounted for separately by program. Budgeting and Fiscal Services and Accounting Services personnel provide monitoring of each program, including review of the contracts and grant awards and review of purchases. The executive directors of Budgeting and Fiscal Services and Accounting, the accounting manager, the resource development specialist, and the internal auditor provide additional oversight.

Both the Financial Aid office and an accounting specialist in Accounting Services monitor financial aid funds. (Please see Standard [III.D.15](#) for additional information.)

Purchasing Services reviews and executes all contracts. Contracts are presented to the Board each month for review and approval. Purchasing processes are conducted pursuant to the Governing Board's purchasing policies, [Board Policy \(III.D.68\)](#) and [Administrative Procedure 6330](#) (Purchasing) ([III.D.69](#)) and [Board Policy \(III.D.70\)](#) and [Administrative Procedure 6340](#) (Contracts) ([III.D.71](#)), as well as state statutes and regulations.

The College's auxiliary organization is a separate entity but a closely held component unit of the College and operates under the oversight of the Auxiliary Services Governing Board and pursuant to [Board Policy 3600](#) (Auxiliary Organizations) ([III.D.72](#)). Auxiliary Services is subject to audit within the College's annual independent audit and review by the College's internal auditor and must comply with [Administrative Procedure 3600](#) (Auxiliary Organizations) ([III.D.73](#)). The Board meets quarterly to review Auxiliary Services financial, operational, and performance information ([III.D.74](#)).

Although the Foundation is a separate entity and is governed by its own board, the College provides bookkeeping services and maintains records consistent with College standards.

[Board Policy 6320 \(III.D.29\)](#) and [Administrative Procedure 6320 \(Investments\) \(III.D.75\)](#) define the parameters for investments. College investment reports are presented to the Governing Board each quarter and annual statements of investment guidelines are presented to the board annually. The highly-rated firms Morgan Stanley Wealth Management and Payden and Rygel manage bond fund investments. Both companies provide investment reports to the College.

An independent firm of Certified Public Accountants annually audits finances, financial aid, grants, externally funded programs, contracts, auxiliary organizations and investments and assets.

### Analysis and Evaluation

Chaffey College meets this standard. The College has a history of compliance, sound financial management, and oversight practices as evidenced by independent external audits and internal audit practices. The College has consistently received unmodified opinions in fiscal, compliance, and performance audits.



**III.D.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

During the annual budget development cycle, budget assumptions are developed and both short-term and long-term liabilities are identified, reviewed and considered. Long-term debts listed in the annual audited financial statements are monitored and planned for accordingly. Debts still held by the College are budgeted according to existing agreements, plans and debt schedules. For example, the two lease revenue bonds are 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.

Examples of currently identified long-term liabilities include vacation liability, other post-employment benefits (OPEB), bond debt service, future year PERS and STRS, technology plan, vehicle replacement plan, resource allocation committee reserve, capital outlay replacement reserve and payments on other long-term debt.

Examples of long-term debts recently retired include the Voluntary Retirement Plan and the Central Plant Lease. Both of these debts, based on debt payment schedules, were retired in 2014-2015.

Separate funds are maintained for vacation liabilities (Vacation Fund) ([III.D.76](#)) and other post-employment benefit costs (Self-Insurance Fund) ([III.D.77](#)).

In compliance with Governmental Accounting Standards Board (GASB) 45, the College conducts an actuarial study every two years and participates in an irrevocable trust with Futuris Public Entity Program, which allows the College to begin to prefund its OPEB liability.

In 2002, the College received a \$230 million bond. The County of San Bernardino administers bond debt service, including collection of fees from taxpayers and the debt payment. The College reviews bond debt and consults with outside financial managers to ensure the financing is efficient ([III.D.78](#)).

During budget development, funds are designated for the vacation liability fund, self-insurance fund and the Futuris Public Entity program. Payments for the Fontana land agreement and the two lease revenue bonds are budgeted in the capital projects fund, based on contractual agreements and debt service schedules.

### Analysis and Evaluation

Chaffey College meets this standard. In building its annual budget, the College maintains financial solvency by ensuring that outstanding obligations are addressed. Budget assumptions incorporate the College's identification of short-term and long-term debt. Outstanding debt is budgeted according to existing agreements, plans, and debt schedules.

In 2014-15, the College successfully retired two significant long-term debts: the Voluntary Retirement Plan and the Central Plan Lease. The College is compliant with GASB standards and, pursuant to the OPEB irrevocable trust, has been funding the outstanding liability. Other plans and reserves are noted and funded as appropriate.



**III.D.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

The College maintains a vacation liability fund for compensated absences and reviews this fund annually for compliance with Governmental Accounting Standards Board 16 (GASB 16), Accounting for Compensated Absences. GASB 16 requires the College to accrue vacation leave for employees who earned compensated absences based on past service.

The College has an OPEB plan in place and maintains both a Self-Insurance fund and an irrevocable trust for this obligation ([III.D.79](#), [III.D.80](#), [III.D.81](#)). An actuarial study is conducted every two years ([III.D.82](#)). In accordance with GASB 45, the College contracts with a public entity investment irrevocable trust program for OPEB. The College's Retirement Board of Authority meets periodically and at least annually to review trust operational and performance items ([III.D.83](#)). As of July, 2015, the College had deposited \$2,128,836 into the OPEB trust and included an additional \$500,000 in the 2015-2016 adopted budget for deposit into the irrevocable trust account.

Based on estimates from PERS and STRS, the College's PERS and STRS employer costs are projected to increase through 2019-2020. As part of its strategic financial planning, the College has recognized the projected cost increases for both programs on the 2014-2015 CCFS 311 report and has a reserve for PERS and STRS future liabilities in the 2015-2016 budget.

### Analysis and Evaluation

Chaffey College meets this standard. The actuarial plan to determine OPEB liability is prepared pursuant to accounting standards and GASB guidance. The OPEB actuarial study is current and was completed in May, 2015. The study indicated the College's Actuarial Accrued Liability (AAL) as \$16,839,808 and the Annual Required Contribution (ARC) as \$2,128,836.



**III.D.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

During the annual budget development process, the College assesses short-term and long-term debts and identifies and allocates resources to meet debt service requirements. As noted in the 2014-2015 Annual Audit ([III.D.10](#), pp. 37-40), College long-term debt includes the following:

- 2002 Proposition 39 General Obligation Bonds
- Lease revenue bonds-2006A
- Lease revenue bonds-2008A
- Fontana Land Agreement
- Edison on-bill financing energy optimization loan
- Central Plant Lease
- Voluntary Retirement Plan

The College, its financial advisors, and the County Assessor's Office collaboratively manage the general obligation bond debt service. The taxpayers repay the general obligation bond debt. The College reviews this debt annually and, when feasible, refinances the debt to lower the cost to the taxpayers. In 2014, the College saved taxpayers \$8.6 million through bond refinancing. The tax savings were accomplished through decreased interest rates ([III.D.84](#)). Proceeds directly and exclusively benefited taxpayers without requiring an extension of the repayment period. As stated in the [Report to the Community 2015 \(III.D.85\)](#), the Measure L bond tax rate increment was \$18.85 per \$100,000 assessed valuation in 2015-2016 and has never exceeded the promised tax rate increment of \$25 per \$100,000 assessed valuation.

The two lease revenue bonds and the Fontana land agreement are being repaid from Fontana Redevelopment Funds through the capital projects fund and are budgeted annually ([III.D.86](#)). The Edison on-bill financing energy optimization loan, budgeted annually, is being repaid from the unrestricted general fund with electricity savings from energy projects.

The Central Plant Lease used for building the College's central plant and the voluntary retirement plan debts were retired at the end of 2014-2015.

#### Analysis and Evaluation

Chaffey College meets this standard. During the annual budget development process, the College assesses and allocates financing for the repayment of debt and debt service. Locally incurred debt includes two lease revenue bonds and the Fontana land agreement, with both being funded through Fontana Redevelopment funds. The Proposition 39 Financing Energy Optimization Loan is being repaid from the unrestricted general fund with electricity savings from energy projects. The Central Plant Lease and the Voluntary Retirement Plan debts were retired at the end of 2014-15.



**III.D.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

Financial resources are used with integrity and in a manner consistent with their intended purpose. The use of financial resources is subject to effective oversight and adherence to board policies, in addition to any appropriate federal and state guidelines. Business Services, Budgeting and Fiscal Services, Purchasing, Accounting, the Resource Development Office,



and the internal auditor ensure that all financial resources are spent with integrity and in a manner consistent with the intended purpose.

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 College has received unqualified opinions on compliance. The College 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 College'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. College auxiliary activities include the Bookstore, Food Services, Chaffey College Chino Community Center and Donation Accounts. The College's accounting specialists and other accounting staff under the direction of the executive directors of Business Services and Budgeting and Fiscal 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 College are accounted for separately with each assigned its own unique budget code. Each grant is assigned to an accounting or budgeting services grant monitor who is familiar with the grant awards and contracts and works with the executive director of Budgeting and Fiscal Services, grant project director, the resource development specialist, and the internal auditor to ensure compliance with grant or contract intended purpose ([III.D.87](#)).

#### Analysis and Evaluation

Chaffey College meets this standard. Processes, safeguards, and internal controls are all in place to ensure that all financial resources of the College, 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. For example, an independent auditor checks annual bond compliance, and the College has received an unmodified opinion on compliance throughout this accreditation period. The College has, in all significant respects, properly accounted for the expenditures of the funds held in the Bond Building Fund. In addition, the Citizens' Bond Oversight Committee and the accounting manager review bond and associated accounting activity.



**III.D.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 Financial Aid office ensures that the College is in compliance with all federal requirements with respect to student loans. The College disburses financial aid through a contract with Higher One ([III.D.88](#)) and maintains the financial statements for Fund 74 ([III.D.89](#)). As of July 1, 2010, the College no longer participates in the student loan program but still monitors the default rate. The Financial Aid Department and the Accounting Department have dual responsibility in monitoring Title IV funds. Both departments work together to meet the various compliance requirements and to effectively serve students. Additionally, the College has a dedicated accounting specialist to help monitor Title IV funds and oversee the activity of the dedicated Federal Financial aid fund. The College has segregated Title IV revenues using a separate fund and has contracted with an outside service to assist with disbursements to ensure compliance with federal regulations.<sup>1</sup>

The College has contracted with a third-party servicer (North Star Education Services) ([III.D.90](#)) to assist students with Default Prevention assistance and loan counseling. This service provides students information and education to loan borrowers about their options and prevents default. It includes cohort default analysis, delinquency assistance and default prevention outreach. Default rates have been monitored and are well within the federal guidelines. The College's three-year Cohort default rate is 10.2%, which meets the federal requirement (<30%). Default rates for fiscal year 2009, fiscal year 2010, fiscal year 2011 and fiscal year 2012 are 15.3%, 7.6%, 10.2% and 10.2% ([III.D.91](#)).

#### Analysis and Evaluation

Chaffey College meets this standard. The College proactively manages financial aid practices to ensure default rates are within acceptable standards. Almost every year during this accreditation period, the external auditors selected Title IV Federal Financial Aid as the major program to be audited for federal purposes. The audit focuses on compliance with federal regulations including revenue streams and cash management. During the fiscal years of 2010-11 through 2014-15, the external auditors' opinions over federal awards have been unmodified, identifying no material weaknesses or significant deficiencies.

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<sup>1</sup> See Checklist for Compliance with Policies and Regulations, Title IV Compliance.



**III.D.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 College are governed by College policies and contain appropriate provisions to maintain the integrity of the College. The College typically utilizes standardized agreements that have been reviewed and approved by legal counsel that provide for the control of the terms and conditions. Board policies applicable to contracts include [Board Policy 6100](#) (Delegation of Authority) ([III.D.21](#)), [Board Policy 6330](#) (Purchasing) ([III.D.69](#)), and [Board Policy 6340](#) (Contracts) ([III.D.70](#)).

Board Policy 6100 requires that no contract shall constitute an enforceable obligation against the College unless it has been approved or ratified by the Governing Board. The Governing Board reviews and ratifies a contract, purchase order and warrant list monthly ([III.D.27](#)). Any contracts not included on this report are presented to the Board under a separate agenda item.

Board Policy 6340 requires that only those authorized according to the College's signature list may contractually execute a contract ([III.D.92](#)). The Governing board approves the College's signature list. Board Policy 6330 (Purchasing) requires that the College 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.

The Executive Director, Business Services monitors contracts ([III.D.93](#)). College legal counsel reviews specialized contracts as needed.

#### Analysis and Evaluation

Chaffey College meets this standard. Contracting practices and agreements support the College mission, goals, and priorities and are in compliance with Board policies and administrative regulations. 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.



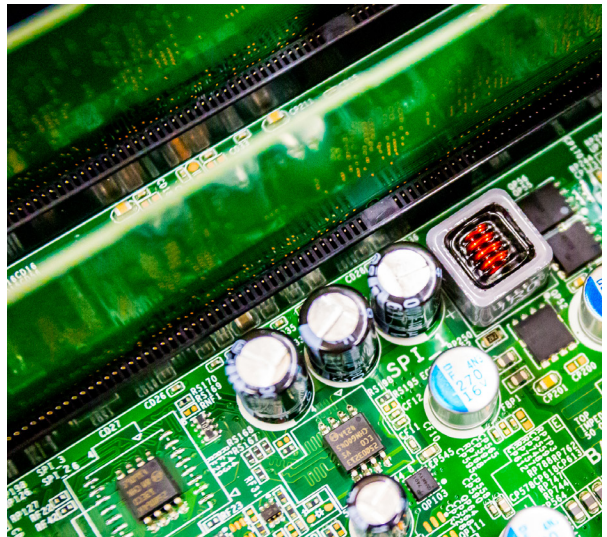
## Evidence List for Standard III.D

<a href="#"><u>III.D.1</u></a>	2015-2016 Adopted Budget
<a href="#"><u>III.D.2</u></a>	Board Policy 6305
<a href="#"><u>III.D.3</u></a>	Board Policy 6300
<a href="#"><u>III.D.4</u></a>	Administrative Procedure 6300
<a href="#"><u>III.D.5</u></a>	Accounting and Budgeting Services—Budget Documents webpage
<a href="#"><u>III.D.6</u></a>	Educational Vision and Integrated Planning Model
<a href="#"><u>III.D.7</u></a>	2015-16 RAC Funded Items with 2 PSR samples
<a href="#"><u>III.D.8</u></a>	2014-15 RAC Funded Items with 2 PSR samples
<a href="#"><u>III.D.9</u></a>	2013-11 RAC Funded Items with 2 PSR samples
<a href="#"><u>III.D.10</u></a>	2014-15 Annual Audit report
<a href="#"><u>III.D.11</u></a>	2015 Bond Audit report
<a href="#"><u>III.D.12</u></a>	Board Policy 6400
<a href="#"><u>III.D.13</u></a>	Administrative Procedure 6400
<a href="#"><u>III.D.14</u></a>	PSR VIP Template
<a href="#"><u>III.D.15</u></a>	Administrative PSR Example
<a href="#"><u>III.D.16</u></a>	Instructional PSR Example
<a href="#"><u>III.D.17</u></a>	Student Services PSR Example
<a href="#"><u>III.D.18</u></a>	Faculty Hiring Prioritization results
<a href="#"><u>III.D.19</u></a>	Classified Hiring Prioritization results
<a href="#"><u>III.D.20</u></a>	Budget Development Handbooks, 2015-15 through 2010-11
<a href="#"><u>III.D.21</u></a>	Board Policy 6100
<a href="#"><u>III.D.22</u></a>	Board Policy 6150
<a href="#"><u>III.D.23</u></a>	Board Policy 6200
<a href="#"><u>III.D.24</u></a>	Board Policy 6250
<a href="#"><u>III.D.25</u></a>	2014-15 311 Final Report
<a href="#"><u>III.D.26</u></a>	Governing Board Retreat Agenda, 2-4-16
<a href="#"><u>III.D.27</u></a>	Governing Board Budget Monitoring Reports
<a href="#"><u>III.D.28</u></a>	Board Policy 6310
<a href="#"><u>III.D.29</u></a>	Board Policy 6320
<a href="#"><u>III.D.30</u></a>	Budget Forums 2015-16 through 2010-11
<a href="#"><u>III.D.31</u></a>	Budget Development Workshop presentations, 2015-2011

<a href="#"><u>III.D.32</u></a>	College Planning Council meeting notes, 1-22-16
<a href="#"><u>III.D.33</u></a>	Governing Board Budget Presentations 2015-2013
<a href="#"><u>III.D.34</u></a>	Budgeting and Fiscal Services website
<a href="#"><u>III.D.35</u></a>	Budget Assumptions, 2016-17 through 2014-15
<a href="#"><u>III.D.36</u></a>	Budget Comparison Report
<a href="#"><u>III.D.37</u></a>	College Planning Council meeting notes, 1-22-16
<a href="#"><u>III.D.38</u></a>	Updated Integrated Planning Cycle
<a href="#"><u>III.D.39</u></a>	Yearend projection reports 2015-2013
<a href="#"><u>III.D.40</u></a>	Executive Leadership Team Agendas
<a href="#"><u>III.D.41</u></a>	311 Reports
<a href="#"><u>III.D.42</u></a>	FTES planning sheets
<a href="#"><u>III.D.43</u></a>	FON obligation information
<a href="#"><u>III.D.44</u></a>	Board Policy 3280
<a href="#"><u>III.D.45</u></a>	Administrative Procedure 3280
<a href="#"><u>III.D.46</u></a>	TAACCT Grant
<a href="#"><u>III.D.47</u></a>	Email-Network Access Request Form
<a href="#"><u>III.D.48</u></a>	Datatel Colleague Financial Access Form
<a href="#"><u>III.D.49</u></a>	Budget Manager Approvers 2015-16 through 2013-14
<a href="#"><u>III.D.50</u></a>	Internal Auditor Write-up--Veteran's Resource Center
<a href="#"><u>III.D.51</u></a>	Internal Auditor Write-up—Materials Fees
<a href="#"><u>III.D.52</u></a>	Internal Audit—Commercial Warrant Disbursements
<a href="#"><u>III.D.53</u></a>	Payroll pre-audit worksheet
<a href="#"><u>III.D.54</u></a>	Governing Board Packet, 1-28-16
<a href="#"><u>III.D.55</u></a>	Audit Findings 2014-15 through 2010-11
<a href="#"><u>III.D.56</u></a>	Annual Audits 2014-2011
<a href="#"><u>III.D.57</u></a>	Student Account Receivable Information
<a href="#"><u>III.D.58</u></a>	Citizens' Oversight Commission minutes 2015-2013
<a href="#"><u>III.D.59</u></a>	2014 and 2013 Bond Audit reports
<a href="#"><u>III.D.60</u></a>	Adopted Budget Books—2015-16 through 2010-11
<a href="#"><u>III.D.61</u></a>	Weekly cash flow analysis
<a href="#"><u>III.D.62</u></a>	Long-term cash flow analysis
<a href="#"><u>III.D.63</u></a>	Multi-year cash flow analysis
<a href="#"><u>III.D.64</u></a>	Cash reconciliations—all funds
<a href="#"><u>III.D.65</u></a>	Bond Cash flow analysis
<a href="#"><u>III.D.66</u></a>	TRANS Board Items 2013-2016
<a href="#"><u>III.D.67</u></a>	County Temporary Interfund Borrowing 2013-2016
<a href="#"><u>III.D.68</u></a>	Board Policy 6330
<a href="#"><u>III.D.69</u></a>	Administrative Procedure 6330
<a href="#"><u>III.D.70</u></a>	Board Policy 6340

<a href="#"><u>III.D.71</u></a>	Administrative Procedure 6340
<a href="#"><u>III.D.72</u></a>	Board Policy 3600
<a href="#"><u>III.D.73</u></a>	Administrative Procedure 3600
<a href="#"><u>III.D.74</u></a>	Auxiliary Reports to Governing Board
<a href="#"><u>III.D.75</u></a>	Administrative Procedure 6320
<a href="#"><u>III.D.76</u></a>	Vacation Liability Adopted Budgets 2013-2016
<a href="#"><u>III.D.77</u></a>	Self-Insurance Adopted Budgets 2013-2016
<a href="#"><u>III.D.78</u></a>	Capital Projects Adopted Budgets 2013-2016
<a href="#"><u>III.D.79</u></a>	OPEB Futuris Trust Administrative Services Agreement
<a href="#"><u>III.D.80</u></a>	OPEB Futuris Trust Public Entity Trust Program Agreement
<a href="#"><u>III.D.81</u></a>	OPEB Benefit Trust Statements 2015
<a href="#"><u>III.D.82</u></a>	Actuarial Study 2015
<a href="#"><u>III.D.83</u></a>	Retirement Board of Authority meeting notes
<a href="#"><u>III.D.84</u></a>	Bond Refinancing Statement
<a href="#"><u>III.D.85</u></a>	Report to the Community 2015
<a href="#"><u>III.D.86</u></a>	2006, 2008 Lease Revenue Information, Fontana Land Agreement
<a href="#"><u>III.D.87</u></a>	Grant Assignment List
<a href="#"><u>III.D.88</u></a>	Higher One contract
<a href="#"><u>III.D.89</u></a>	Fund 74 financials 2014-15 through 2012-13
<a href="#"><u>III.D.90</u></a>	North Star Educational Services contract and sample report
<a href="#"><u>III.D.91</u></a>	Default rate information
<a href="#"><u>III.D.92</u></a>	Approved Signature List
<a href="#"><u>III.D.93</u></a>	Contract List 2015-16



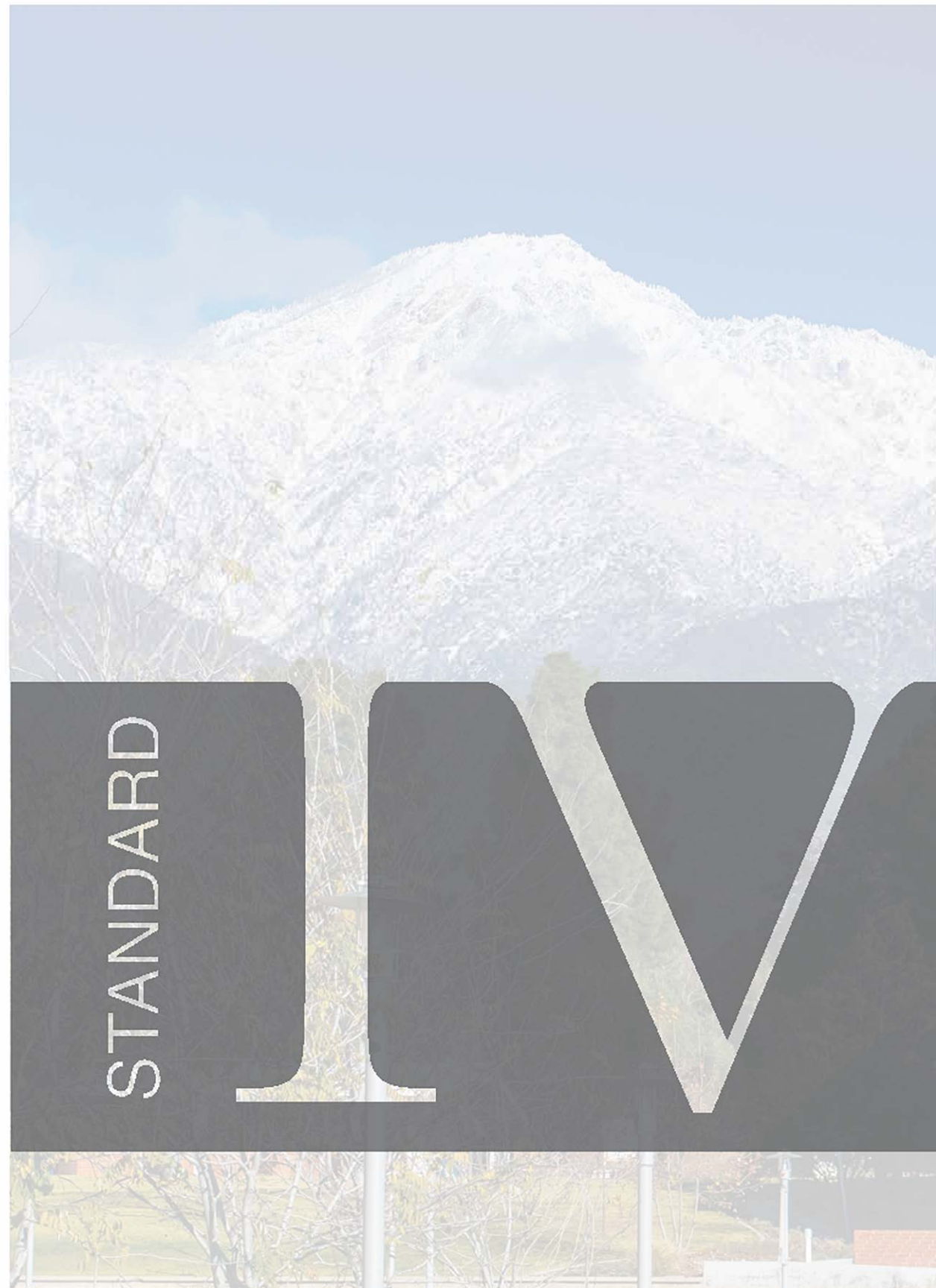


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I was born and raised in Germany. My first language is German and my second is Arabic. I moved to the U.S. when I was 13 which was challenging at first. When I started college I really didn't know what classes to take or what major to choose until a success guide in the Chaffey Success Center sat down with me. We discussed what classes I had taken and she helped me discover that I was closer to graduating than I thought. She encouraged me to prepare an educational plan with a counselor to determine what classes were remaining. I really have to thank Chaffey for helping me succeed. Moving forward, if I'm unsure of how to go about something, I turn to the Chaffey staff, I know they will guide me in the right direction.

- Nadin Al-helo, Student





## 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.



**IV.A.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

#### *The Chaffey Spirit of Innovation*

The College's tradition of innovation is reflective of the College's namesake George Chaffey, a pioneering leader of infrastructure development in the Inland Empire beginning in the late nineteenth century (please see [Introduction](#)). College leaders continue to promote that spirit of innovation and achievement by creating a College culture that aspires to excellence through planning, supporting, and honoring educational quality in all aspects of the College's operations. Chaffey's innovative spirit has been recognized within the California Community Colleges and nationwide by a variety of respected organizations including the following:

- Chancellor's Office Student Success Award (2008, pre-2006)–Basic Skills Transformation and California Institution for Women at Chino ([IV.A.1](#))
- Lumina Foundation and the Hewlett Foundation–Recognized for Success Centers in 2008 and 2009 ([IV.A.2](#), [IV.A.3](#))
- Chancellor's Office Dr. John W. Rice Diversity and Equity Award in 2014 ([IV.A.4](#))
- Ford Foundation–Recognized for excellence in inmate education ([IV.A.5](#))
- Aspen Institute–Recognized as one of the top 75 colleges in spring 2016 ([IV.A.6](#))

The College mission ([IV.A.7](#)) and goals ([IV.A.8](#)) reflect the College's strong commitment to student success and educational excellence. College goals and values are clearly articulated and communicated to all campus stakeholders to ensure collective effort and synergy is directed toward identifying and addressing large-scale College needs and challenges as evinced in convocation presentations ([IV.A.9](#), [IV.A.10](#), [IV.A.11](#)) and [FLEX activities](#) ([IV.A.12](#)). The systemic approach to institutional improvement is woven through the planning hierarchy, which is inclusive of administration, faculty, staff, and students. The ultimate representation of this structure is reflected in the College Planning Council, a decision-making body comprised of leadership from all the major committees and constituencies on campus. The Educational Vision and Integrated Planning Model ([IV.A.8](#)) synthesizes the various processes of school, department, and individual interests to ensure a continuity of effort and decision-making through Program and Services Review and the Resource Allocation Committee.

The College's focus on large-scale innovation is reflected in major educational initiatives of its past, present, and future. Unlike other colleges that tend to focus on boutique and pilot programs, Chaffey identifies and develops College-wide improvements that impact the College as a whole and requires participation from all areas of the campus community. The College's first [Title V grant](#) ([IV.A.13](#), [IV.14](#)) identified three key innovations: the development of a [Faculty Success Center](#) ([IV.A.15](#)), [Supplemental Instruction](#) ([IV.A.16](#)) program, and a new approach to delivering Student Services support (what is now called the GPS Centers) ([IV.A.17](#)). The College is now beginning the initial phase of a new Title V grant ([IV.A.18](#)) that will enhance High School Partnership and create an electronic platform to better understand an individual student's engagement—projects that will continue to promote holistic College improvement that benefits all areas of the College rather than select small pockets of innovation.

### *Prioritizing, Developing, and Recognizing Innovation*

The College clearly prioritizes innovation through a variety of structures that support and incentivize improvement. The College leadership highlights planning priorities through Convocation speakers and FLEX activities that have increasingly been framed to galvanize the campus community around a thematic vision for improvement ([IV.A.9](#), [IV.A.10](#), [IV.A.11](#)). The College's Hope, Engage, Succeed campaign focused the last few years around addressing students' affective domain. And more recent efforts have been guiding the College's approach to narrowing the achievement gap through its expanding equity initiative ([IV.A.19](#)).

The College creates the infrastructure for ongoing development of its initiatives through professional development opportunities in its management retreats ([IV.A.20](#)), HSI grant-related retreats and planning meetings ([IV.A.21](#)), [Faculty Success Center](#) (FSC, [IV.A.15](#)) and [Classified Success Network](#) (CSN, [IV.A.22](#)). In addition, as discussed in Standard [III.A.14](#), the College, in collaboration with the Faculty Senate, regularly supports [Faculty Inquiry Teams](#) (FITs, [IV.A.23](#)) which are year-long research groups that identify needs and best practices related to an important College issue. The College prioritizes these efforts by providing extra compensation for this work and freeing up time to dedicate toward creating program improvements that will benefit student success now and in the future.

The College honors and recognizes innovation through a variety of means. On a regular basis, Institutional Research reports on College improvements and successes through its [Did You Know?](#) series ([IV.A.24](#)). The superintendent/president created the Puck Awards, a public recognition at each semester's Convocation of individual and group achievements (often comprised of administrators, faculty, and staff) for innovative and forward-thinking—reflecting hockey star Wayne Gretzky's description of his greatness as having the ability to know where the puck is going to be rather than just knowing where it is at the time ([IV.A.25](#)). Faculty Senate regularly reports to the Governing Board on faculty accomplishments outside of the classroom ([IV.A.26](#)). Classified Senate also reports to the Governing Board ([IV.A.27](#)). Program achievements are highlighted at the annual Report to the Community ([IV.A.28](#)). The College annually holds a Faculty Lecturer of the Year program to honor scholarship within its community ([IV.A.29](#)). Lifetime achievement is honored through the Meritorious Service Awards ([IV.A.30](#)). All of these efforts nurture the spirit of innovation that makes each and every individual a contributor to the College's pursuit of excellence and improved student success.

### Analysis and Evaluation

Chaffey College meets this standard. The College's leadership and structures create an environment that encourages pursuit of excellence in all aspects of its operations. The culture of innovation is systemic and a point of personal pride for the individuals that make up the College's administration, faculty, and staff. Innovation at the College is intentional, supported, and prioritized. Leadership comes from all levels of the organization, including faculty, administrators, and classified staff. And no matter what achievements the College has accomplished, it is in the nature of the College to continually improve and work to exceed its own high level of expectation. Leaders, regardless of title or constituent role, welcome divergent ideas brought forward for institutional improvement and experimentation. The College's systems provide a mechanism for moving from a review of findings to trying new things. The College actively seeks out strategies where time, energy, and/or money might be purposed for continuous improvement in learning. Findings are shared in an open learning environment so that all may learn.



*Title V HSI Grant Professional Development and Training, 2016*





IV.A.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

#### *Robust Constituency Participation*

The College is committed to and values participatory governance as the core of its decision-making processes. [Board Policy \(IV.A.31\)](#) and [Administrative Procedure 2510 \(IV.A.32\)](#) (Participation in Shared Governance) authorize inclusive participation of faculty, staff, and students in the College's decision-making processes through defined roles as follows:

■ **Faculty** (Title 5 Sections 53200–53206):

The Faculty Senate may represent the faculty and make recommendations to the administration and the Governing Board with respect to academic and professional matters, as long as the exercise of such functions does not conflict with lawful collective bargaining agreements. The District hereby acknowledges the Chaffey College Faculty Association as the exclusive representative concerning employment conditions for all academic employees (Government Code Sections 3540 et seq.).

■ **Classified Staff** (Title 5 Section 51023.5):

Classified staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the Classified Senate will be given every reasonable consideration.

■ **Students** (Title 5 Section 51023.7):

The Associated Students of Chaffey College shall be given an opportunity to participate effectively in the formulation and development of policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students of Chaffey College will be given every reasonable consideration.

Administrative personnel participate in nearly all committees and meet regularly to discuss College issues and make decisions. The primary participatory governance vehicle for the administrative voice is President's Cabinet, which is chaired by the superintendent/president. All policies and procedures begin the review cycle in President's Cabinet. After review by other constituent groups, President's Cabinet officially approves all policies and procedures before they are submitted for Governing Board approval ([IV.A.33](#)).



The structural nature of the various stakeholders working collaboratively in decision-making is reflective in the College's regular adoption of a tri-chair model where administration, faculty, and staff designees shares leadership responsibilities with each constituent group when appropriate. College Planning Council ([IV.A.34](#)), Technology Committee ([IV.A.35](#)), and the Educational Master Plan Task Force ([IV.A.36](#)) are representative of core initiatives guided by the leadership and input from the College's major employee groups, with most committees employing a tri-chair model (i.e., faculty member, classified member, and manager) for leadership.

In addition, student representatives are often sought for participation in the governance process to ensure that their voices are heard. The Student Trustee and other officers of the Associated Students of Chaffey College (ASCC) are elected representatives for the student population ([IV.A.37](#)), and student representatives serve on a variety of committees: Curriculum Committee, College Planning Council, and the Accreditation Oversight Committee. Most recently student representatives have actively served on the College Planning Council, the Accreditation Oversight Committee, the Curriculum Committee, and President's Equity Council. Students have also served on key hiring committees, including the Dean of Student Life and faculty counselor positions ([IV.A.38](#)).

Although the student voice is most strongly heard through its elected representatives, the College also conducts surveys and focus groups to better capture the various perspectives of the diverse student population that Chaffey serves. Gallup and the Minority Male Community College Collaborative (M2C3) both conducted independent focus groups related to important student success issues ([IV.A.39](#), [IV.A.40](#)). Internally, Institutional Research regularly captures student voices through campus-wide surveying and program-specific assessment ([IV.A.41](#), [IV.A.42](#)). Most recently, the College's Marketing Department has tried to capture student voices and perceptions through mobile apps and other types of social media outlets ([IV.A.43](#)). The student perspective is always at the heart of program and services improvements. As Dr. Shane Lopez of Gallup stated during a conference call, Chaffey is one of the very few colleges he has worked with where one of the first things mentioned in any important discussions is "How will this affect our students?"

In addition to governance leadership roles, selection of other participants is also open and inclusive. It is normal practice for committee membership to be solicited through open calls by either the Faculty or Classified Senates ([IV.A.44](#)). Interested parties are then discussed and selected through voting done by the elected representatives that make up those bodies. Special attention is always given to incorporate diverse perspectives from different service areas and disciplines. Although it is common that interest is greater than the desired number of committee members, the College culture encourages any stakeholder to attend meetings, offer input, and provide feedback in order to move initiatives forward. This inclusiveness also extends to part-time faculty. Part-time faculty serve on committees, attend department meetings, and are often compensated for College service that requires a high level of time and energy commitment ([I.A.45](#)).

Although all constituent groups' voices count in the decision-making process, the College culture requires data to support recommendations, justify action, monitor progress, and overcome resistance when necessary. The use of formal data occurs throughout the integrated planning processes ([IV.A.8](#)). The emphasis on concrete data is possible only because the College makes data readily available through the [Office of Institutional Research's \(IV.A.46\)](#) dynamic data platforms that can be accessed by everyone ([IV.A.47](#)), including the Fact Book ([IV.A.48](#)). Institutional Research educates the campus community on how to utilize statistical analysis to support conclusions and recommendations, providing a valuable tool for robust dialog and shared evaluation standards ([IV.A.24](#)).

[Administrative Procedure 2510](#) (Participation in Shared Governance) ([IV.A.32](#)) clearly identifies the areas in which the Faculty Senate has primary responsibility. Briefly stated, these include curriculum, degree and certificate requirements, grading policies, educational program development, standards of policies regarding student preparation and success, College governance structures, accreditation processes, hiring criteria, and other academic and professional matters.

### Analysis and Evaluation

Chaffey College meets this standard. Systematic participative processes are used to assure inclusivity in governance, planning, and implementation. The collaborative culture is connected through the College's clearly articulated mission, goals, and core values. Data-driven decision-making provides a playing field that enables any group or individual to advance dialog. With such cultural ground rules in place, the College creates a climate of inclusion and respect that allows for multiple perspectives to come together in order to construct a singular direction focused on enhancing student learning. The collegial culture at the College is based upon a partnership in which faculty, staff, administration, and students participate in making decisions. This partnership flourishes because each group understands its own role and respects the roles of other constituent groups. Members of the College community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles in the College. The level of involvement and the process for decision-making depends on the type of topic of discussion.





IV.A.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

A number of board policies and administrative procedures clarify the role of all constituent groups in a number of College processes and ensure that administrators and faculty have a substantial voice in their areas of responsibility and expertise. These include:

- [Board Policy \(IV.A.49\)](#) and [Administrative Procedure 2410](#) (Board Policies and Administrative Procedures) ([IV.A.33](#))
- [Board Policy \(IV.A.31\)](#) and [Administrative Procedure 2510](#) (Participation in Shared Governance) ([IV.A.32](#))
- [Board Policy \(IV.A.50\)](#) and [Administrative Procedure 3200](#) (Accreditation) ([IV.A.51](#))
- [Board Policy \(IV.A.52\)](#) and [Administrative Procedure 3225](#) (Institutional Effectiveness) ([IV.A.53](#))
- [Board Policy \(IV.A.54\)](#) and [Administrative Procedure 3250](#) (Institutional Planning) ([IV.A.55](#))
- [Board Policy \(IV.A.56\)](#) and [Administrative Procedure 4020](#) (Program, Curriculum, and Course Development) ([IV.A.57](#))
- [Board Policy \(IV.A.58\)](#) and [Administrative Procedure 6300](#) (Fiscal Management) ([IV.A.59](#))
- [Board Policy \(IV.A.60\)](#) and [Administrative Procedure 7120](#) (Recruitment and Selection) ([IV.A.61](#))

The intentional organization of key committee structures always incorporating wide-reaching and broad representation of administrators and faculty ensures that decisions are based on the expertise of those within the area of implementation. Since so many educational initiatives involve different sectors of the campus community, this strategic approach enables the College to move quickly and thoughtfully since all related perspectives are involved. Administrators are responsible for providing the necessary resources (budget, equipment, facilities, etc.), faculty are responsible to create and design high quality learning experiences, and staff are responsible for the support infrastructure to implement College practices smoothly and efficiently. All unique areas of contribution working together allow the College to achieve its mission.

Fiscal challenges and System Office mandates have created an unusual amount of turmoil since the College's last accreditation cycle. But the College's ability to make decisions through robust

dialog and shared governance processes enabled substantive improvements to be made during difficult times when needs for greater efficiency prompted review of all College operations. Development of [Fast Track course scheduling \(IV.A.62\)](#), improvement of distance education delivery (please see [Distance Education Supplement](#)), and the creation of a three-year planning cycle ([IV.A.63](#)) all required collaboration among administrators, faculty, and staff to ensure improvements were fiscally advantageous, pedagogically sound, and efficiently implemented.

One College-wide change in particular illustrates how policy improvement was a collaborative achievement of all campus groups. When the College explored the efficacy of having students add a course through the end of the third week, the conversation certainly began as the result of collective dissatisfaction for a variety of reasons, but the ultimate decision to change the deadline to the end of the first week of instruction was data-driven, student-oriented, and reflected a consensus-building process fortified by contributions from all key groups affected by the decision ([IV.A.64](#)). Administrators weighed in with data related to potential impact on fill rates, efficiency, and FTES. Classroom and Counseling faculty supported a change based on clear research data that showed a steep decline in success rates the further out students added the course ([IV.A.65](#)). Staff provided additional perspectives related to impacts on Financial Aid, Admissions and Records, and other student processing. Student voices during the economic downturn consistently expressed frustration with other students who were not invested and eventually dropped the class. Ultimately, the expert opinions from each aspect of the College supported moving the last day to add to the end of the first week. The open process and broad dialog allowed the decision to carry forward, even though in the past some obstacles may have been seen as too big to overcome.

### Analysis and Evaluation

Chaffey College meets this standard. The College has clear board policies and administrative procedures that delineate the respective roles of administrators, faculty, and staff in College governance. Decision-making relies on the appropriate experts for input, analysis, and recommendations. The comprehensive nature of the process ensures that the campus community can move forward with confidence and widespread buy-in from administrators, faculty, staff, and even students. The corresponding collaborative culture creates an enthusiasm for innovation that sustains momentum through the inevitable challenges and fatigue associated with College change and re-invention.





**IV.A.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 responsibility for curriculum matters is primarily vested in the Curriculum Committee, a group composed of widespread representative faculty, administrators, and staff under the authority of the Faculty Senate ([IV.A.66](#)). In addition to course approvals and modifications, the committee focuses on Title 5 compliance, statewide mandates, enrollment issues, and linkages to SLO assessment. Curriculum workload is guided by annual goals developed by the Curriculum Chair and a Curriculum Timeline approved through the College's shared governance process ([IV.A.67](#), [IV.A.68](#)).

Policies and procedures are clearly defined in the Curriculum Handbook for the variety of duties the committee is responsible ([IV.A.69](#)). As explained in Standard [I.B.7](#), the College regularly evaluates its policies and procedures. Chapter 4, Instruction, was included in the most recent review. Specific policies that govern the regular duties of the Curriculum Committee include:

- [Administrative Procedure 4020](#) (Program and Curriculum Development) ([IV.A.57](#))
- [Administrative Procedure 4021](#) (Program Discontinuance) ([IV.A.70](#))
- [Board Policy \(IV.A.71\)](#) and [Administrative Procedure 4225](#) (Course Repetition) ([IV.A.72](#))
- [Administrative Procedure 4228](#) (Student Re-Enrollment) ([IV.A.73](#))
- [Board Policy \(IV.A.74\)](#) and [Administrative Procedure 4260](#) (Pre-Requisites and Co-Requisites) ([IV.A.75](#))

Although faculty, staff, and administrators comprise the Curriculum committee, faculty primacy over curriculum matters is maintained pursuant to Title 5 §55002 (a) (1):

(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the College and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Curriculum Committee. The College and/or district curriculum committee recommending the course shall be established by the mutual agreement of the College

and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the College and/or district administration and the academic senate.

Effective pedagogy, student learning, and compliance with guiding regulations are the ultimate driving forces governing the decision making of both faculty and administrators in the curriculum process (please see Standard [II.A.2](#)).

In addition to the well-established review processes of the Curriculum Committee, administrators and faculty also review both student learning outcome information and the currency of curriculum through Program and Services Review (PSR) processes (please see Standards [I.B.2](#), [I.B.5](#), and [II.A.3](#)).

Finally, the Distance Education Committee (which includes faculty, administrators, and classified staff) ensures that well-defined structures are in place to assure quality service for students in online courses (please see [Distance Education Supplement](#)).

#### Analysis and Evaluation

Chaffey College meets this standard. 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 well to emerging trends, statewide mandates, and departments within the College. The College maintains current and relevant curriculum through healthy channels of communication and clearly defined processes that enable the curriculum workload to be handled in a timely and thoughtful fashion. The Curriculum Committee's lens balances discrete interests of faculty and administration in order to create learning opportunities for students that will benefit them personally, professionally, and academically. The PSR Committee also provides another opportunity for faculty and administrators to review both student learning and curriculum currency, and the Distance Education Committee provides effective oversight of online education.



IV.A.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

Decision-making at the College ranges across a continuum from department-level to College-wide discussions. Individuals or committees making decisions are expected to make decisions in an open, participatory way, conferring with those affected by the decision as appropriate. [Board Policy \(IV.A.31\)](#) and [Administrative Procedure 2510 \(Participation in Shared Governance\) \(IV.A.32\)](#) outline the Governing Board's commitment to ensuring effective shared governance in the decision-making process. Board Policy 2510 states the following:

The Governing Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Governing Board is committed to its obligation to ensure that appropriate members of the College participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action.

#### *Diversity of Perspectives*

The strong spirit of shared governance is embodied even in the way the College deals with disagreement and/or conflict among constituent groups. The Academic Issues Group (comprised of the Faculty Senate Executive Committee and two instructional deans with the associate superintendent of instruction and institutional effectiveness) meets regularly to discuss faculty-administration issues related to instructional matters ([IV.A.76](#)). The structure allows for open dialog about issues on which faculty and administration may have divergent viewpoints. The process provides a forum to address such matters in a transparent manner that is focused on resolution that is mutually agreeable. One example was the selection of faculty to participate in FITs ([IV.A.23](#)) where the senate wanted approval rights of participants and the administration viewed the work as outside the Faculty Senate scope. The compromise reached was to allow the Faculty Success Center Advisory Committee to manage the selection process, and the Faculty Senate to affirm the selected individuals ([IV.A.77](#)).

Similarly, the College engages in proactive problem solving through a collective bargaining process that is defined and framed through interest-based bargaining practices—an approach that requires mutual interest for issues to be discussed and brought to the table ([IV.A.78](#)). Outside of the negotiation process, the College has also created a faculty Labor-Management

Committee. The committee focuses on resolving issues and dealing with challenges that often cross participatory governance and collective bargaining lines in an effort to promote collegiality and avoid grievances. The committee meets on a regular basis ([IV.A.79](#)).

Classified employees also have a labor management committee that meets regularly. As with faculty, this committee provides a forum to address difficult matters in a transparent manner. One example that CSEA brought to the College's attention was scheduling issues in the School of Visual and Performing Arts, specifically in the theatre production area. The issue was relative to schedule changes during peak times and appropriate notification to the affected employees. The College responded to the inquiry and asked for input from CSEA on how the needs of the College could be met. CSEA met with the employees who shared that a 10-day advanced notice stipulated in the contract would not be necessary if they were offered additional overtime hours outside of their standard work schedules. The College agreed to this arrangement and now pre-establishes the additional hours for these employees at the beginning of each term. The additional hours are charted and approved by the Governing Board ([IV.A.80](#)).

### *Expertise and Responsibility*

Faculty, classified staff, and students are provided with participatory access as stipulated in Title 5. [Administrative Procedure 2510](#) ([IV.A.32](#)) clarifies that the governance structure involves faculty, staff, administration, students and the community. More specifically, it notes that President's Cabinet, Faculty Senate, the Chaffey College Faculty Association, Classified Senate, and the California School Employees Association have identified roles in the shared governance process.

The administrative decision-making process provides for leadership in making decisions and responsibility for carrying out all of the day-to-day operational matters in departments and schools. Administrators possess specialized expertise, including familiarity with laws governing their respective functions. Various open forums related to important administrative issues are regularly conducted ([IV.A.81](#)).

Consistent with accepted practice through [Faculty Senate](#) ([IV.A.66](#)), faculty have primacy on academic and professional matters as identified in AB 1725. These areas include curriculum, grading policies, educational program development, and College governance structures as related to faculty roles.

The [Classified Senate](#) ([IV.A.82](#)), identified as a permanent organization originally sanctioned by the Governing Board in 1982, represents classified professionals. Administrative Procedure 2510 states that the Classified Senate is charged with the responsibility to work as an independent body within the College to provide an organized voice for interpreting and expressing the viewpoint of classified staff in the analysis of policies, procedures, and practices as they relate to non-bargaining issues.

The [Constitution](#) ([IV.A.83](#)) of the Association of Students at Chaffey College notes that it exists "to foster a spirit of democracy and unity in order to promote communication with



the Governing Board, Administration, Faculty, Staff and the Students of Chaffey Community College.” Students are informed about relevant topics through regular meetings of ASCC. A faculty advisor works with the students to keep them informed about issues and help them understand their role in the shared governance process.

On an annual basis, the College’s extensive committee structure is reviewed and updated to ensure relevancy and participation. The current list of committees is maintained on the [Faculty Senate’s website \(IV.A.66\)](#).

### *Timely Action*

The College uses established structures, processes, and timelines to ensure timely decision-making. Examples of these include the following:

- Policy Review Timeline–Tracks schedule and history for review and approval of all board policies and administrative procedures ([IV.A.84](#)).
- Curriculum Timeline–Tracks due dates for submitting course and degree proposals and modifications so that new curriculum is accurately represented in the College catalog ([IV.A.67](#)).
- Revised Program and Services Review Calendar–Tracks the processes for program review, leading to consideration by the Resource Allocation Committee ([IV.A.85](#), pp. 13-14).
- Detailed process for Resource Allocation Committee–Ensures requests are reviewed and funded in a timely manner consistent with the budget development process ([IV.A.8](#), pp. 50-55).
- Budget Development Handbook–Outlines the processes and timelines associated with Budget Development ([IV.A.86](#)).
- Strategic Plan–Tracks the College’s short- and long-term goals and identifies responsible parties and expected timelines of completion ([IV.A.8](#), pp. 36-45).

### Analysis and Evaluation

Chaffey College meets this standard. Board policies and administrative procedures establish the College’s decision-making structure, which includes representation of all involved constituencies so that relevant perspectives are considered and aligned with expertise and responsibility in a timely manner. Additionally, the College uses committees such as the Academic Issues Group and Labor-Management Committees (for both faculty and classified staff) to engage in problem-solving and resolution of issues that often cross the participatory governance and collective bargaining arenas. Each constituency group has clearly identified roles in the decision-making process. Published handbooks and timelines ensure that the College takes timely action on College policies, curriculum, and plans.



#### IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

##### Evidence of Meeting the Standard

The College widely communicates decision-making processes and resulting decisions in order to ensure buy-in from the campus community. Great care is taken to thread changes in practices through a consistent rationale so decisions can be understood in the context of the larger narrative of improving student success. The College brands initiatives to ensure that these changes become a part of the cultural fabric of the College rather than discrete decisions with no guiding principles and/or singular focus.

Recent campaigns to communicate guiding principles and harness a variety of smaller decisions have been leveraged through the framing of the College's Core Values, Hope, Engage, Succeed campaign, and the Faculty Senate's [P.R.I.D.E](#) faculty values statement (Participate-Respect-Inspire-Develop-Engage) ([IV.A.87](#)). These marketing style campaigns communicate decisions in the daily life of the campus community, making explicit the guiding principles that bind individuals, for example, the inclusion of P.R.I.D.E. into the College's faculty hiring process ([IV.A.88](#)). These communication tools allow all decisions to be viewed and evaluated through a meta-narrative that brings goals and objectives to life. The communication approach creates a much more connected campus community rather than the isolated one in the traditional silo structure of most College cultures.

Widely disseminated communication occurs on a regular basis through committee agendas, minutes, and other updates. For example, the Technology Committee regularly sends update emails informing the College community about improvements to the College's technology infrastructure ([IV.A.34](#)). Committees with campus-wide bearing distribute documents through email to all members of the campus community, including part-time faculty. Agendas and minutes for the Governing Board and both the faculty and classified senates keep the community informed. In addition, newsletters and other forms of information are utilized to keep the campus community aware of changes and trends ([IV.A.24](#)). Such efforts are focused throughout all layers of the campus—including Chino, Fontana, and the College's online presence.

In fall 2015, the College purchased Taskstream, a cloud-based system with an administrative process-management component as well as a learning outcome assessment and reporting component. The College is transitioning from CurricUNET to Taskstream for the documentation

of student learning outcomes processes. Additionally, all evidence for the self-evaluation is cataloged and stored in Taskstream. As part of that work, many of the committees' agendas and minutes were migrated from an internal, limited network (the Z-drive) to the cloud-based system in Taskstream and published to the web. While still in progress, this communication strategy ensures easy web access to these documents from any device or location ([IV.A.89](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The use of intentional marketing and branding of individual decisions and initiatives through the College's strategic goals and guiding principles communicates its rationale for decision-making in a way that galvanizes support for College improvement among all stakeholders. This approach creates a fulfilling work life for all that participate in the shared governance process and injects a vitality in the campus community that is at the core of the Chaffey College student experience.



**IV.A.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

The evaluation approach to improving policies, procedures, and processes is an important part of the College's productivity and effectiveness. An eagerness to always improve exists because there is a supportive spirit of evaluation that is aspirational rather than punitive. Both the Academic Issues Group and the Labor/Management Committee (comprised of faculty and administrators) regularly meet to discuss issues of mutual interest ([IV.A.76](#), [IV.A.79](#)). Although such issues are often challenging, the regular dialog fosters a culture of collective problem-solving rather than divisive positions ([IV.A.90](#)). This collegial approach is reflected by [Board Policy \(IV.A.91\)](#) and [Administrative Procedure 3050](#) (Institutional Code of Ethics) ([IV.A.92](#)):

All District employees are expected to act in an ethical manner exhibiting fair, honest, trustworthy, dispassionate, and unprejudiced behavior. The ethical employee must be conspicuously consistent in the exercise of the aforementioned behaviors, upholding the public's trust, maintaining integrity, and sustaining credibility and accountability.

In addition, evaluation processes require a culture of evidence to judge the effectiveness of decision-making and resulting decisions. Institutional Research provides data to ensure informed dialog about decisions. Recently, the campus undertook a discussion regarding

having a separate Reading and Writing competency requirement. Because of dramatic section reductions, it was becoming increasingly difficult to provide adequate offerings for students to complete both requirements. In addition, success rates indicated that few students were progressing through the long sequences ([IV.A.93](#)). As a result of data-driven discussion, the Reading/Writing integration occurred. The evaluation process included department-level dialog, as well as campus-wide discussion through Faculty Senate ([IV.A.94](#)).

The College's spirit of evaluation of its own processes is also demonstrated by the ability to re-consider decisions, improve processes, and learn from mistakes. Institutional improvement is achieved by openly and honestly identifying and defining weaknesses and needed areas of improvement. Internal systems and procedures were put to the test when a student falsely reported someone carrying what appeared to be a bomb in a backpack. The report turned out to be a hoax, but law enforcement responded to the scene with guns drawn and searched the campus after a lockdown had been initiated. The incident illuminated both procedural and system flaws. Open forums to discuss needed improvements were held, and additional levels of process review were added to procedures, including a formal, widely distributed de-brief after every such event ([IV.A.95](#)). The improved process has already led to better preparedness for such events in the future, and the way the improvements occurred has created more confidence in the campus community.

In the wake of the epidemic of active shooter incidents on college campuses across the country, the College instituted various processes and procedures to prepare for and respond to such an event at Chaffey ([IV.A.96](#)). (For more related to these incidents, please refer to Standard [III.B.1 Proactive Training and Safety Measures](#) section).

In spring 2015, the College administered the first accreditation survey in order to assess the College's pulse on a number of important topics, including participatory governance. Using a five-point scale, respondents from each constituency group rated the College on a number of items, with means of 5.0 being the highest score possible. The following statements had means of 3.0 or higher:

- Collegial dialog regularly occurs about student success, student equity, academic quality, and institutional effectiveness.
- The district maintains an ongoing, collegial, and reflective dialog about continuous improvement.
- I can describe my role in helping Chaffey College achieve its goals.
- I know about institutional efforts to achieve goals and improve student learning.
- The shared governance process ensures that faculty, classified professionals, administrators, and students have an opportunity to provide input on institutional decisions (classified mean was 2.97; [IV.A.97](#)).

The College has calendared a second accreditation survey in early fall 2016. The goal of the second survey is to evaluate the extent institutional knowledge has changed since spring 2015. It is anticipated that results from the second survey will be available for the team visit in October.

## Analysis and Evaluation

Chaffey College meets this standard. Evaluation of decision-making processes and results are framed within the College's commitment to innovate and provide the best learning environment for students. Guiding principles and data are used to constantly improve processes. Although the evaluation cycle is still being formalized in some aspects of the College, the campus culture for continuous self-reflection, analysis, and improvement is at the heart of faculty, staff, and administration.



The College meets the standard, however, the evaluation of participatory governance structures has traditionally been organic and informal. As needs change, new committees are established to address any gaps. The College recognizes it would benefit from a more formal, consistent, and pervasive system of evaluation.



### Evidence List for Standard IV.A

- [IV.A.1](#) Chancellor's Office Success Awards
- [IV.A.2](#) Lumina Foundation
- [IV.A.3](#) Hewlett Foundation
- [IV.A.4](#) Chancellor's Office Dr. John Rice Award
- [IV.A.5](#) Ford Foundation
- [IV.A.6](#) Aspen Institute
- [IV.A.7](#) College mission
- [IV.A.8](#) Educational Vision and Integrated Planning Model
- [IV.A.9](#) Shane Lopez - Gallup
- [IV.A.10](#) Frank Harris and Luke Wood
- [IV.A.11](#) John Husing
- [IV.A.12](#) Link to Flex website
- [IV.A.13](#) Title V grant webpage
- [IV.A.14](#) Title V grant final report
- [IV.A.15](#) Faculty Success Center website
- [IV.A.16](#) Supplemental Instruction webpage
- [IV.A.17](#) GPS Centers Information
- [IV.A.18](#) 2015 Title V grant
- [IV.A.19](#) Student Equity Plan webpage

<a href="#"><u>IV.A.20</u></a>	Management retreat agendas
<a href="#"><u>IV.A.21</u></a>	HSI Grant retreat information, 2011 and 2015
<a href="#"><u>IV.A.22</u></a>	Classified Success Network website
<a href="#"><u>IV.A.23</u></a>	Faculty Inquiry Team webpage
<a href="#"><u>IV.A.24</u></a>	Did You Know webpage
<a href="#"><u>IV.A.25</u></a>	Puck award information
<a href="#"><u>IV.A.26</u></a>	Faculty Accomplishments report examples
<a href="#"><u>IV.A.27</u></a>	Classified Accomplishment report examples
<a href="#"><u>IV.A.28</u></a>	Report to the Community
<a href="#"><u>IV.A.29</u></a>	Faculty Lecture webpage link
<a href="#"><u>IV.A.30</u></a>	Meritorious Service honorees
<a href="#"><u>IV.A.31</u></a>	Board Policy 2510
<a href="#"><u>IV.A.32</u></a>	Administrative Procedure 2510
<a href="#"><u>IV.A.33</u></a>	Administrative Procedure 2410
<a href="#"><u>IV.A.34</u></a>	College Planning Council summary notes
<a href="#"><u>IV.A.35</u></a>	Technology Committee meeting notes
<a href="#"><u>IV.A.36</u></a>	Educational Master Plan meeting notes
<a href="#"><u>IV.A.37</u></a>	Associated Students of Chaffey College
<a href="#"><u>IV.A.38</u></a>	Student evidence of committee participation
<a href="#"><u>IV.A.39</u></a>	Gallup Student Focus Group report
<a href="#"><u>IV.A.40</u></a>	M2C3 Student Focus Groiup report
<a href="#"><u>IV.A.41</u></a>	Student Climate Survey
<a href="#"><u>IV.A.42</u></a>	Success Center Survey
<a href="#"><u>IV.A.43</u></a>	Student Tour video on website
<a href="#"><u>IV.A.44</u></a>	Calls for service - classified and faculty
<a href="#"><u>IV.A.45</u></a>	Part-time faculty involvement evidence
<a href="#"><u>IV.A.46</u></a>	Office of Institutional Research website
<a href="#"><u>IV.A.47</u></a>	OLAP cubes screen shot
<a href="#"><u>IV.A.48</u></a>	Fact Book
<a href="#"><u>IV.A.49</u></a>	Board Policy 2410
<a href="#"><u>IV.A.50</u></a>	Board Policy 3200
<a href="#"><u>IV.A.51</u></a>	Administrative Procedure 3200
<a href="#"><u>IV.A.52</u></a>	Board Policy 3225
<a href="#"><u>IV.A.53</u></a>	Administrative Procedure 3225
<a href="#"><u>IV.A.54</u></a>	Board Policy 3250
<a href="#"><u>IV.A.55</u></a>	Administrative Procedure 3250
<a href="#"><u>IV.A.56</u></a>	Board Policy 4020
<a href="#"><u>IV.A.57</u></a>	Administrative Procedure 4020
<a href="#"><u>IV.A.58</u></a>	Board Policy 6300



<a href="#"><u>IV.A.59</u></a>	Administrative Procedure 6300
<a href="#"><u>IV.A.60</u></a>	Board Policy 7120
<a href="#"><u>IV.A.61</u></a>	Administrative Procedure 7120
<a href="#"><u>IV.A.62</u></a>	Fast Track webpage
<a href="#"><u>IV.A.63</u></a>	Three-year plan
<a href="#"><u>IV.A.64</u></a>	Faculty Senate minutes, add period
<a href="#"><u>IV.A.65</u></a>	Did You Know - Volume 27
<a href="#"><u>IV.A.66</u></a>	Faculty Senate website
<a href="#"><u>IV.A.67</u></a>	Curriculum Timeline, 2016-2017
<a href="#"><u>IV.A.68</u></a>	Curriculum Committee goals, 2014 and 2015
<a href="#"><u>IV.A.69</u></a>	Curriculum Handbook
<a href="#"><u>IV.A.70</u></a>	Administrative Procedure 4021
<a href="#"><u>IV.A.71</u></a>	Board Policy 4225
<a href="#"><u>IV.A.72</u></a>	Administrative Procedure 4225
<a href="#"><u>IV.A.73</u></a>	Administrative Procedure 4228
<a href="#"><u>IV.A.74</u></a>	Board Policy 4260
<a href="#"><u>IV.A.75</u></a>	Administrative Procedure 4260
<a href="#"><u>IV.A.76</u></a>	Academic Issues Group meeting notes
<a href="#"><u>IV.A.77</u></a>	FIT Selection Issue - FSC Advisory and AIG meeting notes
<a href="#"><u>IV.A.78</u></a>	Negotiations Guidelines, Classified and Faculty
<a href="#"><u>IV.A.79</u></a>	Faculty Labor Management Committee meeting notes
<a href="#"><u>IV.A.80</u></a>	Classified LMC evidence
<a href="#"><u>IV.A.81</u></a>	Dr. Shannon's Let's Chat email
<a href="#"><u>IV.A.82</u></a>	Classified Senate website
<a href="#"><u>IV.A.83</u></a>	ASCC constitution
<a href="#"><u>IV.A.84</u></a>	Policy Review Spreadsheet
<a href="#"><u>IV.A.85</u></a>	PSR Handbook 2016
<a href="#"><u>IV.A.86</u></a>	Budget Development Handbooks
<a href="#"><u>IV.A.87</u></a>	P.R.I.D.E. faculty values statement
<a href="#"><u>IV.A.88</u></a>	Employment application, P.R.I.D.E. statement, p. 3
<a href="#"><u>IV.A.89</u></a>	Committee List - Taskstream
<a href="#"><u>IV.A.90</u></a>	CPC meeting notes, 1-22-16
<a href="#"><u>IV.A.91</u></a>	Board Policy 3050
<a href="#"><u>IV.A.92</u></a>	Administrative Procedure 3050
<a href="#"><u>IV.A.93</u></a>	OIR Sequencing Data--English, Math, and Reading
<a href="#"><u>IV.A.94</u></a>	Faculty Senate minutes, reading-writing integration
<a href="#"><u>IV.A.95</u></a>	Bomb Scare debrief document
<a href="#"><u>IV.A.96</u></a>	Active shooter presentation schedule fall 2015 and powerpoint
<a href="#"><u>IV.A.97</u></a>	Accreditation Survey Results - Spring 2015

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**IV.B.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

##### *Delegation of Authority*

The superintendent/president of the College has primary responsibility for the quality of the College. The role and responsibilities of the superintendent/president are set forth through board policies and administrative procedures. The superintendent/president was appointed by the Governing Board with full-time responsibility to the College and possesses the requisite authority to administer board policies.<sup>1</sup>

For example, the Governing Board has delegated to the superintendent/president the executive responsibility for administering the policies adopted by the board and executing all decisions of the Governing Board requiring administrative action consistent with [Board Policy 2430](#) (Delegation of Authority) ([IV.B.1](#)). Board Policy 3250 (Institutional Planning) ([IV.B.2](#)) states that “the superintendent/president shall ensure that the College has and implements a broad-based comprehensive, systemic, and integrated system of planning and evaluation that involves appropriate segments of the College community and is supported by institutional effectiveness research.” Additionally, [Board Policy 2420](#) (Superintendent/President Support to the Governing Board) ([IV.B.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.” The superintendent/president has initiated and played an active role in multiple efforts that demonstrate effective leadership in planning, organizing, budgeting, and assessing institutional effectiveness and the appropriate professional development of faculty and staff. A series of additional board policies and procedures assign responsibility to the superintendent/president for additional important functions such as to supervise the general business procedures ([IV.B.4](#)), authorize employment ([IV.B.5](#)), and conduct collective bargaining ([IV.B.6](#)).

The superintendent/president provides leadership that advances the quality of the College. For example, during convocation, the superintendent/president updates the campus community on the issues affecting the College. Two initiatives in particular that the superintendent/president initiated and announced during convocation were Completion Counts and reducing the achievement gap. In 2011, the superintendent/president provided the leadership to encourage

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<sup>1</sup> Eligibility Requirement 4 Compliant.

the College to review and improve efforts of retention and success ([IV.B.7](#)). To ensure progress on that completion agenda, the superintendent/president, following President Obama's call, challenged the College to increase the numbers of degrees and certificates awarded to 4,000 by 2018. As of 2014-15, the number of degrees conferred was 2,134, an increase of 48% since 2009-10. Similarly, the College awarded 1,296 certificates, an increase of 57.7% since 2009-10. With a total number of awards (degrees and certificates combined) at 3,430 at the end of 2014-15, the College is clearly poised to achieve this ambitious benchmark ([IV.B.8](#), pp. 167-174).

Similarly, he challenged the College to reduce the achievement gap by partnering with Dr. Frank Harris III and Dr. Luke Wood of the Minority Male Community College Collaborative (M2C3) at San Diego State University ([IV.B.9](#)). The result of these efforts has been in-depth research and dialog about improving instructional practices and service delivery so that minority male students in particular are more successful at the College ([IV.B.10](#), [IV.B.11](#)).

In addition to introducing improvement initiatives, the superintendent/president invites speakers who provide in-depth discussion of particular topics with the broader campus community. Two examples of these include Dr. Terry O'Banion's presentation on learning during FLEX in spring 2010 ([IV.B.12](#)) and Dr. John Husing's on the economic indicators of the Inland Empire in the fall of 2015 ([IV.B.13](#)).

### *Planning and Decision-Making*

The superintendent/president's job description delineates his responsibilities for the planning, organization, and functioning of the management of the College, the development of all policies and procedures, and implementation of master planning documents. Additionally, he is expected to assume responsibility of consequential matters of the College and act as a professional advisor to the Governing Board ([IV.B.14](#)). The superintendent/president also ensures that the budget development processes and resource allocations are connected to integrated planning that supports and improves the College ([IV.B.15](#)).

In response to greater demands for accountability with regard to student learning and achievement and institution-set standards, the superintendent/president directed executive staff to develop and implement a comprehensive, shared governance group who reviews the College's performance on many metrics. This body, the College Planning Council (CPC), is responsible for ensuring that the following occurs:

- Review and evaluation of College planning processes to ensure they are integrated and effective, and to recommend changes as appropriate
- Review of shared governance processes for breakdowns/needed changes and development of new processes as needed
- Review of current trends and labor market data
- Review of results of planning (PSR, RAC, OAC, Prioritization Processes)
- Recommendations for the development of new programs and/or deactivation of programs

- Evaluation of the College's performance on strategic plans and scorecards
- Creation of processes to facilitate movement on unresolvable, campus-wide issues
- Development of institution-set standards and metrics for accreditation and the Institutional Effectiveness Partnership Initiative (IEPI) Chancellor's Office
- Development of budgetary recommendations that support strategic planning
- Making of recommendations of the above to the superintendent/president

One of the first tasks this group completed was a robust discussion and review of data in order to establish institution-set standards ([IV.B.16](#)).

In addition, the superintendent/president has provided effective leadership in the selection and development of personnel as evinced by his participation in the hiring of all associate superintendents and vice presidents. As stipulated in [Administrative Procedure 7120](#) (Recruitment and Selection) ([IV.B.17](#)), the superintendent/president also serves as the final interview for all faculty and staff (classified and management) positions. He encourages professional development at all levels, including on-campus training and participation in conferences. As discussed in Standard [III.A.14](#), all new full-time faculty receive release time to participate in a robust new faculty orientation program ([IV.B.18](#)) in the [Faculty Success Center](#)—which was created in response to one of the superintendent/president's first directives to create a teaching/learning center ([IV.B.19](#)). Classified staff similarly have an orientation program ([IV.B.20](#)) and many opportunities for professional development through the Classified Success Network ([IV.B.21](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The College has a duly appointed chief executive officer appointed by the Governing Board whose full-time responsibility is to the College and who possesses the requisite authority to administer board policies. The superintendent/president has responsibility for the quality of the College and provides the leadership necessary to implement integrated plans and priorities and regularly review matters of institutional effectiveness. The superintendent/president empowers faculty and staff appropriately so that matters of quality and planning permeate the College's structure and provide the time and resources necessary to ensure professional development is occurring at all levels. The superintendent/president makes the ultimate decisions on relevant issues on the campus and the planning and decision-making bodies make recommendations with full voice of all of the College's constituencies.



**IV.B.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

The superintendent/president effectively plans an administrative structure organized and staffed to reflect the mission of the College. He is empowered to authorize employment, fix job responsibilities, and perform other personnel actions. Additionally, he is authorized to assign administrative staff and create and abolish administrative positions. Within the administrative structure, authority is delegated appropriately and responsibilities of positions are clearly outlined.

[Board Policy 7110](#) (Delegation of Authority) ([IV.B.5](#)) requires the superintendent/president to “fix job responsibilities and perform other personnel actions” and “ensure that the College has qualified and competent administrators, faculty, and staff.” The superintendent/president oversees an Executive Leadership Team comprised of two associate superintendents (Instruction and Institutional Effectiveness and Business Services and Economic Development) and two vice presidents (Student Services and Administrative Services). The current [Management Functions List](#) ([IV.B.22](#)) delineates the authority of each manager at the College.

The superintendent/president maintains a [current organizational chart](#) ([IV.B.23](#)) that clearly identifies the titles and job functions of all management staff which is annually reviewed with the Governing Board. Changes in the organizational structure are effectively communicated to the College as a whole through the existing shared governance structure.

The superintendent/president makes requisite decisions about hiring and staffing. For example, the superintendent/president reduced the number of management positions in an effort to preserve as many faculty and classified staff positions as possible during the recession. In addition, when the vice president of student services retired in spring 2009, that position was merged into the vice president of instruction's responsibilities. The [2012-2013 organizational chart](#) ([IV.B.24](#)) shows a total of 48 managers whereas the [2015-2016 organizational chart](#) ([IV.B.23](#)) shows 60 managers. In essence, approximately 12 management positions were removed during the budget crisis, resulting in significant cost savings for the College. In spite of these reductions, the superintendent/president ensured that effective oversight of the College was never compromised, nor was the quality of education, support, and services for students. No layoffs occurred during this time period, nor were any salary reductions implemented for faculty and staff.



The superintendent/president chairs President's Cabinet, which includes the executive team, all instructional and student services deans, the presidents of both the faculty and classified senates, and bargaining associations. It is through President's Cabinet that the superintendent/president facilitates discussion and review of changes to board policies or administrative procedures and addresses the future staffing needs of the College (e.g., faculty and staff) ([IV.B.25](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The superintendent/president plans, oversees, and evaluates an administrative structure that is consistent with the effective management of the College. The superintendent/president assures that the policies and procedures are used effectively and that they are current and relevant. In critical areas of governance, such as planning and budget development, the superintendent/president leads the College. The superintendent/president adjusts the administrative structure in a manner that assures that quality is maintained throughout the College. The Office of the Superintendent/President communicates changes to administrative roles and responsibilities.



**IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**

- a. establishing a collegial process that sets values, goals, and priorities;**
- b. ensuring the College sets institutional performance standards for student achievement;**
- c. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- d. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- e. ensuring that the allocation of resources supports and improves achievement and learning; and**
- f. establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution**

### Evidence of Meeting the Standard

The superintendent/president maintains collegial processes to set values, goals, and the College's priorities through his engagement in the College's shared governance process. This process is documented and evinced in [Board Policy 1400](#) (Core Values) ([IV.B.26](#)), [Board Policy 3250](#) (Institutional Planning) ([IV.B.27](#)), and in the updated Strategic Plan 2015-2018 approved by the Governing Board in April, 2015 ([IV.B.28](#)). The superintendent/president ensures the College has and implements a broad-based, comprehensive, systematic, and integrated system

of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research ([IV.B.15](#)).

At the direction of the superintendent/president, the College Planning Council (CPC) establishes institution-set standards against which the College's performance is measured. The establishment of the institution-set standards was based on analyses of prior institutional performance and the development of stretch goals designed to challenge the College toward improved performance (please see Standard [I.B.3](#)).

The Educational Vision and Integrated Planning Model ([IV.B.15](#)) outlines the elements of the superintendent/president's integrated planning process. The superintendent/president is actively involved in both long- and short-term planning at Chaffey College as well as resource allocation based on themes and priorities established through those processes. The Resource Allocation Committee ensures that available resources are matched with needs and priorities arising through the integrated planning processes ([IV.B.29](#)).

The Integrated Planning Cycle chart shows the alignment of the College's Integrated Planning Process. At the direction of the Superintendent/President, all major planning documents have been updated and revised during this cycle, including the Facilities Master Plan ([IV.B.30](#)) and the Strategic Technology Plan ([IV.B.31](#)).

The superintendent/president also ensures that the budget development process is transparent and aligned with College goals ([IV.B.32](#)). The superintendent/president remains informed of categorical and grant funding to align resources with College planning efforts. The superintendent/president meets regularly with the Executive Leadership Team both as a group and individually ([IV.B.33](#)).

To inform the integrated planning process, the superintendent/president relies on a variety of reports on the College's performance and monitoring reports that are shared with the Governing Board and available to the broader campus community and the public through the Office of Institutional Research's website ([IV.B.34](#)) and Fact Book ([IV.B.8](#)). Topics of these performance indicators and monitoring reports include completion, enrollment data, student course success, student financial aid, Accountability Reporting for Community Colleges, and Student Success Scorecard ([IV.B.35](#), [IV.B.36](#)). Additionally, as noted in Standard [I.B.5](#), all departments in the College (instructional, support, student services, and administrative) complete program reviews which include the evaluation of disaggregated student achievement information. These program reviews feed into the College's integrated planning process.

As noted earlier in Standard [I.B.3](#), the College Planning Council (CPC) is charged with ensuring that institution-set standards are established and that the College's planning processes are regularly evaluated for institutional effectiveness. Both CPC and the Accreditation Oversight Committee developed board policies and procedures pertaining to institutional effectiveness and accreditation ([IV.B.37](#), [IV.B.38](#), [IV.B.39](#), and [IV.B.40](#)).

## Analysis and Evaluation

Chaffey College meets this standard. The superintendent/president guides the institutional improvement and effectiveness through existing board policies and administrative procedures. Fundamental to that is the extensive network of shared governance committees who ensure that College-wide planning and evaluation are based on collegial processes, high quality research and analysis; integrated planning that drives resource allocation, and the evaluation of the College's performance. The superintendent/president has established a healthy, collegial process that sets values, goals, and priorities that are aligned with the College mission and purpose. Through presidential leadership, the College has established institution-set standards for performance assessment on mission progress. The superintendent/president has placed a key emphasis on the use of research and credible evidence to make key College decisions. The superintendent/president oversees all educational planning and assures that planning and decision-making is integrated with resource allocation. All efforts by the superintendent/president have as their focus increased student learning and achievement.



**IV.B.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

The superintendent/president has the primary leadership role for accreditation at Chaffey College. The superintendent/president assigned Chaffey College's accreditation liaison officer (ALO) responsibilities to the associate superintendent of instruction and institutional effectiveness. A large, representative shared governance group, the Accreditation Oversight Committee (AOC), was established in 2012 and includes the ALO. The AOC has a tri-chair leadership team which includes representatives from faculty, classified staff, and management. The ALO works with the leadership team to accomplish the work of the committee and ensure compliance with all requirements, standards, and policies. Authority for assuring Chaffey College's compliance with accreditation requirements is delegated effectively within Chaffey College's administrative structure and through the shared governance process. All constituency groups at Chaffey College assume responsibility for assuring compliance with accreditation requirements ([IV.B.41](#)).

[Board Policy \(IV.B.37\)](#) and [Administrative Procedure 3200 \(Accreditation\) \(IV.B.38\)](#), document the role and responsibilities of the AOC which include guiding the College through the self-evaluation process, ensuring all constituency groups participate in the process, and creating 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 superintendent/president reviews all reports submitted on behalf of the College which are approved by the Governing Board and completed on time.

In addition to ensuring that the College has a structure to effectively meet all Commission requirements, the superintendent/president stays informed on the nuances of accreditation through his service as team chair on comprehensive evaluation site visits. Prior to coming to the College, the superintendent/president served on 12 teams for the Higher Learning Commission (north central region). Since coming to California, he has served on seven site visit teams, chairing five of those.

### Analysis and Evaluation

Chaffey College meets this standard. The superintendent/president ensures that board policy and Administrative Procedure 3200 establish the framework for how the College prepares for and responds to all matters required of the Commission. All reports submitted to the Commission have been accurate, honest, and timely. The superintendent/president has served on nearly twenty comprehensive visit teams in two different accrediting regions.



**IV.B.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

The superintendent/president administers the policies adopted by the Governing Board and executes all decisions of the Board without requiring administrative action. Consistent with [Board Policy 2410](#) (Board Policies and Administrative Procedures) ([IV.B.42](#)), the superintendent/president ensures the implementation of statutes, regulations, and Governing Board policies through the development of administrative procedures. [Administrative Procedure 2410](#) ([IV.B.43](#)) requires that the superintendent/president, senior management, and the President's Cabinet assure the following:

- Currency and compliance with state and federal laws;
- Consistency with the College's mission statement;
- Adherence to accreditation standards;
- Protection of the College;
- Promotion of operational efficiency;
- Currency with College-wide and departmental changes in operation.

As outlined in Standard [IV.A](#), policy implementation begins with President's Cabinet ([IV.B.25](#)) at which the superintendent/president is informed of new or revised statutes or regulations that affect the College, the proposed policies to address these, and administrative procedures that ensure the effective enactment of the policies. The College's process for policy review is outlined in Standard [I.B.7](#).

[Board Policy 6300](#) (Fiscal Management) ([IV.B.44](#)) requires the superintendent/president to establish procedures to assure the College's fiscal management is in accordance with the principles outlined in Title 5 Section 58311, including the following:

- Adequate internal controls
- Fiscal objectives, procedures, and constraints that are communicated to the Governing Board and employees
- Adjustments to the budget made in a timely manner
- The management information system to provide timely, accurate, and reliable fiscal information, and
- Responsibility and accountability for fiscal management that are clearly delineated

The fiscal management of the College is delegated primarily to the Associate Superintendent of Business Services and Economic Development, a member of both the Executive Team and President's Cabinet. College Planning Council provides additional oversight with respect to financial planning and resource allocation.

The superintendent/president remains informed of Chaffey College's standing as it relates to mandated statutes such as the Faculty Obligation Number (FON) ([IV.B.45](#)) and the maintenance of a prudent financial reserve through direct reports in the administrative structure. The superintendent/president communicates this information to the campus community through multiple venues, including the campus committee structure, planning related documents, and FLEX Day presentations.

#### Analysis and Evaluation

Chaffey College meets this standard. Board policies and administrative procedures are adopted as required by law or for the efficient operation of the College. The planning cycle illustrates how policies align with the mission statement and the strategic goals. The administrative procedures are issued by the superintendent/president in order to enact and implement the policies. An established system exists at the College for keeping current on federal and state law changes and accreditation requirements affecting the College.



#### **IV.B.6 The CEO works and communicates effectively with the communities served by the institution.**

##### Evidence of Meeting the Standard

The superintendent/president communicates effectively with the campus community by actively informing members of the College of ongoing and current events the Office of the Superintendent/President is involved with, including the proceedings of the Governing Board. Following each of the Governing Board meetings, the superintendent/president emails the campus an update summarizing the proceedings ([IV.B.46](#)). All approved Board Policies and Administrative Procedures are displayed in the [policy manual](#) ([IV.B.47](#)) on the Chaffey College Governing Board webpage.

Board participation on service, business, and government entities is an important way the superintendent/president stays connected with the community. Presently, the superintendent/president is on the Rancho Cucamonga Chamber of Commerce, the San Bernardino County Workforce Investment board, the Rancho and Ontario rotary clubs, the Alliance for Education, and the California Community College Athletic Association. If the superintendent/president is unable to serve on a board, he ensures that other College staff can. For example, two academic deans cover the Montclair Chamber of Commerce and the Chino Chamber of Commerce. The superintendent brings additional expertise and knowledge to community conversations from his service on national boards, including Community College Research Center (CCRC), Educational Testing Services (ETS), the American Association of Community Colleges, and he is an associate member of the League for Innovation.

Every fall semester, the superintendent/president hosts a Report to the Community ([IV.B.48](#)). All College partners and the public at large are invited to attend. The report provides updates on all areas of the College: instruction, support, student services, economic development, financial condition, construction projects, and sustainability.

The superintendent/president also hosts a Superintendents/Principals breakfast annually to maintain communications with the county superintendent of schools and the local superintendents and principals. At that event, principals are provided data on the performance of their graduates who enrolled at the College. The participants are also informed of key College initiatives that may impact them ([IV.B.49](#)).



The superintendent/president also works effectively with the campus community through an inclusive information sharing process. He routinely visits both the Faculty Senate and the Classified Senate to further communication and stay informed about potential issues. The superintendent/president occasionally attends the Deans' meetings and Student Services Council for information and discussion of pertinent items. During the budget crisis, he held several budget forums to ensure that everyone knew the challenges the College was facing ([IV.B.50](#)). Once each semester, the superintendent/president and the student president of the Associated Students of Chaffey College hold Pizza with the Presidents at each of the College's campuses ([IV.B.51](#)). Students have the opportunity to ask questions and become informed on the salient issues of the moment. During the 2015-2016 academic year, the superintendent/president expanded the College community's access to him by starting a series of Chats with the President ([IV.B.52](#)).

### Analysis and Evaluation

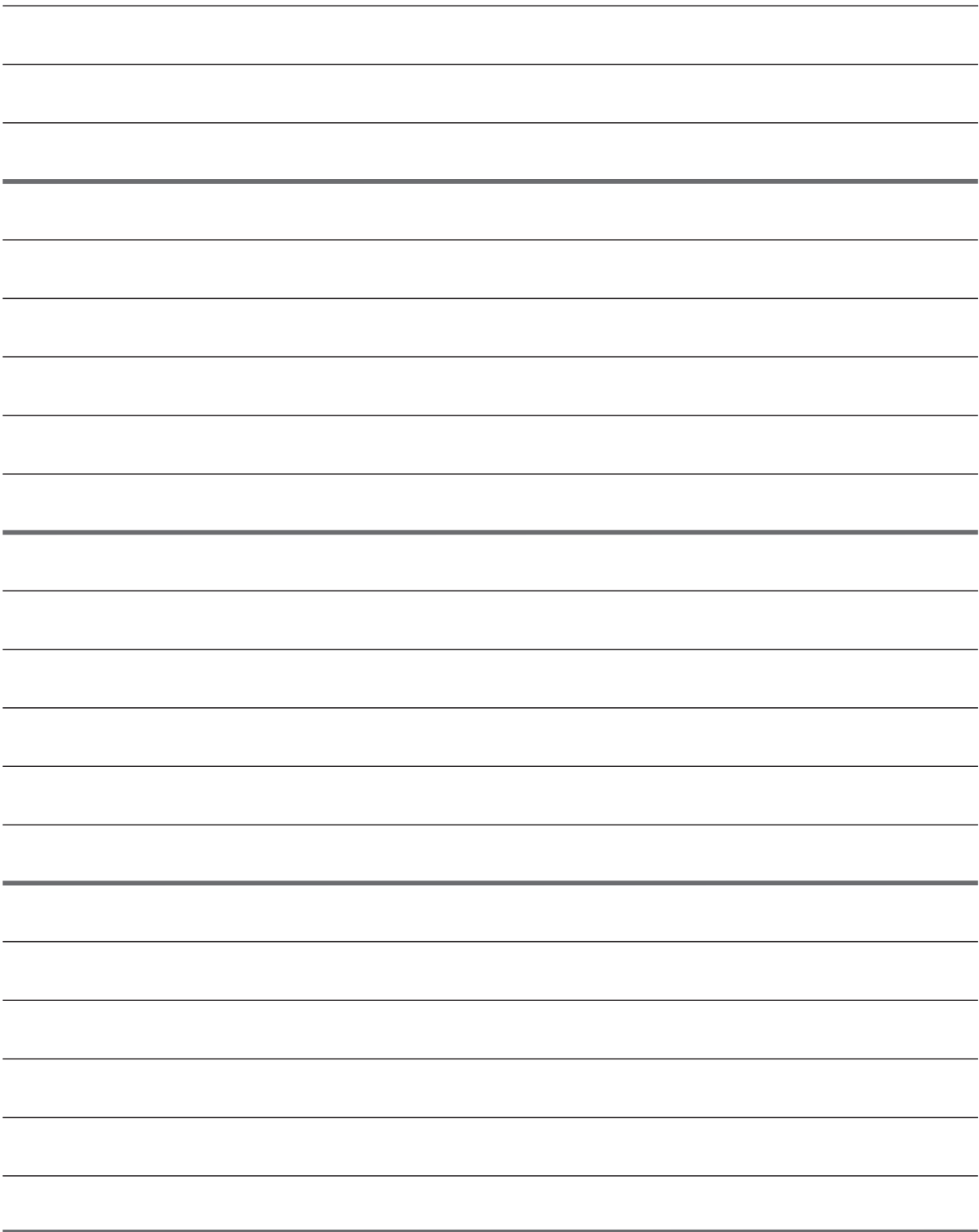
Chaffey College meets this standard. The superintendent/president works and communicates effectively with both the campus community and the service area community of the College. The superintendent/president actively represents the College within its service area by being involved in community, business, and educationally directed organizations and effectively communicates the challenges and Chaffey College's plans to address those challenges to the communities served by the College. Through the campus committee structure and campus-based forums, Pizza with the Presidents, and his chats, the superintendent/president works to hear all voices from campus constituencies and share information across the College.



## Evidence List for Standard IV.B

<a href="#">IV.B.1</a>	Board Policy 2430
<a href="#">IV.B.2</a>	Board Policy 3250
<a href="#">IV.B.3</a>	Board Policy 2420
<a href="#">IV.B.4</a>	Board Policy 6100
<a href="#">IV.B.5</a>	Board Policy 7110
<a href="#">IV.B.6</a>	Board Policy 7140
<a href="#">IV.B.7</a>	Spring 2011 FLEX Presentation
<a href="#">IV.B.8</a>	Fact Book
<a href="#">IV.B.9</a>	M2C3 FLEX Presentation
<a href="#">IV.B.10</a>	M2C3 Faculty Report
<a href="#">IV.B.11</a>	M2C3 Student Report
<a href="#">IV.B.12</a>	Terry O'Banion presentation
<a href="#">IV.B.13</a>	John Husing's presentation

<a href="#"><u>IV.B.14</u></a>	Superintendent/President's job description
<a href="#"><u>IV.B.15</u></a>	Educational Vision and Integrated Planning Model
<a href="#"><u>IV.B.16</u></a>	College Planning Council minutes, 2015-16
<a href="#"><u>IV.B.17</u></a>	Administrative Procedure 7120
<a href="#"><u>IV.B.18</u></a>	New Faculty Orientation Schedules 2015-2012
<a href="#"><u>IV.B.19</u></a>	Faculty Success Center website
<a href="#"><u>IV.B.20</u></a>	Classified Orientation Program
<a href="#"><u>IV.B.21</u></a>	Classified Success Network website
<a href="#"><u>IV.B.22</u></a>	Management functions list
<a href="#"><u>IV.B.23</u></a>	2015-16 Organizational Chart
<a href="#"><u>IV.B.24</u></a>	2012-13 Organizational Chart
<a href="#"><u>IV.B.25</u></a>	President's Cabinet minutes
<a href="#"><u>IV.B.26</u></a>	Board Policy 1400
<a href="#"><u>IV.B.27</u></a>	Board Policy 3250
<a href="#"><u>IV.B.28</u></a>	Governing Board Packet, 4-23-15
<a href="#"><u>IV.B.29</u></a>	RAC Funded PSR Items
<a href="#"><u>IV.B.30</u></a>	Facilities Master Plan
<a href="#"><u>IV.B.31</u></a>	Strategic Technology Plan
<a href="#"><u>IV.B.32</u></a>	Budget Development Handbooks
<a href="#"><u>IV.B.33</u></a>	Executive Leadership Team Agendas
<a href="#"><u>IV.B.34</u></a>	Office of Institutional Research website
<a href="#"><u>IV.B.35</u></a>	ARCC Presentations - Governing Board Packets (2016, 2015)
<a href="#"><u>IV.B.36</u></a>	2014 Scorecard Presentation
<a href="#"><u>IV.B.37</u></a>	Board Policy 3200
<a href="#"><u>IV.B.38</u></a>	Administrative Procedure 3200
<a href="#"><u>IV.B.39</u></a>	Board Policy 3225
<a href="#"><u>IV.B.40</u></a>	Administrative Procedure 3225
<a href="#"><u>IV.B.41</u></a>	Accreditation Oversight Committee meeting notes
<a href="#"><u>IV.B.42</u></a>	Board Policy 2410
<a href="#"><u>IV.B.43</u></a>	Administrative Procedure 2410
<a href="#"><u>IV.B.44</u></a>	Board Policy 6300
<a href="#"><u>IV.B.45</u></a>	Faculty Obligation Certifications 2015-2011
<a href="#"><u>IV.B.46</u></a>	College Update emails
<a href="#"><u>IV.B.47</u></a>	Policy Manual
<a href="#"><u>IV.B.48</u></a>	Report to the Community
<a href="#"><u>IV.B.49</u></a>	Superintendent's/Principals' agendas
<a href="#"><u>IV.B.50</u></a>	Budget Forums
<a href="#"><u>IV.B.51</u></a>	Pizza with the Presidents
<a href="#"><u>IV.B.52</u></a>	Chat with the President





**IV.C.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 (ER7).**

### Evidence of Meeting the Standard

The Chaffey Community College District (CCCD) is under the control of the Governing Board, an elected body composed of five community members serving at large.<sup>2</sup> The Governing Board is authorized by state law and local policy to establish policies for the district, approve annual and long-range plans and programs, and oversee the administration of the CCCD. [Board Policy 2200](#) (Governing Board Duties and Responsibilities) ([IV.C.1](#)) defines board authority and responsibility in assuring the academic quality, integrity, effectiveness, and financial stability of the College. In order to accomplish these duties, the Governing Board ensures broad representation in the governance process. [Board Policy](#) ([IV.C.2](#)) and [Administrative Procedure 2510](#) (Participation in Shared Governance) ([IV.C.3](#)) outline the roles of faculty, staff, and students in that process and ensure that all constituent groups have input into the decision-making process.

The Board receives and reviews quarterly financial statements and financial health reports to ensure appropriate responsibility for the financial stability of the College ([IV.C.4](#)). The board regularly reviews and approves both new and existing curriculum to ensure it is exercising its responsibility to monitor academic quality, integrity, and effectiveness ([IV.C.5](#)). Additionally, a variety of monitoring reports are presented to the Board throughout each academic year, including a CTE Monitoring Report ([IV.C.6](#), pp. 3-5), an Economic Development and Community Education Report ([IV.C.6](#), pp. 6-9), the Accountability Reporting for Community Colleges (ARCC) scorecard ([IV.C.7](#)), and the Student Equity Plan ([IV.C.8](#)).

### Analysis and Evaluation

Chaffey College meets this standard. The Chaffey College Community College Governing Board is an effective body with broad authority and responsibility for all aspects of the College as established in policy and documented in practice. Board Policy 2200 provides clear authority for the Board to represent the public interest, establish policies, hire and evaluate the CEO, assure fiscal health and stability, and monitor the College's performance and educational quality. Board Policy and Administrative Procedure 2510 delineate the legal authority of the Board over policy development and provides for the manner and process by which the Board

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<sup>2</sup> Eligibility Requirement 7, Governing Board, Compliant.

works with campus constituencies in the development and approval of policies. The Board exercises this authority and fulfills the responsibilities specified in policy in the conduct of regular business as evinced in Board meeting calendars, meeting agendas, Board information packets, reports, and minutes. The College has a functioning Governing Board responsible for ensuring the academic quality, integrity, and stability of the College. The Governing Board is ultimately responsible for ensuring that the financial resources are used in sound and prudent ways. The membership is sufficient in size and composition to fulfill all responsibilities. The Governing Board is an independent, policy-making body and adheres to a conflict of interest policy that assures interests are disclosed and do not interfere with the impartiality of Governing Board members.



**IV.C.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

While distinct in their individual perspectives, the Governing Board acts as a collective entity after full and open discussion of a College business matter has taken place and a vote held. Their practice of a unified and collective voice is supported by [Board Policy 2200](#) (Governing Board Duties and Responsibilities) ([IV.C.1](#)) and is evident in the minutes of their meetings ([IV.C.9](#)). [Board Policy 2355](#) (Decorum) ([IV.C.10](#)) outlines appropriate behavior during Governing Board meetings for both the Governing Board and attendees of their meetings. When Governing Board members do have differing opinions on issues, they engage in debate professionally and with civility.

The Governing Board follows the [Ralph M. Brown Act](#) ([IV.C.11](#)) and cannot conduct or discuss College business with each other as a governing body when not at a recognized and properly announced Board meeting. This section of government code prohibits a broad range of conduct to ensure transparency in all Governing Board operations.

#### Analysis and Evaluation

Chaffey College meets this standard. Board policy provides a framework for collective action that effectively guides Board discussions, voting, and actions. Board members are able to engage in debate and present multiple perspectives during discussions but still come to collective decisions on all matters and support those decisions once reached.



#### **IV.C.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

The Governing Board has clearly defined policies for selecting and evaluating the superintendent/president of the College and adheres to these policies. The policy for superintendent/president selection is outlined in [Board Policy 2341](#) (Superintendent/President Selection) ([IV.C.12](#)) that briefly states, “In the case of a superintendent/president vacancy, the Governing Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant Title 5 regulations.”

The last time this policy was used was in 2007. At that time, the Governing Board contracted with the Association of Community College Trustees (ACCT) to conduct a nationwide search to replace Dr. Marie Kane. A shared-governance screening committee was created, and a consultant from ACCT guided the selection committee through the process ([IV.C.13](#)). Approximately nine candidates were interviewed and, ultimately, the current superintendent/president was selected. His tenure began in September of 2007, and he has provided stable, effective leadership since that appointment.

[Board Policy 2435](#) (Evaluation of the Superintendent/President) ([IV.C.14](#)) delineates the standards for evaluation of the superintendent/president. The Governing Board enacts this policy by conducting a formal evaluation of the superintendent/president regularly, jointly evaluating the results with the superintendent/president, and setting annual performance goals. The College uses a 360 process for all administrative evaluations. This process is used by the Governing Board for the evaluation of the superintendent/president and includes a self-evaluation component, a peer review component, and a supervisory component. The peer review component is collected with the use of a management behavioral rating form ([IV.C.15](#)). The Governing Board has evaluated the superintendent/president at regular intervals in accordance with the processes and procedures defined in Board policy and their associated administrative regulations.

##### Analysis and Evaluation

Chaffey College meets this standard. The Governing Board selected the current superintendent/president in 2007 and evaluated him at regular intervals in accordance with the processes and procedures defined in Board policy.





**IV.C.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 (ER7).

#### Evidence of Meeting the Standard

The Governing Board is an independent policy-making body selected by the voters at large in the College district covering the cities of Chino, Chino Hills, Fontana, Guasti, Mt. Baldy, Ontario, Rancho Cucamonga (Alta Loma, Cucamonga, and Etiwanda) and Upland.

[Board Policy 2100](#) (Governing Board Elections) ([IV.C.16](#)) notes that Governing Board member terms are four years in length. The terms of Governing Board members are staggered so that only one half of the Governing Board is up for election at any given time. At-large elections are held for the Governing Board. In November 2015, two new Board members were seated.

The Associated Students of Chaffey College (ASCC) elects a student trustee who has advisory voting privileges and serves a one-year term. [Board Policy \(IV.C.17\)](#) and [Administrative Procedure 2105](#) (Election of Student Trustee) ([IV.C.18](#)) describe the participatory and voting rights of the student trustee. The Student Trustee may make and second motions and vote in an advisory capacity.

[Board Policy 2200](#)<sup>3</sup> (Governing Board Duties and Responsibilities) ([IV.C.1](#)) specifies the authority of the Board as a policy-making body, including the following specific authorities and responsibilities:

The Governing Board shall develop broad, written governance policies in the areas of:

- Governance Process: specification of how the Governing Board conceives, carries out and monitors its own tasks
- Governing Board-Staff Relationships: delegating and monitoring power; the role of the superintendent/president; authority and accountability
- Executive Expectations: authority that establishes the prudence and ethics boundaries within which all activity and decisions must take place
- Ends: organizational impacts, benefits to the community, outcomes, results, recipients and relative worth, achieving appropriate results for appropriate persons at an appropriate cost

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<sup>3</sup> Eligibility Requirement 7, Compliant.

Board Policy 2200 also notes the following:

The purpose of governance is that the Governing Board, on behalf of the people of the communities in the College, 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.

Board Policy 2200 provides a clear framework from which the Board operates as an independent, policy-making entity, free from undue influence from both internal and external constituencies. Additionally, [Board Policy 2715](#) (Code of Ethics) ([IV.C.19](#)) notes the following:

The Governing Board of the Chaffey Community College District expects its members to adhere to the highest standards of conduct. 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.20](#)) provides additional protection from undue influence by restricting the Governing Board’s use of College resources for political purposes.

Regular Board meetings are open to the public and announced at least seventy-two hours in advance of the meeting date, in accordance with California government code and are governed through [Board Policy 2310](#) (Regular Meetings of the Governing Board) ([IV.C.21](#)). The Board provides time for public comment at the beginning of the meeting. Public comment provides a consistent forum for public interaction with the Board and voicing of community concerns regarding any component of College operations. [Board Policy](#) ([IV.C.22](#)) and [Administrative Procedure 2340](#) (Board Agenda) ([IV.C.23](#)) stipulate that all Board agendas, informational materials, and notes are made available on the College’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.24](#)) ensures that anyone wishing to address the Governing Board may do so. [Board Policy 2350](#) (Speakers) ([IV.C.25](#)) provides additional clarity with regard to who may address the Governing Board.

### Analysis and Evaluation

Chaffey College meets this standard. The manner in which the Board is elected ensures that the Board is representative of the public throughout the College. A student trustee participates on the Governing Board. Board Policies and administrative procedures regulate Governing Board member conduct and establish protocols to protect the College from undue influence or political pressure. Public interest in the quality of education and College 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.



**IV.C.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, and financial integrity and stability.

#### Evidence of Meeting the Standard

In accordance with [Board Policy 2200 \(IV.C.1\)](#), the Chaffey College Governing Board establishes policies consistent with the College mission statement. Administrative procedures with Board policies ensure the quality, integrity, and improvement of student learning programs and services. The College subscribes to the Community College League of California's (CCLC) Policy and Procedure service which provides sample policies and administrative procedures that are compliant with state regulations and align with educational quality, academic integrity, and student program and services standards in California. Board Policy 2200 outlines the authority of the Board in its ultimate responsibility for all aspects of College operations and decision-making, including educational quality, legal matters, and financial integrity and stability.

Additionally, the Governing Board ensures the mission ([IV.C.26](#)), core values ([IV.C.27](#)), and goals for student success ([IV.C.28](#)) are at the heart of the planning process and the Governing Board regularly approves the College's strategic plan to ensure proper alignment with these policies ([IV.C.29](#)). All three of these policies are incorporated into the College's long-term and short-term goals for strategic planning.

Board minutes reflect that the Board members make all final decisions in each of these areas and allocate sufficient resources to ensure the quality, integrity, and improvement of student learning programs and services. Responsibility for educational matters is demonstrated through regular approval of changes to curriculum ([IV.C.5](#)) as well as College planning related to program development and discontinuance, approval of student progress goals, academic and student standards, and the College's educational vision ([IV.C.30](#)). Legal matters are placed on the agenda as needed and discussed and acted on during closed session Board meetings with the College's legal counsel. Responsibility for financial integrity and stability is demonstrated regularly at Board meetings through discussion and action on financial liabilities including post-employment benefits, revenue forecasts, and alternate revenue generation plans including grant opportunities and analyses of state and federal funding, and approval of all budgets, financial plans, and quarterly monitoring reports ([IV.C.4](#), [IV.C.31](#)).

### Analysis and Evaluation

Chaffey College meets this standard. Policies adopted by the Governing Board are developed with input from appropriate local constituent groups, model policy from the CCLC and College staff to ensure alignment with the College mission. The Board is advised regarding all legal, financial, and educational issues by the superintendent/president and through staff reports. The Board exercises the authority outlined in policy to provide oversight for all College operations, including educational quality, legal matters, financial integrity, and stability.



**IV.C.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 of the College'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 attached table ([IV.C.32](#)) provides links to all of the Governing Board's policies and administrative procedures that demonstrate compliance with this standard.

### Analysis and Evaluation

Chaffey College meets this standard. All required policies are posted publicly on the College's website and available by hard copy upon request.



**IV.C.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.**

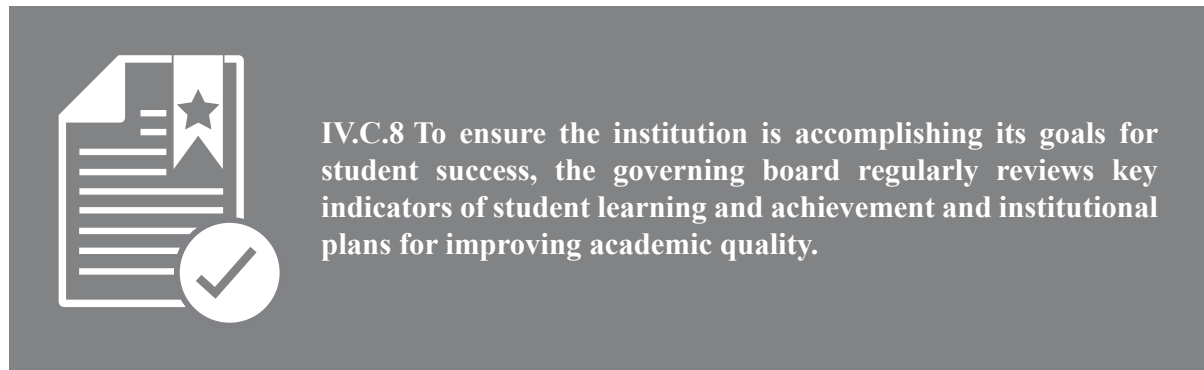
### Evidence of Meeting the Standard

Board Policies provide a clear framework for all activity of the Governing Board. The Board consistently acts in accordance with all policies and administrative procedures. The bylaws of the Board are incorporated into the Chaffey College Policy Manual. Board policy review is

conducted as needed or in response to changes in legislation, accreditation, or to meet emerging issues. [Board Policy 2410 \(IV.C.33\)](#) and [Administrative Procedure 2410 \(IV.C.34\)](#) outline the process for accomplishing this work. As explained in Standard [I.B.7](#), the College regularly reviews all Board policies and administrative procedures ([IV.C.35](#)).

#### Analysis and Evaluation

Chaffey College meets this standard. The College follows the CCLC policy structure and regularly updates all Board policies and administrative procedures.



#### Evidence of Meeting the Standard

The Governing Board regularly reviews key indicators of student learning and achievement. The Governing Board's goals for student success ([IV.C.26](#)) are incorporated into the College's strategic plan ([IV.C.30](#)). College Planning Council (CPC) developed a scorecard that measures the College's performance on key indicators against the institutionally-set standards and the Institutional Effectiveness Partnership Initiative and updates the College's progress on the strategic plan ([IV.C.36](#)). The Board also reviews the annual Student Success Scorecard report required by the Chancellor's Office for California Community Colleges that provides detailed analysis of student achievement ([IV.C.37](#), [IV.C.38](#)). One example of such an update was at the September 2015 Governing Board meeting. The faculty co-chair of the College Planning Council updated the Board on the College's progress with respect to innovation and improvements since 2000 ([IV.C.39](#)). This report included updated student demographic information as well as success and retention rates and the amounts of degrees and certificates awarded.

#### Analysis and Evaluation

Chaffey College meets this standard. The Governing Board is regularly and effectively informed on key indicators of student learning and achievement. Board agendas and minutes provide evidence of the Board's conducting regular review of student success and academic quality improvement. Since the last comprehensive evaluation, the Board reviewed and accepted strategic plans including the Integrated Planning Model, the 2015-2018 Strategic Plan, the Student Success Scorecard, the Institutional Effectiveness Partnership Initiative, and the institution-set standards.



**IV.C.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

The Board engages in regular, ongoing training for Board development as stipulated in [Board Policy 2740](#) (Governing Board Education) ([IV.C.40](#)). This training includes study sessions before each Board meeting at which staff offer in-depth presentations on selected topics to ensure the Board maintains current understanding of important aspects of College programs, services, system funding and revenue, and accreditation ([IV.C.8](#), [IV.C.39](#), [IV.C.41](#), [IV.C.42](#)). The Governing Board also has an annual retreat and members regularly attend state and national conferences.

In November 2015, the composition of the Governing Board was changed with the election of two new Board members. The College followed its policy ([IV.C.40](#)) with respect to orienting the new Governing Board members. Two orientation sessions were held on January 11, 2016 and January 25, 2016 at which the Executive Leadership Team and other staff members provided introductory information on each of the main divisions of the college and policy governance ([IV.C.43](#)). Additionally, a Board retreat was held on February 4, 2016 at which a consultant provided more extensive information and guided discussion of Board roles and responsibilities and explained the Governing Board's self-evaluation ([IV.C.44](#), [IV.C.45](#)). The new Governing Board members were also provided copies of the Board Orientation Manual ([IV.C.46](#)).

The Governing Board has staggered terms of office. [Board Policy 2100](#) (Governing Board Elections) ([IV.C.47](#)) states that "each person elected at a regular biennial Governing Board member election shall hold office for a term of four years from the first Saturday in December succeeding his/her election. Terms of Governing Board members are staggered so that, as nearly as practical, one half of the Governing Board shall be elected at each Governing Board election."

[Board Policy 2110](#) (Vacancies on the Governing Board) ([IV.C.48](#)) articulates the manner in which vacancies are to be addressed.

### Analysis and Evaluation

Chaffey College meets this standard. The Governing Board members participate in regular, ongoing training sessions provided locally and by state and national organizations. The culture and philosophy of the College encourages and supports Board member participation in development opportunities. Regular study sessions are integrated into monthly Board activities.





**IV.C.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.49](#)) notes that the Governing Board is committed to continuing evaluation of its performance in order to identify strengths and areas in which it may improve its functioning. In order to accomplish this evaluation, the Board established the following processes:

- The evaluation shall include a comparison of Board action to policies in the Governance Process and Governing Board/Staff Relationships categories
- Input shall be sought from each Board member and the superintendent/president
- The Governing Board shall schedule regular or periodic discussions and an annual review of Governing Board achievements and actions
- The Governing Board self-evaluation will be conducted annually to coincide with the annual budget planning cycle

The Governing Board conducts regular self-evaluations. Dr. Cindra Smith, a consultant with a well-established relationship with the Governing Board, annually guides Board members through the self-evaluation process. The instrument used for the Board evaluation includes a series of statements that reflect characteristics of effective Governing Boards, and the Governing Board members rank their performance on these statements. The form also contains some open-ended questions and a space for additional comments ([IV.C.50](#)). The most recent Governing Board self-evaluation occurred on February 4, 2016 ([IV.C.51](#)), and the Governing Board President reported that the self-evaluation had occurred at the March 24, 2016 meeting ([IV.C.52](#)).

#### Analysis and Evaluation

Chaffey College meets this standard. The Governing Board regularly conducts a self-evaluation that reviews their performance against existing Board policy. The results are used to improve Board performance, academic quality, and institutional effectiveness.



**IV.C.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 board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution (ER7).

### Evidence of Meeting the Standard

All members of the Governing Board follow strict conflict of interest policies and administrative procedures<sup>4</sup> as follows:

- [Board Policy 2710](#) (Conflict of Interest) ([IV.C.53](#))
- [Administrative Procedure 2710](#) (Conflict of Interest) ([IV.C.54](#))
- [Administrative Procedure 2712](#) (Conflict of Interest Code) ([IV.C.55](#))
- [Administrative Procedure 2714](#) (Distribution of Tickets or Passes) ([IV.C.56](#))
- [Board Policy 2715](#) (Code of Ethics/Standards of Practice) ([IV.C.57](#))

Governing Board members also file a [Statement of Interest Form 700 \(IV.C.58\)](#) from the California Fair Political Practices Commission. Form 700 is a public document available for review upon request from the Chaffey College Superintendent/President's Office. Governing Board members recuse themselves or are asked to recuse themselves by the Governing Board President when a conflict of interest arises related to the discussion or vote on College business. During this evaluation period, there have been no violations of these Board policies and administrative procedures.

### Analysis and Evaluation

Chaffey College meets this standard. To date, there have been no violations of the code of ethics or conflict of interest policies. All members of the Governing Board follow strict conflict of interest policies and administrative procedures (Board Policies 2710, 2715 and Administrative Procedures 2710, 2712, and 2714) and file a [Statement of Interest Form 700](#) from the California Fair Political Practices Commission. Form 700 is a public document available for review upon request from the Chaffey College Superintendent/president's Office. Governing Board members recuse themselves or are asked to recuse themselves by the Governing Board President when a conflict of interest arises related to the discussion or vote on College business.

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<sup>4</sup> Eligibility Requirement 7, Governing Board Compliant.



**IV.C.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.59](#)) and delegates to the superintendent/president “responsibility for administering the policies adopted by the Governing Board and executing all decisions of the Governing Board requiring administrative action.” The superintendent/president directly reports to the Governing Board and is its singular at-will employee at the College. Consistent with Board Policy 2430, the superintendent/president has authority to interpret Board Policy, make decisions for College operations, and ensure that the College complies with all laws and regulations.

The Governing Board works with the superintendent/president to set annual performance goals using his job description ([IV.C.60](#)) and the Educational Vision and Integrated Planning Model ([IV.C.30](#)) as a guide. The Governing Board holds the superintendent/president accountable for College operations through an annual performance review of the superintendent/president that is based on publicly stated performance goals established in concert with him. The full scope and description of the superintendent/president’s responsibility and authority is outlined earlier in Standard [IV.B](#).

#### Analysis and Evaluation

Chaffey College meets this standard. The Governing Board follows established policy in delegating authority to the superintendent/president and holding the superintendent/president accountable for the operation of the College, as demonstrated in the superintendent/president’s job description and evaluations. These practices have effectively empowered the superintendent/president to manage the operations of the College and have provided an effective structure for the Board to hold the CEO accountable for operations.



**IV.C.13** The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission Policies, accreditation processes, and the College's accreditation 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

The Governing Board is regularly updated on all accreditation issues, including eligibility requirements, accreditation standards, Commission policies, accreditation processes, and the College's accredited status. During this evaluation period, the Governing Board reviewed and approved one follow-up report ([IV.A.61](#)), two substantive change reports (distance education, [IV.C.62](#); Fontana Center, [IV.C.63](#)) and the College's midterm report ([IV.C.64](#), [IV.C.65](#)).<sup>5</sup>

During the 2015-16 academic year, the Governing Board received training during their regular Board meetings on eligibility requirements, accreditation standards, and Commission policies ([IV.C.66](#)). In preparation of Standard IV.C, the superintendent/president and the accreditation liaison prepared a draft document for the Governing Board, and at the February 4, 2016 retreat ([IV.C.44](#)), 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 April 28 Board meeting, the institutional self-evaluation report and the quality focus essay were submitted to the Governing Board as information. The final approval of the institutional self-evaluation report occurred on May 26, 2016.

#### Analysis and Evaluation

Chaffey College meets this standard. The Governing Board effectively participates in the accreditation process and in the evaluation of Board roles and functions. The Governing Board participated directly in the response to Standard IV.C. The Board served as the primary review body for all drafts and revisions of this section. The Board monitors accomplishments related to accreditation recommendations and has final approval of accreditation documents including the midterm report and substantive change proposals.

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<sup>5</sup> Compliant, ACCJC Policy on Good Practice in Relations with Member Institutions.

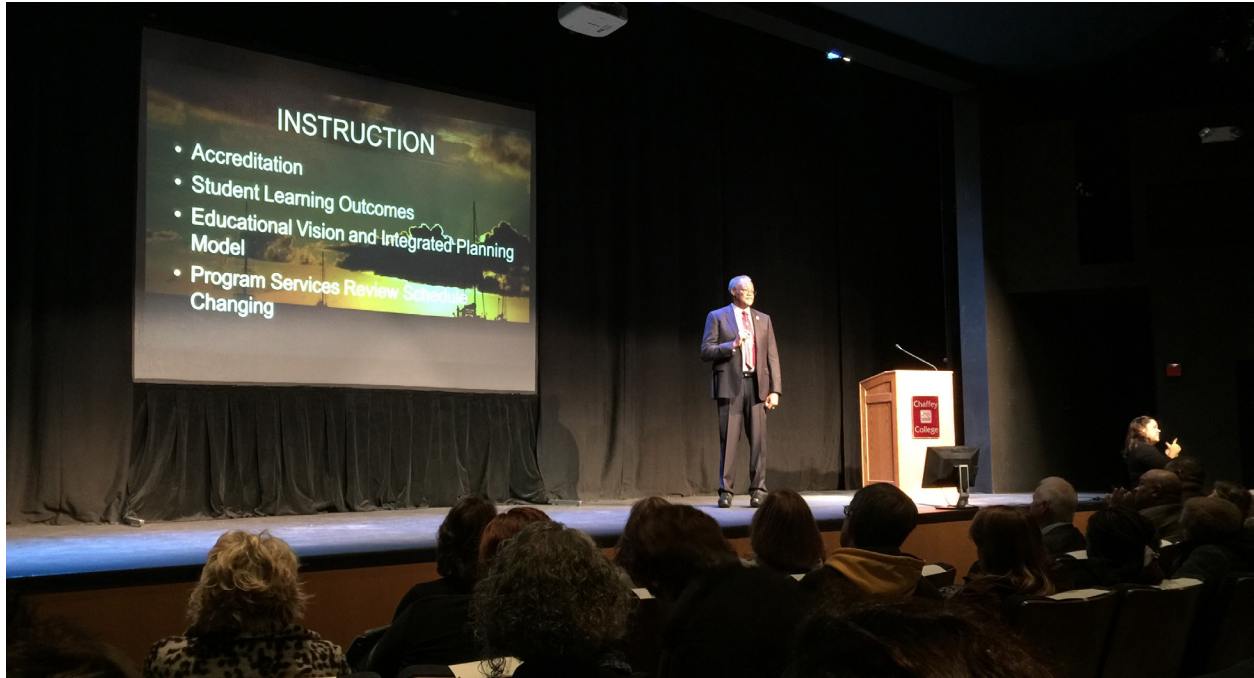


## Evidence List for Standard IV.C

<a href="#"><u>IV.C.1</u></a>	Board Policy 2200
<a href="#"><u>IV.C.2</u></a>	Board Policy 2510
<a href="#"><u>IV.C.3</u></a>	Administrative Procedure 2510
<a href="#"><u>IV.C.4</u></a>	Budget Reports to the Governing Board
<a href="#"><u>IV.C.5</u></a>	Curriculum Reports to the Governing Board
<a href="#"><u>IV.C.6</u></a>	Governing Board Packet, 2-25-16
<a href="#"><u>IV.C.7</u></a>	ARCC Scorecard Report
<a href="#"><u>IV.C.8</u></a>	Student Equity Plan Report
<a href="#"><u>IV.C.9</u></a>	Governing Board Minutes, Jan-March 2016
<a href="#"><u>IV.C.10</u></a>	Board Policy 2355
<a href="#"><u>IV.C.11</u></a>	Brown Act
<a href="#"><u>IV.C.12</u></a>	Board Policy 2341
<a href="#"><u>IV.C.13</u></a>	Evidence of CEO hiring process
<a href="#"><u>IV.C.14</u></a>	Board Policy 2435
<a href="#"><u>IV.C.15</u></a>	Management Behavioral Rating Scale
<a href="#"><u>IV.C.16</u></a>	Board Policy 2100
<a href="#"><u>IV.C.17</u></a>	Board Policy 2105
<a href="#"><u>IV.C.18</u></a>	Administrative Procedure 2105
<a href="#"><u>IV.C.19</u></a>	Board Policy 2715
<a href="#"><u>IV.C.20</u></a>	Board Policy 2716
<a href="#"><u>IV.C.21</u></a>	Board Policy 2310
<a href="#"><u>IV.C.22</u></a>	Board Policy 2340
<a href="#"><u>IV.C.23</u></a>	Administrative Procedure 2340
<a href="#"><u>IV.C.24</u></a>	Board Policy 2345
<a href="#"><u>IV.C.25</u></a>	Board Policy 2350
<a href="#"><u>IV.C.26</u></a>	Board Policy 1200
<a href="#"><u>IV.C.27</u></a>	Board Policy 1400
<a href="#"><u>IV.C.28</u></a>	Board Policy 1250
<a href="#"><u>IV.C.29</u></a>	Governing Board Packet, 4-15
<a href="#"><u>IV.C.30</u></a>	Educational Vision and Integrated Planning Model
<a href="#"><u>IV.C.31</u></a>	Auxiliary Budget Monitoring Reports
<a href="#"><u>IV.C.32</u></a>	Board Policies and Procedures
<a href="#"><u>IV.C.33</u></a>	Board Policy 2410
<a href="#"><u>IV.C.34</u></a>	Administrative Procedure 2410

<a href="#"><u>IV.C.35</u></a>	Policy and Procedure Review timeline
<a href="#"><u>IV.C.36</u></a>	CPC minutes
<a href="#"><u>IV.C.37</u></a>	2015 ARCC presentation
<a href="#"><u>IV.C.38</u></a>	2014 ARCC presentation
<a href="#"><u>IV.C.39</u></a>	PowerPoint on innovations and improvements since 2000
<a href="#"><u>IV.C.40</u></a>	Board Policy 2740
<a href="#"><u>IV.C.41</u></a>	Study Session Presentations—Completion Counts and Accreditation
<a href="#"><u>IV.C.42</u></a>	Study Session Presentation—Maintenance and Operations
<a href="#"><u>IV.C.43</u></a>	New Member Board Orientation Agendas
<a href="#"><u>IV.C.44</u></a>	Study Session Agenda
<a href="#"><u>IV.C.45</u></a>	Consultant Materials
<a href="#"><u>IV.C.46</u></a>	New Governing Board Orientation Manual
<a href="#"><u>IV.C.47</u></a>	Board Policy 2100
<a href="#"><u>IV.C.48</u></a>	Board Policy 2110
<a href="#"><u>IV.C.49</u></a>	Board Policy 2745
<a href="#"><u>IV.C.50</u></a>	Governing Board Self-Evaluation Form
<a href="#"><u>IV.C.51</u></a>	Discussion notes from February 4, 2016
<a href="#"><u>IV.C.52</u></a>	Governing Board Minutes, 3-24-16
<a href="#"><u>IV.C.53</u></a>	Board Policy 2710
<a href="#"><u>IV.C.54</u></a>	Administrative Procedure 2710
<a href="#"><u>IV.C.55</u></a>	Administrative Procedure 2712
<a href="#"><u>IV.C.56</u></a>	Administrative Procedure 2714
<a href="#"><u>IV.C.57</u></a>	Board Policy 2715
<a href="#"><u>IV.C.58</u></a>	Statement of Interest Form 700
<a href="#"><u>IV.C.59</u></a>	Board Policy 2430
<a href="#"><u>IV.C.60</u></a>	Job description—Superintendent/president
<a href="#"><u>IV.C.61</u></a>	Follow-up report
<a href="#"><u>IV.C.62</u></a>	Substantive Change report—Distance Education
<a href="#"><u>IV.C.63</u></a>	Substantive Change report—Fontana Center
<a href="#"><u>IV.C.64</u></a>	Midterm report
<a href="#"><u>IV.C.65</u></a>	Agendas of Governing Board showing report approvals
<a href="#"><u>IV.C.66</u></a>	Governing Board agendas—accreditation with sample presentations





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DISTANCE  
EDUCATION

DE





When I started at Chaffey, I only intended to take two Math classes before transferring to CSUSB. After having difficulty finding an open Math class, rather than giving up, I looked into all the possible options. I ended up taking classes in the Paralegal program and eventually got my Paralegal certificate and AA degree. I was motivated by the hopefulness I found within the Chaffey community and my professors. It motivated me to continue to do well in my classes and eventually graduate with honors. I attribute my success to the hopeful mindset I learned while a student. I continue to engage in this mindset and outlook while working in the Chino Success Center, serving students on a day to day basis.

-Alyssa Miller, Instructional Assistant II







### *Introduction*

The Distance Education Supplement is designed to specifically highlight the efforts at Chaffey College to meet the standards and the eligibility requirements regardless of mode of instructional delivery. The College recognizes the increased role that online education is playing in postsecondary education in general and for the students the College serves in particular.

In this Supplement, each standard is separately addressed and relevant references to the eligibility requirements are also noted. The content of the narrative herein is intended to be read parallel with the coverage in the standards and eligibility requirements sections of the institutional self-evaluation report. Accordingly, the sections of the Distance Education Supplement follow the same structure of the institutional self-evaluation report, identifying the Evidence of Meeting the Standard and Analysis and Evaluation sections. Any changes and plans arising out of the analysis and evaluation or findings which inform the College's Quality Focus Essay are identified. Finally, references to compliance with the ACCJC Policy on Distance Education and the Checklist for Compliance with Commission Policies and Federal Regulations are included.

### *Distance Education at Chaffey College*

The College has been working since 2010 to improve the infrastructure, support, and success of its distance learning program. At that time, the College noted significant differences in the success rates of students in online versus face-to-face courses. In 2010-11, the online success rate was 66.4 while the face-to-face success rate was 70.9. The College intentionally reduced distance education offerings while the reasons for the disparity could be investigated and addressed.

Through the leadership of the Distance Education Committee over the past five years, improvements have been made and an effective infrastructure developed. The successful impact of these efforts can be seen in the fact that not only has the gap in success rate between online and face-to-face courses been ameliorated, but also in the fact that the success rates for both delivery methods have increased. In fact, for the 2014-15 academic year, the online success rate exceeded the face-to-face success rate, 71.9 and 71.6 respectively. In order to capture the full impact of this work, the Accreditation Oversight Committee (AOC) made the decision to address the accreditation standards that connect to distance education in a separate supplement to the institutional self-evaluation report. Also, in support of that document, the College prepared a [Fact Book](#) which provides a wealth of data and analyses related to the major initiatives of the College and the routine metrics annually reported on behalf of the College ([DE.1](#)). The Distance Learning Data section (pp. 191-201) includes detailed analyses regarding the College's distance education students and is the reference for the data provided below:

- Of the total 3,998 students enrolled in distance learning, only 2.6% were enrolled exclusively in online courses.
- Hispanic students are the largest group taking online courses, representing 50.4% of the online student population.
- Female students represent 68.5% of the students enrolled in distance education courses.
- With respect to age, 58.7% of the online students are between the ages of 20-29.
- African American and Hispanic students perform slightly better in online formats than in face-to-face delivery.
- Of the total students enrolled in distance learning, 66% reside within the College's service area. The majority of the out-of-district students reside in neighboring cities such as Rialto, San Bernardino, Riverside, and Pomona. Only 74 enrolled students were from other states, and the College does not market its distance education programs outside of its service area.



#### Standard I.A: Mission

#### Evidence of Meeting the Standard

As described in Standard [L.A](#) in the Self-Study, Chaffey College revised its mission statement in 2015 to reflect the following:



Within the service area, the College endeavors to serve the diverse needs of its community members. The Fact Book provides additional information in the Service Area Data and Participation Rate sections ([DE.1](#)). The College's distance education program ensures that students from the vast and diverse service area have access to higher education through hybrid and online formats. The College maintains a specific focus on its geographical boundaries and has not marketed its offerings beyond district boundaries. In spring 2012, the College submitted a [substantive change proposal](#) for distance education which was accepted by the commission ([DE.2](#)) (**I.A.1**).

The Office of Institutional Research provides analyses of the College's distance education program. Examples include the following:

- Spring 2016 Fast Facts ([DE.3](#))
- 2009-10 DE Student Survey ([DE.4](#))
- Course Outcome by Interaction, 2012-2015 ([DE.5](#))
- 2001-2011 Success and Retention by Delivery ([DE.6](#))

The Distance Education Committee reviews the information and data provided and engages in dialog about improvement and to ensure that the distance education program remains aligned with the mission as evinced in the Distance Education Plan and Distance Education Committee minutes ([DE.7](#), [DE.8](#)).

Further, the College's distance learning program includes hybrid deliveries for more traditional learners and for students in the California Institution for Women. Since hybrid learning is not included in the definition of distance education according to ACCJC, a review of these practices will not be included in this review, though more information on these programs is available in the Fact Book. It is also worth noting that with the passage of the [Hancock Bill \(SB 1391\)](#) ([DE.9](#)), the College is now offering instruction at the California Institution for Women (CIW) through face-to-face instructional delivery. Plans are in place to begin face-to-face instruction at the California Institution for Men (CIM) in summer 2016. The College will need to complete a substantive change in fall 2016 after the program at CIM has begun (**I.A.2**, **I.A.3**).

### Analysis and Evaluation

Chaffey College meets the distance education component of the standard. The College's mission accurately describes the role of distance education in meeting the College's broad educational purposes, intended student population, types of degrees and certificates offered, and its commitment to student learning and achievement (**I.A.1**).<sup>1</sup> Data is used to assess and evaluate the current and emerging role of distance education in the College mission (**I.A.2**). The programs and support services particular to distance education in both instructional pedagogy and methodology as well as the student services are aligned with the mission (**I.A.3**). The Governing Board has approved the mission with the role of distance education, and when the mission is reviewed for currency and relevance, distance education is considered (**I.A.4**).

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<sup>1</sup> Eligibility Requirement 6, Mission Compliant.



## Standard I.B: Assuring Academic Quality and Institutional Effectiveness

### Evidence of Meeting the Standard

The Distance Education Committee, in conjunction with the Curriculum Committee and the Faculty Senate, is the primary group responsible for leading and planning the College's dialog regarding equity, quality, effectiveness, and achievement. The Distance Education Committee is led by tri-chairs consisting of the Dean of Instructional Support, Distance Education Facilitator, and the Distance Education Support Specialist. The Committee consists of faculty, classified, and administrative representation dedicated to the support and improvement of the distance learning efforts at the College. The role of this committee has evolved over time, and members have become more actively engaged in developing recommendations and procedures affecting distance education ([DE.10](#)) (**I.B.1**).

In comparison to other colleges of comparable size, the College's online program is relatively small. The size of the program is reflective of the economic downturn, as well as a conscientious effort to build an infrastructure around the program before the College makes efforts to grow. For example, during the 2010-2011 academic year, distance learning at the College had 5,871 students in 10,075 enrollments resulting in 1,146 full-time equivalent students (FTES). In comparison, during the 2014-2015 academic year, distance learning had 3,998 students in 6,661 enrollments resulting in 818 full-time equivalent students (FTES) ([DE.1](#), p. 22). However, the College intends to grow the program. This goal is part of the College's current HSI Title V Grant.

In the past five years, the College's dialog on these infrastructure issues has become more robust and expansive, and the data indicates that the collaboration has resulted in achievement gains that position the College to grow the program with a focus on student success as well as access. For example, the Research Brief published by the Office of Institutional Research in September, 2015 demonstrated that students who generated a grade record in online courses experienced consistently higher success rates than students in comparable face-to-face courses (72.2% versus 68.1%) across a three-year period (2012-13 through 2014-2015) ([DE.11](#)).

### *Assuring Quality*

As it relates to academic quality and student outcomes, the Curriculum Committee takes an active role to ensure that quality and rigor are sustained in online deliveries. The Curriculum Committee requires that faculty initiate a separate approval through an addendum to the original Course Outline of Record. This addendum requires the faculty to explain the modifications made to methods of instruction and evaluation, designating whether the course will be offered as hybrid (which the College defines as a minimum of 50% face-to-face contact) or fully online ([DE.12](#)). Both choices require faculty to explain why the course will be offered online, resulting in a dialog between the Distance Education Committee and the Curriculum Committee. The

faculty do not change the learning outcomes for the Course Outline of Record if a course is offered online; however, they are expected to assess the outcomes listed and provide the assessment results for courses using online delivery in a separate section of CurricUNET to be used in departmental dialog regarding student learning and achievement ([DE.13](#), [DE.14](#)) (**I.B.2**).

In terms of assessing outcomes, departments are required to address these issues in Program and Services Review (PSR), and equitable outcomes are a significant portion of that self-evaluation (please see Standard [I.B.5](#)). In 2010, the College was forced by economic conditions to closely assess its effectiveness, especially in distance education, because resources were becoming so scarce. Various College committees, including the Distance Education Committee, Faculty Senate, and academic administrators evaluated success rates, and a vigorous dialog began regarding variation of institution-set standards between face-to-face and online student achievement. After careful review and debate, a number of courses were shelved (e.g., not offered in distance education modality) for review because student achievement was 20% lower or more than face-to-face courses ([DE.15](#)).

As a result of this review, the College initiated several components that have contributed to the strength of the infrastructure that supports distance education. First, the Faculty Success Center initiated one of the first Faculty Inquiry Teams to investigate best practices for distance learning and the factors that impact success ([DE.16](#)). That effort represented one of the first earnest investigations into future directions for the College's distance learning program. The result of that year-long investigation resulted in a set of recommendations that are still used as the foundation for the distance education infrastructure.

Simultaneously, the Distance Education Committee was also discussing the need to establish some best practices that would help to govern and guide faculty and students engaged in distance learning. In 2011, the Distance Education Committee established and finalized Best Practices for regular effective contact for online teaching, and these principles are reinforced in ongoing professional learning efforts and training ([DE.17](#)). These practices contribute to the overall quality of the College's online learning efforts.

### *Training and Support*

Finally, the College made significant efforts to put into practice procedures to require specific training. In 2010-2011, the College shifted from Blackboard to Moodle because of a number of problems with the Blackboard interface. After an inclusive review of options, the Distance Education Committee recommended the purchase of Moodle as the College's distance learning platform ([DE.18](#), [DE.19](#)). With the shift in platforms, training became a priority. In conjunction with an effort to improve student achievement, Moodle training became a minimal requirement for all distance education instructors. Since a faculty assignment that includes online instruction is voluntary according to the Chaffey College Faculty Association (CCFA) Collective Bargaining Agreement (CBA), the district asserted the right to make training a mandatory component of an online instructional assignment ([DE.20](#)). Additionally, since 2012, as stipulated in the CCFA CBA, the College is required to hire one to four distance education

mentors to support training and the expansion of teaching tools ([DE.21](#)). The College also hired a faculty DE Facilitator, who provides leadership for training and academic issues. The inclusion of these additional components, along with a greater emphasis on the evaluation of data, has improved success and achievement overall ([DE.22](#)). Further, the College prioritized a full-time instructional designer position in 2016 who should be in place fall of 2016.

In 2011-12, the College spent considerable energy evaluating and assessing success and retention data related to online courses and also incorporated student surveys into the planning of the College's needs. As the included data illustrate, students in some courses—especially those with reading and writing prerequisites—generally thrived in online courses. However, foundation courses had more mixed results. As a result, the Distance Education Committee recommended that foundation courses, especially those at the fundamental levels should not be offered in distance education formats. The data also revealed that a number of courses with intensive reading requirements also produced success rates lower than what was considered acceptable. College scheduling still reflects compliance with these recommendations ([DE.23](#)).

The Distance Education Committee recommended that departments have an opportunity to reinstate courses that had been shelved due to performance issues if faculty from those departments completed a Course Reinstatement Form explaining how the course would be redesigned to improve student learning and achievement ([DE.24](#), [DE.25](#)). The committee also decided that an institution-set standard of no more than 10% disparity would be applied when comparing online/hybrid and face-to-face student achievement data ([DE.26](#)). Courses that were reinstated then had a two-year review period for further study. This duration respects the need for faculty to experiment and also to develop a body of data significant enough upon which to draw conclusions.

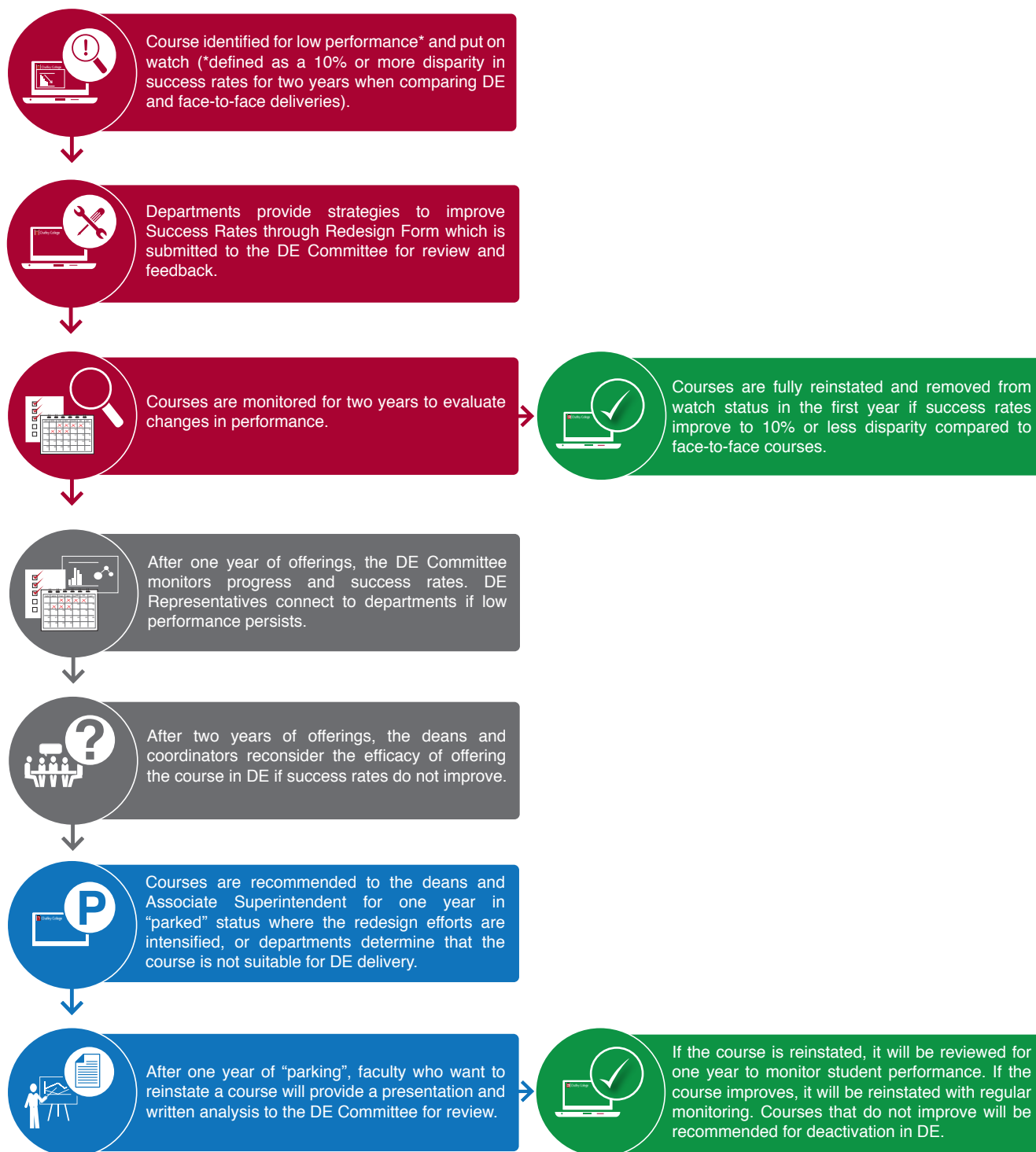
### *Evaluation of Distance Education*

The following flowchart explains the evaluation process that was ultimately approved by the Distance Education Committee in 2013 and codified in this graphic in 2014 ([DE.27](#)) and updated in 2016 ([DE.28](#)):



# DE Distance Education Committee

## Monitoring DE Course Performance



The College is currently using the process explained in the flow chart to maintain ongoing evaluation of the efficacy of online learning with an understanding that not all courses are necessarily well suited to an online modality. Training and review processes are also designed to ensure that data is continuously evaluated and that faculty are provided with the tools that they need to support student learning in online environments.

After the completion of the review cycle outlined above, a number of courses experienced increases in student success, which then removed them from probation status, and it is also worth noting that many courses are also out-performing face-to-face instruction, which is a testament to the effectiveness of the protocols to review course success rates. Only four courses continued to experience static student outcomes that were well below the institution-set standard. The Distance Education Committee has recommended that those courses be parked for one year, while faculty examine the andragogy of the course and further redesign efforts can be considered ([DE.29](#), [DE.30](#)).

In addition to these data, the Distance Education Committee reviewed data from the Chancellor's Office Distance Education Survey ([DE.31](#)) to learn more about the students' experience. The survey that had the most impact was focused on students who dropped their online courses. From that information, the College began developing tools to assist students, including the redesign of the [distance education website](#) ([DE.32](#)), which includes a video on myths about distance learning and links to student resources. Furthermore, distance education was incorporated into the assessment/placement process. As a result of a study conducted by Institutional Research ([DE.33](#)) the College determined that students with self-reported GPAs that indicated strength in math and English were more likely to succeed in distance learning. Consequently, students who fit the model for success are notified at the point of assessment if they are potentially good candidates for distance learning courses (**I.B.3, I.B.4**).

#### *Program Review, Planning, and Resource Allocation*

The Distance Education program participates in the College's PSR evaluation processes and has been reviewed twice in this evaluation cycle ([DE.34](#), [DE.35](#)). In addition, since learning outcomes for distance education courses are the same as face-to-face courses, instructional programs offering distance education courses receive feedback on their work on student learning outcomes for their curriculum as a whole from the Outcomes and Assessment Committee (OAC). The OAC also produces an SLO Monitoring Report that details for the College the level of assessment activity with documented Closing the Loop results ([DE.36](#)). (Please see Standard [I.B.5](#) for more information). As noted earlier, the student learning outcomes for distance education courses are the same as face-to-face courses. Through the SLO and PSR processes, faculty are asked to review disaggregated student achievement data by ethnicity and delivery method. There is an expectation that differences in performance are reviewed and discussed departmentally (**I.B.5, I.B.6**).

[Administrative Procedure 4105](#), (Distance Education) ([DE.37](#)) requires the College to have a secure credentialing process for distance education students and details the Curriculum Committee's responsibility to ensure matters of course quality standards and determinations

and instructor contact with students are part of the course approval process.<sup>2</sup> The College regularly reviews all board policies and procedures on a six-year cycle ([DE.38](#)). The College applies an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education with regular and substantive interaction with the instructor (**I.B.7**).

The dialog of the Distance Education Committee is shared through the governance process, since the committee includes a faculty representative from each academic area. Further, dialog initiated by the Distance Education Committee is often processed through other groups like the Faculty Senate or the Curriculum Committee, which post their minutes for all faculty to access ([DE.11](#), [DE.39](#)).

The representative nature of the Distance Education Committee ensures that the recommendations and discussions are broadly communicated. Minutes of each meeting are available to all members and can be readily shared. Additionally, the DE Facilitator makes annual reports to the Faculty Senate for further discussion, and the Dean of Instructional Support and Library Services, who supervises the DE program, also visits the Senate and sits on the Curriculum Committee, where she can amplify or clarify any discussion that faculty may be having regarding distance learning issues ([DE.40](#)). Other groups, like the Faculty Success Center Advisory Committee, Professional Development Committee, and Labor Management also process the dialog around distance learning. Institutional Research is also an active partner in the dialog about distance education, and all groups have relied heavily on data in order to develop a shared understanding of the implications on students.

The protocols of reviewing course success rates and comparing online and face-to-face classes were controversial, and faculty were very engaged in the discussion because of the implications on course offerings and their individual schedules. As a result, transparency has been an essential element of the implementation of these processes. That transparency is welcomed and actively cultivated (**I.B.8**).

### Analysis and Evaluation

Chaffey College meets the distance education component of the standard. Robust, sustained, and collegial dialogue about student outcomes, equity, quality, and continuous improvement of student learning and achievement for distance education students takes place as part of the systematic assessment and evaluation processes at the College (**I.B.1**). Regular institutional processes, reports, and actions provide the College with significant opportunities to discuss all aspects of these topics (**I.B.2**). Data for distance education students is disaggregated for setting and reviewing institution-set standards (**I.B.3**). Student learning outcomes for distance education courses and programs are in place and guide improvements to teaching and learning (**I.B.4**). Distance education programs and courses are included in Program and Services Review and form the basis for resource allocation decisions (**I.B.5**). Distance education learning outcomes are examined and included in the feedback loop (**I.B.6**).

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<sup>2</sup> Policy on Distance Education Compliant; See Checklist for Compliance with Commission Policies and Federal Regulations.



## Standard I.C: Institutional Integrity

### Evidence of Meeting the Standard

Students can readily identify online and hybrid offerings from the [Schedule of Classes \(DE.41\)](#), which is published on the [College website \(DE.42\)](#). The [Distance Education website \(DE.32\)](#) also provides useful information for students and faculty.

The Schedule of Classes has historically included tabs that differentiate each campus location. In 2005, the College separated distance education in the Schedule of Classes in order to further provide further clarity to students and the community as to what the College offered in alternative deliveries. In 2011, the distance education section was renamed online/hybrid in the schedule of classes. The College also publishes any special information related to those sections, which is particularly important for hybrids that rely on face-to-face meetings.

In the Schedule of Classes, students are also encouraged to use the College Distance Education website, which includes useful links for how to accomplish specific College processes and information about how to develop skills that will make online success more likely. The page includes a video about the myths associated with online learning, using student voices, as well as an FAQ page ([DE.43](#)) and information about how to access courses (**I.C.1, I.C.2**).

The College's responses to Standards [I.C.3](#) through [I.C.13](#) with respect to distance education are the same as for face-to-face courses and, thus, not discussed here.

The College's decision to limit specific online offerings until the supportive infrastructure to support distance learning was developed demonstrates its commitment to learning and achievement above all else. In 2015, the College was given an unprecedented growth target by the California Community Colleges Chancellor's Office of 7.94%. The College could have relied upon distance learning offerings for a significant portion of that growth. Instead, the College engaged in thoughtful discussion, using Program and Services Review, to further cultivate the structures necessary to build an excellent program and took a more measured stance ([DE.44](#)) (**I.C.14**).

### Analysis and Evaluation

The College meets the distance education component of this standard. Information about the distance education courses and programs are made available to students in accurate, accessible, and open formats (**I.C.1, I.C.2, and I.C.3**). Policies for distance education are regularly reviewed for accuracy and relevance (**I.C.4, I.C.5**). The College engages with online students in a fair and open manner with the goal of success and learning as the prime objectives.



## Standard II.A: Instructional Programs

### Evidence of Meeting the Standard

All of the programs offered in distance learning are connected to fields of study approved and offered at one or all campuses. They meet the same rigor, approval processes, and review as all other programming. As noted earlier, online offerings go through a separate approval process through the Curriculum Committee and demonstrate their appropriateness for students and the College mission. That process is captured in CurricUNET and reviewed periodically. The Curriculum Committee reviews all courses regularly within the acceptable six-year period, and the evaluation of program health, especially as it relates to student achievement and program completion, occurs in Program and Services Review. Learning outcomes for distance education are disaggregated in CurricUNET and processed and discussed departmentally. The College does not offer correspondence education.

### Rigor in Instructional Delivery

Because each online course is reviewed as a parallel to its traditional counterpart, distance learners can be assured the same articulation rights and degree and certificate applicability as every course in the College's catalog.<sup>3</sup> The College considers any online course the same as the face-to-face in content and expectations—only the delivery is distinct (II.A.1).

The College goes to great lengths to ensure that all faculty, full- and part-time, have access to quality professional development and departmental participation. This participation results in the assurance of the implementation of academic and professional standards, subject matter currency, and practices that result in greater student success. The Course Outline of Record outlines the expectations of the course, regardless of delivery. In order to assure that faculty have the opportunity to expand their practices and approaches, all part-time and full-time faculty are invited to participate in the myriad of opportunities through the Faculty Success Center (please see Standard [III.A.14](#) (II.A.2)).

The Course Outline of Record contains the departmentally agreed upon student learning outcomes, and the Program and Services Review process requires departments to address their course and programmatic outcomes assessment and use of the results for planning. Learning outcomes for distance education are exactly the same as those for the parallel face-to-face iteration of that course.<sup>4</sup>

As a part of the Assessment Plan that is reviewed by the Outcomes and Assessment Committee, assessment should occur for both distance education modes and face-to-face modes, though the results of that assessment are captured separately in CurricUNET ([DE.45](#)).

<sup>3</sup> Eligibility Requirement 9, Educational Programs Compliant

<sup>4</sup> Eligibility Requirement 10, Academic Credit Compliant

All students, including those in online courses, receive a copy of the syllabus with the most current student learning outcomes. Those syllabi are collected in each dean's office and reviewed by the office staff and/or the area coordinator. The only difference for online students is that they receive the syllabus through the College's learning management system, Moodle. The College also assures that all faculty teaching online will utilize the College system for the syllabus and critical course information ([DE.20](#)) (**II.A.3**).

The College's response to Standards [II.A.4](#) and [II.A.5](#) for distance education is the same as noted for face-to-face instruction and, thus, not discussed here.

In order to assure that online offerings will provide students with ample opportunity to complete requirements, the Office of Instructional Support provides deans and coordinators with an annual evaluation of the General Education pattern in distance education so that scheduling gaps can be addressed ([DE.46](#), [DE.47](#)). Further, deans and coordinators use the Three-Year Plan to monitor and plan offerings, and counselors and students can use this tool as a planning instrument ([DE.48](#)). For instance, lab sciences are historically underrepresented in online offerings. The Distance Education Committee and the Physics program have been working together to establish more opportunity in this area so that students who need or want to finish their general education online can do so ([DE.10](#), p. 2). The inclusion of Communication Studies and Physics to online offerings for fall of 2016 was also the result of the historical evidence and evaluation of general education offerings in distance education ([DE.12](#)). Data informed that inclusion because of the need to create more access for students (**II.A.6**).

As noted earlier, the Distance Education Committee has spent considerable effort to review student achievement data and evaluate effectiveness. Discussion is always informed by the changing needs of students and their diverse perspectives. The College's diverse student population requires that faculty have an appreciation for their experiences and perspectives. [Culturally responsive instruction](#) ([DE.49](#)), backed by evidence and research, are widely shared at the College. Specifically, the Chancellor's Office focus on Equity and the College's value system have propelled dialog about equitable outcomes to the forefront. That dialog is best evidenced by the topics addressed in the [Faculty Success Center](#) ([DE.50](#)), the College's successive Hispanic Serving Institution [Title V Grants](#) ([DE.51](#)), efforts to influence the achievement gap through the College's [Student Equity Plan](#) ([DE.52](#)), and the training requirements to teach in CIM and CIW. Since faculty cannot teach a full course load in distance education per the CCFA Contract ([DE.20](#)), faculty teach both traditional and online/hybrid modes simultaneously. Focus on students' needs is at the forefront of all of the College's professional learning, regardless of modality.

Specifically to address the needs of online learners, the Distance Education Committee has requested the Alternative Media Specialist to participate regularly. He conducts training and gives presentations on accessibility to the committee, and that information is shared through the DE Facilitator, training, and the Distance Education Website. Accessibility information is critical to ensure 508 compliance in the online learning environment ([DE.53](#)). Faculty are encouraged to work one-on-one to make accommodations for students with disabilities, and guidelines regarding 508 compliance are integrated into training for all faculty teaching online.



The College also incorporates emerging technologies to ensure the best learning experience for students and the best teaching experience for students. The College provides ongoing opportunities for the implementation of new tools, like Soft Chalk, Voice Thread, and Cranium Cafe ([DE.8](#), p. 2) to experiment with new ways to deliver material. For instance, Voice Thread was introduced so that classes that required oral exchanges, like speech or languages, could improve the learning environment for online/hybrid classes (**II.A.7**).

The College's response to Standards [II.A.8](#) through [II.A.15](#) is the same for distance education as noted for face-to-face instruction and, thus, not discussed here.

As previously described in Standard I of the Distance Education Supplement, the College has made an ongoing commitment to ensure that the quality of instructional programs is continuously evaluated and improved. The review process described earlier illustrates a widely accepted way of evaluating the efficacy of online offerings. As a result of those endeavors, the College has improved success rates in many courses critical for completion, but the Distance Education Committee has determined that foundation courses, especially at the most fundamental levels, should not be offered in online formats. In some cases, especially in courses just one level below transfer, success is more likely in the online format than in the face-to-face format ([DE.23](#)). The systemic evaluation of outcomes related to individual courses is sustained through the PSR process and informed by feedback from the Outcomes and Assessment Committee (**II.A.16**).

The College also assures the integrity of the distance education instruction through an authentication process through the College's learning management system, Moodle. The authentication process maps to the College's LDAP directory requiring students to input an unique user name and password.<sup>5</sup>

### Analysis and Evaluation

The College meets the distance education component of this standard. The College's distance education programs are conducted at levels of quality and rigor appropriate for higher education and on par with the face-to-face and other learning formats and venues (**II.A.1, II.A.2, II.A.3, and II.A.4**). The institution assesses its educational quality through methods accepted in higher education, makes the results of its distance education programs available to the public as part of its regular communication, reports, and plans (**II.A.5, II.A.6, II.A.7**). The College uses the results to improve student learning, achievement, educational quality, and institutional effectiveness (**II.A.8, II.A.9, and II.A.10**). The College defines and incorporates into all of its programs larger institutional learning and distance education programs are mapped from course to program to institutional level learning (**II.A.11**).<sup>6</sup> Degree programs have a substantial component of general education, and online courses in the general education pathways for local, University of California, or California State Universities are evaluated in the same

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<sup>5</sup> Policy on Distance Education Compliant; See Checklist for Compliance with Commission Policies and Federal Regulations.

<sup>6</sup> Eligibility Requirement 11, Student Learning and Achievement Compliant

manner as traditional face-to-face methods (II.A.12).<sup>7</sup> The major component of degrees also includes online courses which are evaluated for student learning and achievement (II.A.13). Career technical education courses offered in online environments are designed to show skill competency and maximize success for licensure passage and employment (II.A.14).



## Standard II.B: Library and Learning Support Services

### Evidence of Meeting the Standard

Both the Library/Cybraries and the Success Centers work in tandem to assure that students enrolled in online courses receive comparable services to those who are taking face-to-face courses. As noted earlier, only 2.6% of the online student population is enrolled in online courses only—meaning the majority of students are physically on one of the College’s three campuses. Still, the College has made a concerted effort to put as many services as possible online for the conveniences of all students.

#### *Library*

All of the College’s sites, including the Success Center in CIW, contain open use computers for students. Currently, the Rancho library has 105 computers; Chino, 30; and Fontana, 50. Computer access on campus is especially important for students taking online or hybrid courses who may not have computers at home.<sup>8</sup> All sites also provide access to copier machines and print stations. All full-time librarians are Moodle-certified in order to provide service to distance learners and faculty. Additionally, the Library Coordinator currently sits on the Council of Chief Librarians Electronic Access Resource Committee, the Consortium through which the College purchases many databases. This Consortium helps the College stay abreast of new potential research resources and tools in the online arena.

The Cybraries are designed to provide students with research support and access to print materials through collaboration with the Rancho Library. All online students have database access 24/7 through the College’s Library website. Students may log in directly from the College web page or through the student portal. The credentials used for authentication are the same ones used for the portal in order to streamline ease of use for patrons.

The College provides access to 18 databases and over 200,000 e-books, which are available to all students. The College has made a significant shift from printed materials to e-books since approximately 2009. In 2008-2009, the College had only 24,960 e-books. In the past seven years, the College has shifted resources to provide more electronic media to students with the knowledge that more students prefer to have materials on mobile devices and that online offerings would eventually grow (DE.54).

<sup>7</sup> Eligibility Requirement 12, General Education Compliant

<sup>8</sup> Eligibility Requirement 17, Information and Learning Support Services Compliant.

All three Library/Cybrary locations provide support to online learners by phone and through email. They also provide Chat Reference which was added in 2012. Library faculty have developed a best practices document for Chat Reference. This service allows students to instant message live with a librarian through a link on the Library homepage. The service is available to all students who use it to get support from wherever they are ([DE.55](#), [DE.56](#)).

Librarians also provide support through online orientations to Library services and embedded librarian efforts. These services are direct connections between classroom and library faculty. Librarians are enrolled into the online class for a specified duration, and they interact with students either in a single event, such as an orientation, or in ongoing dialog, as in the case of embedded librarianship ([DE.57](#)).

To further enhance Library services for online students, the Library website was redesigned in the summer of 2012, and some of that reformation continues. The website now includes LibGuides content management, which provides additional points of service for specific disciplines and classes ([DE.58](#), [DE.59](#), and [DE.60](#)). These repositories represent a type of roadmap of resources to support specific types of inquiry. The Library captures data on the web views and habits of patrons ([DE.61](#)). From July 1, 2012 to May 31, 2015, the home page received a total of 512,189 views, demonstrating high usage volume from all of the College's learners (**II.B.1**, **II.B.2**).

The Library regularly assesses services to DE constituents and makes adjustments based on that feedback. In 2009, due specifically to the feedback from a survey of DE instructors, the library expanded services to DE classes by embedding in courses an Ask a Librarian forum. In a December 2014 survey, the instructional faculty who responded expressed strong interest in embedding a library faculty member in the course shell, and creating course-specific research guides and video tutorials ([DE.62](#)). To better support expansion of services to DE populations and to investigate and develop additional learning tools, the Library distributed a list of responsibilities for outreach and instruction to all full-time library faculty based on liaison areas by program or school.

### *Success Centers*

The Success Centers provide computer access at Chino and Fontana; however the Rancho Centers do not function as open lab space since students have access in the Library. Given the volume of contacts in the Rancho Centers, the Success Center leadership determined that open lab space would be challenging to support; furthermore, students have other opportunities for computers use.

Because of capacity constraints, the Centers provide online support only for students with Success Center requirements linked to curriculum. Since English is the only course offered online with Success Center requirements for students, the College directs those students to a service called the COW (Chaffey Online Writing) through the Language Success Center. Online students participate in online directed learning activities that are adapted versions of the same materials delivered face-to-face. Those students can satisfy the requirement by completing

workshops, learning groups, or Directed Learning Activities (DLAs) at the Chino Success Center, Fontana Success Center, or the Language Success Center. Completing DLAs online is another option available to online English 1A students. Language Success Center tutors provide feedback on online DLAs through the COW. The Language Center is responsible for the delivery and data collection of the COW activities.

At the beginning of the semester, students learn how to use the COW through an email orientation ([DE.63](#)) which directs them to screencasts on submitting ([DE.64](#)) and getting credit for DLAs ([DE.65](#)). Beginning mid-semester in spring 2015, screencasts and screenshots were added to the online orientation to help students use the COW. Tutors are able to use screencast videos to provide feedback to online students ([DE.66](#), [DE.67](#)<sup>9</sup>). In addition, news forum communication throughout the semester was increased. Since those changes were made, the percentage of students using the COW to complete DLAs has increased ([DE.68](#)).

Online students who seek tutoring use a service called Smarthinking ([DE.69](#)), an online tutoring vendor that the College has been using since 2012. After a demonstration of the product and some evidence of its efficacy from neighboring colleges, the College implemented Smarthinking as the best way to provide online tutoring since it is available 24/7 to students, the tutors are well-qualified and trained, and the turnaround time on responses is faster than what the Success Centers could commit to delivering. A student manual guides students through the process of using those services ([DE.70](#)). However, since most of the College's distance learners also take face-to-face classes, Smarthinking's usage is quite small. Many students opt to use the Success Centers in a traditional format for their support needs ([DE.71](#), [DE.72](#)) (**II.B.1**, **II.B.2**).

The College's response to Standard [II.B.3](#) and [II.B.4](#) is the same for distance education as noted for face-to-face instruction and, thus, not discussed here.

### Analysis and Evaluation

The College meets the distance education component of this standard. The College supports student learning and achievement in the online environment by providing library and other learning support services to students that provide solid access to the curriculum and supports course and program success (**II.B.1**). These services are sufficient in quantity, currency, depth, and variety to support educational programs for distance education through the use of Cybraries, online tutoring, and access to support services (**II.B.2**).

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<sup>9</sup> Videos ([DE.66](#), [DE.67](#)) must be accessed from the ACCJC Evidence Room (Distance Education Supplement) on the College's website: [http://libguides.chaffey.edu/accreditation/2016\\_visit](http://libguides.chaffey.edu/accreditation/2016_visit)). Videos are also on the provided flash drive.



## Standard II.C: Student Support Services

### Evidence of Meeting the Standard

All students, including those enrolled in distance education, can access the majority of needed services online. For example, the [Admission and Records](#) website ([DE.73](#)) delineates the specific services that can be managed online. On the [Financial Aid](#) website ([DE.74](#)), there is a section on how to apply for financial aid, most of which is web-based. Additionally, the [Disability Programs and Services Department](#) ([DE.75](#)) can also accommodate most needs (e.g., audio books, time extensions for exams, etc.) electronically.

The bulk of counseling services, however, are managed through the College's student portal. The counseling student portal pages ([DE.76](#)) provide online access for students for the following services:

- Steps to registration (a step-by-step guide that helps students navigate the application and registration processes).
- Guiding Panthers to Success (GPS) Center information for all three campuses. The GPS centers are the key providers of orientation, assessment, and educational planning.
- Educational planning which allows students to begin the process of creating either an abbreviated or comprehensive educational plan and check their progress on goal.
- Career planning, which helps students explore different industries to decide on an appropriate career path.
- Transfer planning, which informs students about transfer agreements and provides information on associate degrees for transfer.
- Graduation planning from which students can apply electronically for graduation.

Although the College does not have online counseling, students can make appointments for counseling through the College's website. Additionally, as noted earlier, since more than 97% of the online students are also enrolled in face-to-face courses, distance education students have full access to counseling services at all three campuses. Moreover, the College's effort to scale up student services to meet the demands of the Student Success and Support Program (SSSP) ensured that all students have more access to matriculation services than ever before in the College's history. In just two-year's time, the GPS Centers have become thriving hubs of support for both new and continuing students. During the calendar year of 2015, the GPS centers combined had more than 33,517 contacts (Chino, 12,813; Fontana, 7,398; and Rancho, 13,307—[DE.77](#)) (**II.C.1**).

The College's response to Standards [II.C.2](#) through [II.C.4](#) is the same for distance education as noted for face-to-face instruction and, thus, not discussed here.

Counseling faculty have been heavily involved in the development of the student portal. They have also been at the forefront of the implementation of an electronic educational planning tool that is ideal for use with distance education students (DE.78). The program is accessible to students online and can be viewed from either a computer or hand held device.

### Student Timeline View

The screenshot shows the 'Student Timeline View' interface. At the top, there is a navigation bar with the Chaffey College logo, a menu icon, and user information for 'John Doe' with links for 'Sign out', 'Help', and 'Notifications'. Below this is a breadcrumb trail: 'Home > Academics > Student Planning > Plan & Schedule'. The main heading is 'Plan your Degree and Schedule your courses', followed by a search bar. A tabbed interface shows 'Schedule', 'Timeline', 'Advising', and 'Petitions & Waivers'. The 'Timeline' tab is active, displaying a grid of course slots for four terms: 2016 Spring, 2016 Summer, 2016 Fall, and 2017 Spring. The 2016 Spring slot is populated with five courses, each with a checkmark indicating completion: IET-422-87660: OSHA Construction Safety Trng (Credits: 2), IET-401A-87656: Introduction to Electricity (Credits: 2.50), IET-401B-87657: Industrial Basic Controls (Credits: 2.50), IET-403A-87658: Electrical Motors/Controls I (Credits: 2.50), and IET-403B-87659: Electrical Motors/Controls II (Credits: 2.50). A summary at the bottom of the 2016 Spring column shows '12 Enrolled Credits'. A '+ Add a Term' button is located in the top right of the timeline area.

### Counselor Timeline View

The screenshot shows the 'Counselor Timeline View' interface. The top navigation bar is identical to the student view, but the user is 'Douncht'. The breadcrumb trail is 'Home > Daily Work > Advising > Advising Overview'. The main heading is '< Back to Advisees', followed by a search bar. Below this is a profile card for 'John Doe' (Student ID: XXX0000, Educational Goal: Maintain cert/license, jdoe0000@panther.chaffey.edu) with a 'Review Complete' button. A tabbed interface shows 'Course Plan', 'Timeline', 'Progress', 'Course Catalog', 'Notes', 'Plan Archive', 'Test Scores', and 'Unofficial Transcript'. The 'Timeline' tab is active, displaying a grid of course slots for four terms: 2016 Spring, 2016 Summer, 2016 Fall, and 2017 Spring. The 2016 Spring slot is populated with five courses, each with a grade: IET-422-87660: OSHA Construction Safety Trng (Credits: 2), IET-401A-87656: Introduction to Electricity (Credits: 2.50, grade D), IET-401B-87657: Industrial Basic Controls (Credits: 2.50, grade C+), IET-403A-87658: Electrical Motors/Controls I (Credits: 2.50), and IET-403B-87659: Electrical Motors/Controls II (Credits: 2.50). A summary at the bottom of the 2016 Spring column shows 'GPA: 3.0' and '12 Enrolled Credits'. A '+ Add a Term' button is located in the top right of the timeline area.



Department faculty and staff have received ongoing training on the use of the student portal. As such, the faculty and staff are working to integrate this program as a key component of services provided to all students seeking online counseling services ([DE.79](#)). Toward that end, the School of Counseling launched a task force in spring 2016 to develop an implementation plan for fully online counseling and support services (**II.C.5**).

The College's response to Standards [II.C.6](#) through [II.C.8](#) is the same for distance education as noted for face-to-face instruction and, thus, not discussed here.

### Analysis and Evaluation

The College meets the distance education component of the standards. Evaluation of the student services programs occurs through Program and Services Review and College initiatives during which the College considers the impact on distance education students (**II.C.1**). Outcomes assessments in student services areas consider distance education offerings and services for effectiveness and resource allocation. Counseling, assessment, and other services are offered to students through the College's website (**II.C.2, II.C.3, II.C.4, and II.C.5**). The growth mindset that guides the College's programs and services extends to distance education students.



### **Standard III.A: Human Resources**

#### Evidence of Meeting the Standard

All faculty at the College must meet the minimum content mastery as outlined by the Chancellor's Office requirements to teach within a discipline. In order to teach in the distance education program, faculty must also meet training standards outlined by the College and the Distance Education Committee.

In 2010 when the College's Blackboard license expired, the Distance Education Committee recommended that the College shift to Moodle as the official learning management system. When Moodle was launched, the administration took the position that because online instruction was a voluntary faculty assignment, those instructors who wanted to participate would be required to meet minimum training standards ([DE.19](#), [DE.20](#)). Initially, all training occurred face-to-face and was delivered by the Distance Education Facilitator and Distance Education Co-Chair, as well as the Distance Education Support Specialist. Training consisted of direct instruction and lab time with hands-on practice ([DE.80](#)). Faculty who wanted to enhance their face-to-face courses with the online platform were required to complete four hours of training, and online/hybrid instructors were required to complete eight hours of training.

More recently, the College has embraced a more sophisticated and flexible schedule for training using Learning Spaces, provided by Remote Learning, a Moodle partner. Faculty can now do all of the required Moodle training online using Learning Spaces. Learning Spaces is divided

into 25 different modules that each focus on various activities and tasks that are used in online instruction (e.g., assignments, quizzes, posting documents, glossaries, and discussion boards). Faculty being trained for online or hybrid instruction must complete four required modules and four elective modules. The faculty page ([DE.81](#)) of the Distance Education website has a link to the Learning Spaces guide ([DE.82](#)) which contains a more in-depth description of the training process. The entire effort to enforce training was an initial step toward improving the success rates in online courses by ensuring that faculty had the requisite skills and preparation.

To further support this evolving need to support faculty expertise, the College addressed required training in the CCFA contract Article 19.1 on page 55 that states, “Assignments shall be contingent upon proficiency and currency in such areas as district and departmental standards, technology, and training in distance education instructional methods and best practices, and laws and regulations applicable to distance education ([DE.20](#)).” The College has also prioritized an instructional designer position for the 2016-2017 year ([DE.83](#)). That position will work in tandem with the Faculty Success Center to provide ongoing enrichment and professional opportunities to ensure that online learning experiences are effectively designed ([III.A.1](#), [III.A.2](#)).

The College’s response to Standards [III.A.3](#) and [III.A.4](#) is the same for distance education as noted for face-to-face instruction and, thus, not discussed here.

Faculty teaching online are evaluated as part of the regular cycle as defined in the CCFA Contract. Faculty, regardless of their teaching modality, are evaluated by their peers using the schedule outlined in the CCFA Contract in Article 20 page 57 ([DE.20](#)). Faculty who teach distance education as part of their load are included in the regular process of review. If a full-time faculty member has taught at least 20 FTEF in distance education in either of the preceding years of the evaluation cycle, then the committee will observe at least one distance education course as part of the evaluation. If distance education is part of the assignment for a part-time faculty member in the evaluation term, the committee will observe at least one distance education course as part of the regular review. These evaluations ensure that the quality and rigor are supported in online courses and that instructors receive feedback from peers about how to improve, if needed ([III.A.5](#)).

The College’s response to Standards [III.A.6](#) through [III.A.13](#) and [III.A.15](#) or distance education is the same as noted for face-to-face instruction and, thus, not discussed here.

In order to assure that faculty have the opportunity to expand their practices and approaches, all part- and full-time faculty are invited to participate in the myriad of opportunities through the [Faculty Success Center](#) ([DE.50](#)). These include [workshops](#) ([DE.84](#)), [Faculty Inquiry Teams](#) ([DE.85](#)), [seminars](#) ([DE.86](#)), [Success on Demand](#) ([DE.87](#)), and [Faculty Engaged in Discussion sessions \(FED\)](#) ([DE.88](#)). Specifically for online and hybrid instructors, faculty have the opportunity to utilize the information provided on the [Distance Education website](#) ([DE.32](#)), the spring Moodle Moot ([DE.89](#)), and Tech Fridays ([DE.90](#)) in the [Faculty Success Center](#) ([DE.50](#)). Specifically, the Moodle Moot emulates the Moots conducted in many different parts of the world by the Moodle organization. The Moots are multi-day events that include hands-

on workshops and lectures to share uses and tools of Moodle for instructors. Chaffey's annual Mini Moocs are offered on a Saturday in April for all interested Chaffey instructors. The four meetings to date have included topics such as Moodle Tools (2012), Updates to the Moodle Platform (2013), Using SoftChalk with Moodle (2014), and Moodle and Badging (2015). All of these training opportunities complement the foundational required training for Moodle necessary to be scheduled for an online or hybrid course

While the more technical professional development is designed specifically for online instructors, the more general Faculty Success Center offerings that address engagement, equity, and motivation are also applicable to online learning environments, and instructors who participate in these sessions can further discuss the applicability to online learning either within that session, or the DE facilitator may amplify the topic in a Mooc or in training sessions or labs **(III.A.14)**.

### Analysis and Evaluation

Chaffey College meets the distance education component of the standard. Faculty and support staff are selected based on experience in distance education training **(III.A.1, III.A.2)**. Additionally the College plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the College mission and based on evolving pedagogy, technology, and learning needs. The College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement **(III.A.14)**.



### **Standard III.B: Physical Resources**

The College's response to Standard [III.B](#) is the same for distance education as noted for face-to-face instruction and, thus, not discussed here.



### **Standard III.C: Technology Resources**

### Evidence of Meeting the Standard

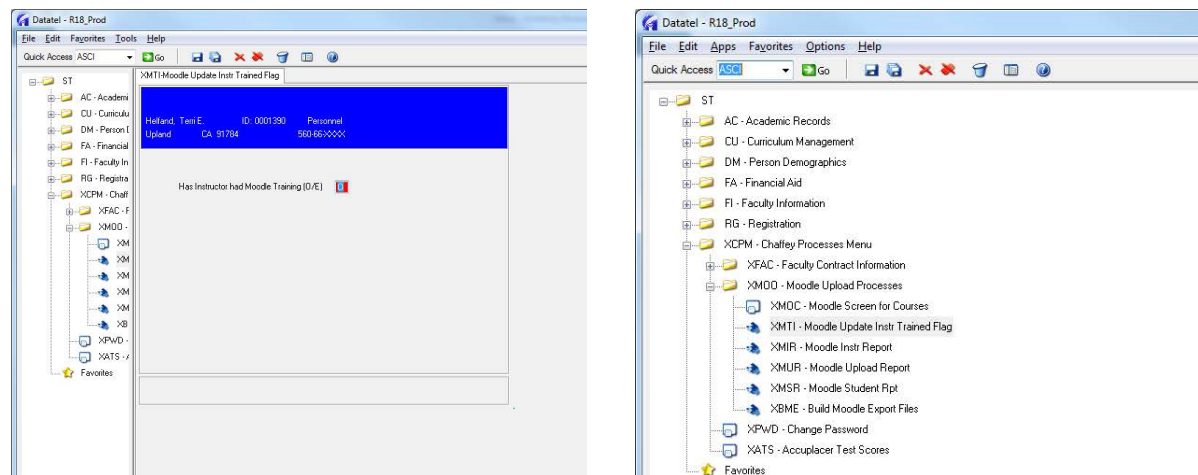
The College's Information Technology Services (ITS) department and the Distance Education program work in tandem to ensure that students and faculty are well-served. ITS works with Remote Learner, the College's Moodle vendor, to support the administrative infrastructure to provide reliable and effective learning management through the Moodle platform. Specifically, the Distance Education Support Specialist works closely with the programmers in ITS to continuously improve the integration of Datatel/Colleague (Ellucian) and Remote Learner. This connectivity is particularly important to register students into their online courses and manage add/drop activity.

The ITS department has also worked to ensure that online students have greater access to the Internet through enhancements that have more than doubled the capacity of the wireless network, which have been critical to students enrolled in distance learning and rely on their portable devices, including their phones, to maintain contact with their online learning

ITS has also added a screen to MyChaffeyVIEW so that faculty can select which classes they would like to have uploaded to Moodle so that they can set up their course shells in a timely fashion. A ITS program takes the faculty requests for courses, creates an extract, and then uploads that information through a secure process from the College's system to the Moodle server.

The screenshot shows a web browser window displaying the 'MyChaffeyVIEW PORTAL' for faculty. The page title is 'Distance Education Moodle Course Request'. A welcome message reads: 'Welcome to the Distance Education Moodle Course Request form. Once a course section has been activated, changes cannot be made. Please review the process prior to making any selections.' Below this, a 'Moodle Course Selection Process' is outlined with six steps: 1. Select the course term, 2. Submit, 3. Choose the courses you would like to have on Moodle (with a note about combining courses), 4. Submit, 5. Confirm the grouping and single courses, and 6. Submit. A dropdown menu labeled 'Select a Term\*' is visible, and a 'SUBMIT' button is at the bottom right. The page includes navigation links like 'LOG OUT', 'MAIN MENU', 'FACULTY MENU', and 'HELP'.

A screen has also been developed in Colleague ([DE.91](#)) to assist the Distance Education Support Specialist and Facilitator, who record and identify instructors who have received proficiency for their Moodle training. Class instructors who request on MyChaffeyVIEW to be uploaded to Moodle will be initiated once faculty complete the required training. In addition to these processes, the distance education program also relies on IT for various extracts and reports for review ([III.C.1](#), [III.C.3](#)).



The College's response to Standard [III.C.2](#) and Standards [III.C.4](#) through [III.C.5](#) is the same for distance education as noted for face-to-face instruction and, thus, is not discussed here.

### Analysis and Evaluation

Chaffey College meets the distance education component of this standard. The College provides platforms and systems that provide the most fluid learning experience for online students (**III.C.1, III.C.2**). Student information is kept secure and safe, and backup systems ensure that critical student data are protected and not subject to loss. Student confidential information is protected (**III.C.3, III.C.4**).



### **Standard III.D: Financial Resources**

### Evidence of Meeting the Standard

With respect to planning and resource allocation, the Distance Education program participates in the College's Program and Services Review processes to ensure that the needs of the program are incorporated into budget development and planning. The majority of distance education infrastructure costs are disbursed throughout various College budgets. For example, the school budgets include the faculty costs for instruction, and the Success Center and Library budgets include the resources for student support. In fall 2015, a growth proposal was developed to expand support to the College's distance education infrastructure. Although the College was paying for these services through various funds (grants, basic skills monies, etc.), the \$244,000 proposal was designed to both expand the distance education infrastructure and to more fully institutionalize distance education by using general fund monies to cover the costs ([DE.44](#)). The proposal included the following items:

- Faculty program facilitator release time (.50) for distance education
- 24/7 Help Desk for students
- An assessment tool to help students confirm and improve computer skills
- Expansion of the College's license for Learning Spaces through Remote Learner
- Innovation and training funds
- An increase in the College's learning management system site license
- Back-up services from Remote Learner
- Hiring a faculty Instructional Designer
- Changes in organizational structure
- Moving SmarThinking expenses to the general fund

The Distance Education Committee and Executive Leadership Team reviewed the proposal as part of the College's overall growth agenda for the 2016-2017 year. From the proposal, the following changes occurred:

- Remote Learner/Moodle capacity was expanded (funded through Lottery Fund monies)
- Turn It In site license expanded to cover all faculty and students (not in growth proposal but was included in the Distance Education PSR; funded by general fund monies)
- [Instructional Designer faculty position](#) was prioritized as #12 from general fund monies and is presently out for recruitment (funded by general fund monies).
- Release time for the faculty facilitator for distance education was changed from a stipend model to release time, effective fall 2016.

The College continues to strengthen and expand the distance education infrastructure through effective planning and resource allocation processes in a manner that supports the College mission (**III.D.1**).

The College's response to Standards [III.D.2](#) through [III.D.16](#) is the same for distance education as noted for face-to-face instruction and, thus, not discussed here.

### Analysis and Evaluation

Chaffey College meets the distance education component of the standard. Sufficient financial resources are purposed for the role of distance education at the College (**III.D.1**, **III.D.2**, and **III.D.3**). New allocations are linked to program review and prioritized based on the College's goals and mission. Funding is allocated for supporting storage, software, infrastructure access, and the maintenance and upgrade of financial resources (**III.D.4**, **III.D.5**).



## Standard IV.A: Decision-Making Roles and Procedures

### Evidence of Meeting the Standard

Distance education at the College is governed by input from the Distance Education Committee, Faculty Senate, Curriculum Committee, DPS Program, DE Facilitator and Support Specialist under the supervision of the Dean of Instructional Support and Library Services. Over the past five years, the College has developed a robust infrastructure of support, innovation, and decision-making that has resulted in the improvement of student achievement. Minutes from meetings illustrate the evolution of this infrastructure and the rising indicators that the College has strengthened online learning. Each month the Distance Education Committee, with representation from faculty, staff, and administration, meets to discuss, decide, and implement programmatic improvements and continuously nurture an aspirational environment for learning ([DE.8](#), [DE.10](#), [DE.11](#), [DE.26](#), [DE.39](#)).

The PSR process as well as the Committee's growth proposal demonstrate the College's commitment to resource development for the expansion of the online program and the necessary elements for continued training, use of online tools, and increased student support ([DE.34](#), [DE.38](#)). The identification of these needs, as well as scheduling considerations and



guidelines for future development are processed using evidence and representative dialog before implementation (**IV.A.1, IV.A.2, IV.A.5**).

The College's response to Standards [IV.A.3](#) through [IV.A.7](#) is the same for distance education as noted for face-to-face instruction and, thus, not discussed here.

The College's response to Standards [IV.B](#) and [IV.C](#) is the same for distance education as noted for face-to-face instruction and, thus, not discussed here.

### Analysis and Evaluation

Chaffey College meets the distance education component of this standard. The role of distance education at the College is governed by a Distance Education Committee with membership from all constituent groups (**IV.A.1, IV.A.2**). Distance education is a relevant topic in faculty, administrative, and classified dialog. Student input on distance education is gathered directly from evidence and in the role students play in the governance process.

### Evidence List for Distance Education Supplement

<a href="#">DE.1</a>	Chaffey College Fact Book—Spring 2016
<a href="#">DE.2</a>	Substantive Change Proposal—Distance Education
<a href="#">DE.3</a>	Spring 2016 Fast Facts
<a href="#">DE.4</a>	2009-10 DE Student Survey
<a href="#">DE.5</a>	Course Outcome by Interaction, 2012-2015
<a href="#">DE.6</a>	2001-2011 Success and Retention by Delivery
<a href="#">DE.7</a>	DE Plan
<a href="#">DE.8</a>	DE Committee Minutes, 2-19-14
<a href="#">DE.9</a>	Hancock Bill
<a href="#">DE.10</a>	DE Committee Minutes, 2-18-15
<a href="#">DE.11</a>	Excerpted Faculty Senate Minutes
<a href="#">DE.12</a>	DE Addendum Communication Studies 12
<a href="#">DE.13</a>	How to Launch a DE Proposal
<a href="#">DE.14</a>	How to place SLO information
<a href="#">DE.15</a>	Comparison DE Course Success Avg with State Avgs
<a href="#">DE.16</a>	DE FIT Report
<a href="#">DE.17</a>	Best Practices for Regular Effective Contact
<a href="#">DE.18</a>	Faculty Senate Minutes, 3-2-10
<a href="#">DE.19</a>	Faculty Senate Minutes, 8-31-10
<a href="#">DE.20</a>	CCFA CBA—Article 19
<a href="#">DE.21</a>	DE Mentor Information
<a href="#">DE.22</a>	DE Facilitator Announcement
<a href="#">DE.23</a>	DE Committee Recommendations - Foundation Courses

<a href="#">DE.24</a>	Economics 2 Reinstatement Form
<a href="#">DE.25</a>	English IC Reinstatement Form
<a href="#">DE.26</a>	DE Committee Minutes, 9-18-13
<a href="#">DE.27</a>	2014 Course Performance Flowchart
<a href="#">DE.28</a>	2016 Course Performance Flowchart
<a href="#">DE.29</a>	DE Committee Minute—Parking Courses, 9-16-15
<a href="#">DE.30</a>	Faculty Senate Minutes—Parking Courses, 1-19-16
<a href="#">DE.31</a>	CCCCO DE Survey
<a href="#">DE.32</a>	Distance Education Website
<a href="#">DE.33</a>	Validation Information for Assessment Recommendation
<a href="#">DE.34</a>	DE PSR 2015
<a href="#">DE.35</a>	DE PSR 2013
<a href="#">DE.36</a>	SLO Monitoring Report—Spring 2015
<a href="#">DE.37</a>	Administrative Procedure 4105
<a href="#">DE.38</a>	Policy Review Spreadsheet
<a href="#">DE.39</a>	Curriculum Committee - DE Discussions
<a href="#">DE.40</a>	Faculty Senate Minutes, 3-3-15
<a href="#">DE.41</a>	Hybrid - Online Section of spring 206 schedule of classes
<a href="#">DE.42</a>	College Website—Schedule of Classes Page
<a href="#">DE.43</a>	Student FAQ Page on DE Website
<a href="#">DE.44</a>	Distance Education Growth Proposal
<a href="#">DE.45</a>	CurricUNET SLO example
<a href="#">DE.46</a>	Fall 15 Gap Analysis—GE Pattern
<a href="#">DE.47</a>	Spring 16 Gap Analysis—GE Pattern
<a href="#">DE.48</a>	Three-year Plan through 17-18
<a href="#">DE.49</a>	Culturally Responsive Teaching Evidence from FSC
<a href="#">DE.50</a>	Faculty Success Center website
<a href="#">DE.51</a>	Title IV Grant website
<a href="#">DE.52</a>	Student Equity Plan website
<a href="#">DE.53</a>	508 Compliance information from Alternate Media Specialist
<a href="#">DE.54</a>	Library Collection Statistics
<a href="#">DE.55</a>	Chat Reference Screen Shot
<a href="#">DE.56</a>	Best Practices for Chat Reference
<a href="#">DE.57</a>	Key Statistics on DE Population
<a href="#">DE.58</a>	English IB LibGuide
<a href="#">DE.59</a>	Gerontology 22 LibGuide
<a href="#">DE.60</a>	Sociology 10 LibGuide
<a href="#">DE.61</a>	Fontana Library Analytics Example
<a href="#">DE.62</a>	December 2014 DE Faculty survey results

<a href="#"><u>DE.63</u></a>	COW Email Orientation
<a href="#"><u>DE.64</u></a>	Submitting DLA video
<a href="#"><u>DE.65</u></a>	Getting Credit for DLA video
DE.66	Tutor Video #1 (must be accessed from the ACCJC Evidence Room or Flash Drive)
DE.67	Tutor Video #2 (must be accessed from the ACCJC Evidence Room or Flash Drive)
<a href="#"><u>DE.68</u></a>	DLA Data
<a href="#"><u>DE.69</u></a>	Smarthinking link
<a href="#"><u>DE.70</u></a>	Smarthinking student handbook
<a href="#"><u>DE.71</u></a>	Smarthinking usage data 2012
<a href="#"><u>DE.72</u></a>	Smarthinking usage data 2013
<a href="#"><u>DE.73</u></a>	Admissions and Records website
<a href="#"><u>DE.74</u></a>	Financial Aid website
<a href="#"><u>DE.75</u></a>	Disability Programs and Services website
<a href="#"><u>DE.76</u></a>	Student portal screenshots
<a href="#"><u>DE.77</u></a>	GPS contacts 2015 Calendar Year
<a href="#"><u>DE.78</u></a>	Educational Planning Screenshots
<a href="#"><u>DE.79</u></a>	Educational Planning Training Dates
<a href="#"><u>DE.80</u></a>	Moodle Training Catalog 2010-11
<a href="#"><u>DE.81</u></a>	Faculty page on DE website
<a href="#"><u>DE.82</u></a>	Learning Spaces Training Guide
<a href="#"><u>DE.83</u></a>	Instructional Designer Recruitment Brochure
<a href="#"><u>DE.84</u></a>	FSC Workshop link
<a href="#"><u>DE.85</u></a>	FIT link
<a href="#"><u>DE.86</u></a>	FSC Seminar link
<a href="#"><u>DE.87</u></a>	Success on Demand link
<a href="#"><u>DE.88</u></a>	Faculty Engaged in Discussion (FED) link
<a href="#"><u>DE.89</u></a>	Moodle Moot information
<a href="#"><u>DE.90</u></a>	Tech Friday evidence
<a href="#"><u>DE.91</u></a>	IT Developed screens










# ✓ ACTION ITEMS



## Plans Emerging from the Self-Evaluation

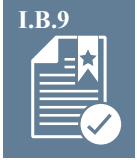




### Action Items - Changes and Plans Arising Out of the Self-Evaluation

Change, Improvement, or Innovation	Standard(s)	College Leads	Timeline	Anticipated Outcome
Fully implement Taskstream	  	<p>Outcomes and Assessment Committee</p> <p>Taskstream Implementation Group</p>	2016-17	<p>Transferring SLO assessment activity to Taskstream should accomplish the following:</p> <ul style="list-style-type: none"> <li>• Improve ease of use for faculty.</li> <li>• More seamlessly integrate assessment practices with the College's learning management system (Moodle).</li> <li>• Increase the ease and volume of reporting functions for SLO assessment activity.</li> <li>• More clearly connect SLO assessments to College goals and plans.</li> </ul>
More formally implement Institution-Set Standards and improve communication with respect to them.		<p>College Planning Council</p> <p>Program and Services Review Committee</p> <p>Marketing</p>	2016-17	<ul style="list-style-type: none"> <li>• Determination of a reliable methodology for determining Institution-Set Standards for Job Placement Rates.</li> <li>• Fully implement Institution-Set Standards into Program and Services Review.</li> <li>• Increased understanding of Institution-Set Standards by all constituent groups, students, and the public.</li> </ul>
More formally determine which learning outcomes should be disaggregated and why.		<p>Outcomes and Assessment Committee</p> <p>College Planning Council</p>	2016-17	<ul style="list-style-type: none"> <li>• Clear, coherent understanding of which populations need to be disaggregated for student learning outcomes.</li> <li>• Improve the ability to compare and contrast student performance on student learning outcomes.</li> </ul>

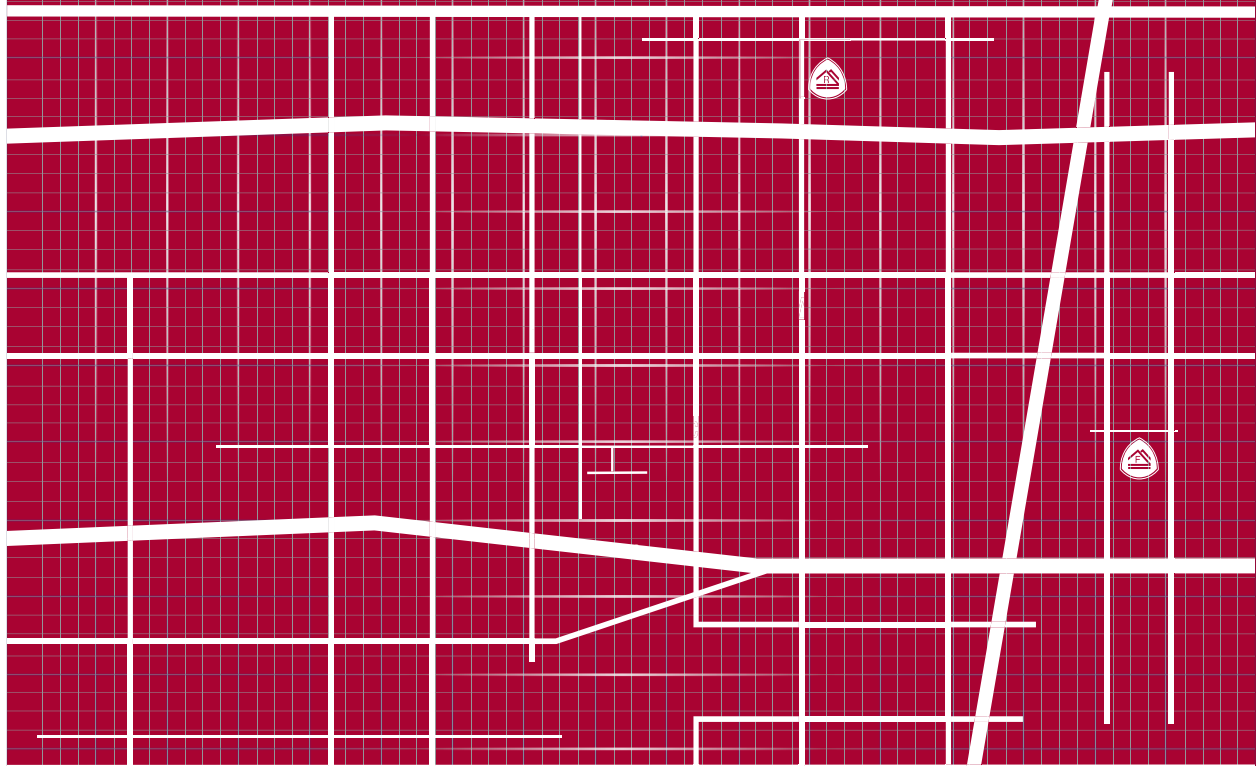




Change, Improvement, or Innovation	Standard(s)	College Leads	Timeline	Anticipated Outcome
Create a matrix of all College plans.	 I.B.9	College Planning Council	2016-17	<ul style="list-style-type: none"> <li>• Improved understanding of all goals and objectives in all College plans.</li> <li>• Identification of the alignment in the plans on goals and objectives.</li> <li>• Identify gaps or disconnected plans that need to be addressed.</li> <li>• Streamlined use of resources to support the plans.</li> </ul>
Finalize negotiation of revised faculty observation forms and evaluate the systems of evaluation for classified staff.	 III.A.6	Evaluation Forms Committee  Chaffey College Faculty Association (CCFA) and the District  California School Employees (CSEA) Association and the District	2017-18	<ul style="list-style-type: none"> <li>• Improved faculty observation forms that more formally evaluate participation in the student learning outcomes process and distribution of syllabi to students.</li> <li>• Potential changes to CSEA evaluation process for those classified employees involved in student learning outcomes processes.</li> </ul>
Develop a more formal system of evaluation for the College's participatory governance and committee structures.	 IV.A.7	College Planning Council  Faculty Senate  Classified Senate  President's Cabinet	2016-17	<ul style="list-style-type: none"> <li>• Clear, consistent, and pervasive evaluation structures for participatory governance and decision-making bodies.</li> <li>• Identification of strengths and weaknesses in the process and actions taken to address them.</li> </ul>



# 2016 QUALITY FOCUS ESSAY



Chaffey College



Chaffey College, Rancho Campus



Chaffey College, Fontana Campus



Chaffey College, Chino Campus



## Chaffey College Quality Focus Essay

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 College strategically approaches holistic institutional improvement through a shared value system that drives students, staff, faculty, and administration. Framed by the College’s commitments outlined in the mission statement and made actionable by the goals of the Strategic Plan, the College’s vision statement brands the moral imperative that shapes our daily work and creates the College’s long-term legacy:



For any vision to have meaningful impact, sustainable structures and systems are needed to create a lasting culture not contingent on individual efforts alone. This Quality Focus Essay (QFE) outlines three key improvement initiatives that have the potential for widespread institutional change that simultaneously maintains past successes, enhances current undertakings, and charts the course for future directions:



Strengthening **Communication** by creating an engaging environment to ensure the continuing forward momentum of quality improvements



Optimizing resource **Efficiency** by maximizing institutional capacity and maintaining critical structures to benefit the college’s students and the community



Creating **Equity** by closing the achievement gap to improve the lives of the diverse students in our community



The QFE action plan is fashioned adapting the College’s existing PSR “Visionary Improvement Plan (VIP),” ensuring that the framework can be structurally mapped to improvement efforts through all levels of the institution. Responsibility for monitoring and evaluating progress of this “VIP” is vested in the Accreditation Oversight Committee (AOC), enabling that body to be a more visible presence engaged in ongoing institutional improvement. In addition to ensuring the College continually works to meet and exceed all standards required by ACCJC, AOC management largely consists of ensuring coordination and horizontal continuity between high-level

shared governance bodies already working on multi-faceted College-wide initiatives (College Planning Council, President’s Equity Council, Enrollment and Success Management, etc.). In turn, those committees will then monitor vertical integration with the other various levels of programs and services infrastructure.



Accreditation Oversight Committee



College Planning Council



Enrollment and Success Management



President’s Equity Council



C2M3



Communication Committee



Curriculum Committee



Classified Senate



Faculty Senate



Gallup



Green Earth Movement Committee



Human Resources



Institutional Research



Information Services



Maintenance and Operations



M2C3



Marketing



Outcomes and Assessment Committee



Outside Consultant



Professional Development



Program and Services Review



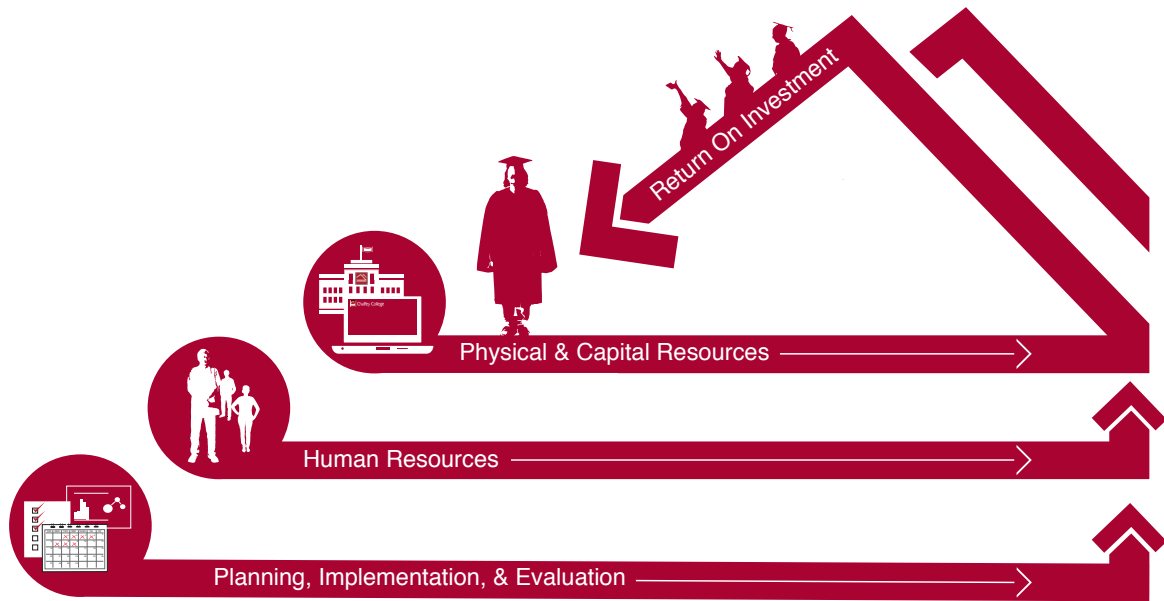
Resource Allocation Committee



Technology Committee



The QFE workplan explicitly calls for the creation of accountability metrics for resources (capital, physical, and human)—a new part of the College’s planning process that is being incorporated into various levels of operation. Although the best practices for tracking costs across different College budgets and determining the criteria for measuring “return on investment” for College improvements have yet to be finalized, this new standard of accountability is a key driver for future institutional planning, implementation, and evaluation.



The QFE workplan implementation capitalizes on the collective synergy of the College’s more finite initiatives, bringing to bear an appropriately scaled and cohesive effort for institutionalizing widespread change—a fundamental principle that has empowered Chaffey to evolve both rapidly and dramatically within its recent history. Operational improvements will be explicitly constructed in order to enhance the agency of each individual in the transformation process. Learning from the college’s Hope-Engage-Succeed campaign that stresses the essential combination of agency and pathways for productive engagement, improved institutional practices and infrastructure are being designed to position individuals as active contributors to, rather than just recipients, of change.

Driven by a singular vision valued by students, faculty, staff, and administration, this “Visionary Improvement Plan” galvanizes all the individual efforts within the institution to maximize the College’s capacity to promote student success and prepare for any future circumstances that may emerge.



In response to recommendations as the result of the College's last accreditation cycle, Chaffey undertook a major overhaul of its planning processes. New structures were created, and improved cohesion between planning bodies and processes was accomplished through a clearly articulated Integrated Planning Model—a tool that aligns and links all aspects of the institution. This planning framework spawned new innovation but also assisted in integrating the many institutional improvements occurring at Chaffey. Despite great fiscal challenges presented during the Great Recession, the College pushed forward and continued to innovate despite great uncertainty and limited resources.

In order to maximize the College's successful innovations, a more strategic communication infrastructure is needed to better disseminate information to all constituent groups regarding new directions, processes, and desired outcomes. The College community has already initiated a more regular process of sending out agendas, minutes, and summary "highlights" that better informs staff, faculty, and administrators. And students now have a Chaffey email address that is used for all official College correspondence, ensuring that important communication reaches students. But some of these traditional forms of communication have limited effectiveness. "Nobody reads an email" or "we are overwhelmed with email" are common concerns almost always voiced when strategizing how to best communicate about College operations.

In order to combat this potential for overload felt by everyone in the "Information Age," the desired communication infrastructure design would attempt to evolve from passive transmission of information to more education-minded modalities that activate the receiver's agency to create a more engaging environment. Protocols would identify when to send particular types of communication (i.e. social media, email, and/or mailer, etc.), delineating deliveries for information vs. action items in order to ensure maximum efficacy. Tools would allow for more dynamic communication rather than one-size-fits-all information. The improved communications infrastructure will be able to facilitate two-way and "bottom-up" communication across campus.

A critical objective of this enhanced communication structure is to foster the development of virtual communities that help integrate students into the fabric of College life. Building these virtual communities will help develop a sense of belongingness that is difficult to maintain when so many students must work while attending school, limiting the time they can spend on campus. Currently, it is difficult for departments and programs to communicate directly and effectively with their students. Virtual communities will help overcome this challenge. In so doing, departments and programs can foster a feeling of connectedness with and among their students, even allowing for integration of students taking distance education courses.

The ability for departments and programs to communicate directly with their students is a "game changer," revolutionizing interactions between departments/programs and their students. Another advantage of these virtual communities is the ability to promote the College's

equity agenda. Departments and programs can target various communities, such as AMAN/ AWOMAN or Puente, fostering a sense of community and building additional bridges for students to connect with the college and each other.

A recent accreditation survey conducted with all constituent groups revealed that many in the campus community are not fully aware of institutional improvements that can benefit everyone. In order to minimize the “I don’t know” responses reflected in that survey, the College will develop a strategic communication management approach that will engage students, faculty, staff, and administrators in a more cohesive College community. Visually appealing and branded with Chaffey College values and messaging, improved communication platforms and delivery will strive to meet the 21st Century expectations of students, staff, faculty, and administration.



In order to fulfill its mission of “improving lives and our community,” the College has always focused on increasing its service capacity. Physical expansion at all three Chaffey locations in recent years undoubtedly provides that greater potential. In addition, the College has absorbed the financial responsibility of institutionalizing grant-funded programs that are now ingrained in the fabric of the institution (Partnership For Excellence, Basic Skills, Title V).

But those years of expansion were also accompanied by recession and the dramatic reduction of base funding. The Governing Board’s commitment to maintaining a healthy reserve and a strategic plan preparing for the possibility of multiple levels of reduction carried the College through the recession without fundamentally altering its promise to offer quality programs and services. And just as fast as the downward turn began, the College is now once again in a growth mode—one that has been framed as a “legacy moment” for the community.

In order to minimize the reactive position often created by California’s “boom and bust” economic cycles, Chaffey College is working toward enhancing practices that allow for responsible growth or enrollment reduction—in other words, develop the capacity to optimize resources regardless of the changing dictates of apportionment and/or fluctuating needs of the community. From maximizing classroom utilization, integrating student educational plan data into building section offerings, creating accountability for total cost of ownership in even the smallest purchased items, and developing “return on investment” evaluation criteria, Chaffey plans to optimize resource efficiency at all operational levels in ways that maximize the College’s capacity to benefit the community.

A critically important aspect of this efficiency initiative also includes “environmental sustainability.” The College has a moral imperative as an institution of higher learning to take a leadership role in building and nurturing a sustainable and healthy environment for the future of our planet, and promoting the significant environmental benefits of sustainability with respect to energy consumption, conservation, and renewable energy generation are also key considerations in College planning.



At Chaffey, the concept of efficiency is multi-pronged and perhaps broader in scope than how that term is normally defined. In order to maximize the college's ability to develop innovative student success initiatives, coordinated efforts to improve the efficiency of physical, fiscal, and student resources need to be optimized to make the best use of the College's institutional capacity.

The desire to increase student success has always driven improvement efforts at Chaffey College. The college's "Basic Skills Transformation Project" started in the late 90's foreshadowed a statewide emphasis undertaken years later.

Chaffey's more recent campus-wide Hope-Engage-Succeed campaign embraced working with the "whole student" to inspire educational excellence and improve success. And although the long list of innovations at Chaffey undoubtedly achieved greater student success—recently experiencing the highest success rates in the College's history—the College now needs to expand on that work to create more targeted approaches intended to ensure equitable success is experienced by all students.

The College has initiated this process by attempting to create greater awareness of equity issues through open dialogues initiated by programming from the Minority Male Community College Collaborative (M2C3). More in-depth "VISIONS" multicultural training will be offered to staff, faculty, and administrators who will then be trainers for the rest of the campus community. And a comprehensive Equity Plan serves as the foundation to frame and propel this initiative. Target interventions will be guided by key indicators identified as "immediate concerns" in the Spring 2016 "Chaffey College Campus Report" through the Community College Equity Assessment Lab.

In terms of the College's own professional community, a parallel emphasis on diversifying faculty, staff, and administrators will mirror practices to better promote equitable access and outcomes for students. Enhanced recruitment and hiring practices will strive to build a professional community that better matches the demographics of the College's student population.

Closing the achievement gap has always been an emphasis at the College. But the College now needs to move beyond a universal approach and create interventions that address challenges hindering certain populations from experiencing the same level of academic and/or professional success. Additionally, the College intends to coordinate activities between campus initiatives that consider issues relating to equity, including President's Equity Council, Enrollment and Success Management, Human Resources, Professional Development, and Distance Education.

New instructional approaches, student services experiences, and policies to promote equity within the College's own professional culture will be designed to innovate-at-scale to ensure the scope of impact is not limited to only small segments of underserved populations—creating new supports and interventions to close the achievement gap for all disproportionately affected groups (students, staff, faculty, and administrators).



**Goal 1 (G1):** Develop a strategic communication management approach that engages students, faculty, staff, and administrators in a more cohesive College community.



**Guiding Principles:**

- Communication deliveries should be convenient and effective
- Communication timing needs to be intentional, formalized, cohesive, and regular
- Content development involves widespread input and transparency
- Various communication tools need to work in an integrated fashion
- Platforms need to promote two-way communication and incentivize active engagement
- Communication to students is a critical focus
- All efforts will have measurable impact



### Objective 1 (G1.O1):

Identify and assess communication gaps, end-user perceptions, and infrastructure



### Performance Outcome:

Establish a global picture of the College's current state of communications

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
<b>G1.O1.1</b> Conduct focus groups with all constituencies	<ul style="list-style-type: none"> <li>Define strengths and weaknesses of College communication efforts</li> <li>Establish budget for improving communication management approach</li> <li>Create evaluation plan and calendar for improving communication management approach</li> </ul>	District Funds	2016-2017	<b>College Planning Council</b>  Institutional Research  Outside Consultant
<b>G1.O1.2</b> Assess effectiveness of student communication				
<b>G1.O1.3</b> Assess effectiveness of internal communication among staff, faculty, and/or administration and external communication to the community				
<b>G1.O1.4</b> Inventory current marketing efforts for internal and external audiences				
<b>G1.O1.5</b> Assess continuity of communication system(s)				
<b>G1.O1.6</b> Identify existing infrastructure and potential needs				
<b>G1.O1.7</b> Develop budget for enhanced communication initiative				





## Objective 2 (G1.O2):

Create a formal communications supervisory group who will develop effective practices and ensure integrated effort(s)



## Performance Outcome:

Develop a comprehensive Communication Management Plan

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
<b>G1.O2.1</b> Create a supervisory group with diverse expertise and vested with decision-making authority to coordinate enhanced communication initiatives	<ul style="list-style-type: none"> <li>Establish the “Communication Committee”</li> <li>Create the Communication Management Plan</li> <li>Create a Communication Handbook: policies, procedures, best practices</li> </ul>	District Funds	2016-2017	<b>“Communication Committee”</b>  Marketing  Information Services  Maintenance & Operations
<b>G1.O2.2</b> Develop the philosophy and design for the communication initiative				
<b>G1.O2.3</b> Determine who is in charge of particular types of communication (web, social media, print, environmental graphics)				
<b>G1.O2.4</b> Define strategic applicability of delivery methods (when email, text, website communication is appropriate)				
<b>G1.O2.5</b> Integrate different modes of communication (environmental, web and print media, multilingual)				
<b>G1.O2.6</b> Develop a college-wide calendar to align communication efforts				
<b>G1.O2.7</b> Integrate the student communication tools needed for instruction, student support, and student services to better engage DE students				
<b>G1.O2.8</b> Clearly define, communicate, and consistently apply the College’s brand identity throughout all levels of college communication				
<b>G1.O2.9</b> Design improvements to way-finding system (signage, directions, etc.)				



### Objective 3 (G1.O3):

Implement enhanced tools, practices, and approaches to advance College communication



### Performance Outcome:

Communication deliveries operate in an interconnected and cohesive fashion to support student success

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
<b>G1.O3.1</b> Enhance web presence/on-demand videos/ interactive social media, etc. to create and expand virtual communities within the college	<ul style="list-style-type: none"> <li>• Provide enhanced tools to create new points of access to important information and resources</li> <li>• Ensure new tools become a regular resource accessed by students, staff, faculty, and administrators</li> <li>• Increase direct communication between faculty, departments, programs, and their students</li> </ul>	District Funds  Title V  Equity  Basic Skills	2016-2019	<b>“Communication Committee”</b>  Professional Development  ESM
<b>G1.O3.2</b> Implement “Grad Guru” app to incentivize successful behaviors				
<b>G1.O3.3</b> Utilize “Cranium Café” to enhance online communication				
<b>G1.O3.4</b> Expand use of SoftChalk for training and orientation of students, faculty, and staff				
<b>G1.O3.5</b> Implement TaskStream as the new dynamic repository and assessment tool for Accreditation, PSR, SLOs, committee reporting				
<b>G1.O3.6</b> Enhance the Portal and explore other tools to better promote student success and retention interventions				
<b>G1.O3.7</b> Expand mentoring programs for all groups (students, staff, faculty, administrators)				



#### Objective 4 (G1.O4):

Evaluate and improve strategic effectiveness of the College's communication management system



#### Performance Outcome:

Communication effort creates a robust community of informed, engaged, and connected students, staff, faculty, and administrators

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
<b>G1.O4.1</b> Assess strengths and weaknesses of newly designed communication infrastructure	<ul style="list-style-type: none"> <li>Identify strengths and weaknesses of improved communication system</li> <li>Initiate improvements to infrastructure, practices, and policies</li> <li>Create an evaluation process to ensure improvements achieve desired results</li> </ul>	District Funds	Annual Monitoring Report	<b>"Communication Committee"</b>  CPC  Institutional Research
<b>G1.O4.2</b> Evaluate outcomes of Communication Plan				
<b>G1.O4.3</b> Assess effectiveness of "Communication Committee" structure and processes				
<b>G1.O4.4</b> Evaluate end-user satisfaction of tools, practices, and policies				
<b>G1.O4.5</b> Develop predictive analytics to improve content and enhance engagement				
<b>G1.O4.6</b> Ensure the accuracy, consistency and currency of information in all mediums				
<b>G1.O4.7</b> Evaluate "return on investment" for the initiative				





**Goal 2 (G2):** Maximize the College’s innovative student success initiatives by coordinating physical, fiscal, and student resources in order to optimize institutional capacity.



**Guiding Principles:**

- Optimizing efficiency requires preparation for possible growth and/or reduction
- When evaluating efficiency, criteria are not always the same
- Resource efficiency analysis needs to be incorporated in all planning, implementation, and evaluation
- Optimal efficiency provides greater discretionary opportunities that benefit everyone
- Sustainability is inextricably tied to the College’s ability to meet objectives
- All efforts will have measurable impact



### Objective 1 (G2.O1):

Assess resource efficiency to clearly identify criteria for evaluation, areas for improvement, and new infrastructure needs



### Performance Outcome:

Develop an institutional understanding of resource efficiency in all areas of operation

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
<b>G2.O1.1</b> Collect data in order to develop efficiency measures	<ul style="list-style-type: none"> <li>Define strengths and weaknesses of College efficiency</li> <li>Utilize efficiency evaluation measures in planning and operations</li> <li>Establish budget for improving College efficiency</li> <li>Create evaluation plan and calendar for improving college efficiency</li> </ul>	District Funds	2016-2017	<b>College Planning Council</b>  ESM  Technology Committee  Maintenance & Operations
<b>G2.O1.2</b> Define efficiency criteria for physical resources, fiscal expenditures, and student completion				
<b>G2.O1.3</b> Identify target areas for improved efficiency				
<b>G2.O1.4</b> Identify needed infrastructure to promote greater efficiency in target areas				
<b>G2.O1.5</b> Develop budget for improved efficiency initiative				
<b>G2.O1.6</b> Develop evaluation plan and calendar for improved efficiency initiative				
<b>G2.O1.7</b> Develop measures for “return on investment” for all areas of operation				





## Objective 2 (G2.O2):

Refine analyses and implement planning process improvements to optimize resource efficiency



### Performance Outcome:

Planning processes incorporating resource efficiency to optimize institutional capacity

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
<b>G2.O2.1</b> Implement strategies to maximize FTEF to FTES ratios (efficient section growth/reduction, maximize scheduling of facilities, improve success/retention, shorten completion)	<ul style="list-style-type: none"><li>• Reduce cost/FTES</li><li>• Integrate TCO accountability standards</li><li>• Improve physical resource efficiency by shifting to sustainable infrastructure</li><li>• Increase revenue beyond standard apportionment</li></ul>	District Funds	2016-2019	<b>College Planning Council</b>
		Title V		ESM
		Equity		PSR/RAC
<b>G2.O2.2</b> Incorporate resource needs in program initiation and discontinuance to ensure educational viability		Basic Skills		Curriculum
<b>G2.O2.3</b> Incorporate “total cost of ownership” (TCO) accountability standards				GEM
<b>G2.O2.4</b> Review “Sustainability Plan” to align and integrate environmental sustainability standards				
<b>G2.O2.5</b> Incentivize activities and behaviors that improve student time to completion (Electronic Badging, 9+ units, Comprehensive Ed Plan)				
<b>G2.O2.6</b> Expand group and online deliveries for Student Services				
<b>G2.O2.7</b> Optimize Foundation sequences (Math, English, ESL) to improve completion				
<b>G2.O2.8</b> Diversify revenue streams and leverage community partnerships to broaden resource development				



### Objective 3 (G2.O3):

Acquire infrastructure necessary to maximize improved efficiency processes



### Performance Outcome:

New infrastructure institutionalizes processes and procedures for optimizing institutional capacity

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership	
<b>G2.O3.1</b> Utilize Taskstream as planning and assessment management tool	<ul style="list-style-type: none"><li>Acquired infrastructure improves College’s ability to optimize efficiency</li><li>Planning processes stabilized through dynamic platforms</li><li>Growth and reduction efficiently managed through infrastructure that allows for anticipatory planning</li><li>Optimized efficiency of resources enables expansion and creation of initiatives that promote student success</li></ul>	District Funds	2016-2019	<b>College Planning Council</b>	
<b>G2.O3.2</b> Implement room scheduling software Infosilem to maximize physical space		Title V		ESM	
<b>G2.O3.3</b> Pilot mobile tablet/computer carts to address limited computer classroom space		Equity		PSR/RAC	
<b>G2.O3.4</b> Create an enrollment management system to optimize section offerings, scheduling, and integration with student ed plans		Basic Skills		Maintenance & Operations	
<b>G2.O3.5</b> Identify and implement “retention” infrastructure to improve success/retention/ completion				Information Services	
<b>G2.O3.6</b> Expand and improve infrastructure (Solar, Central Plant, Thermal Energy Tank) to promote “environmental sustainability”					
<b>G2.O3.7</b> Expand Resource Development Infrastructure					



#### Objective 4 (G2.O4):

Evaluate and improve efficacy of efficiency processes and infrastructure



#### Performance Outcome:

Optimized efficiency initiatives maximize institutional capacity for student success, retention, and completion

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
<b>G2.O4.1</b> Evaluate efficiency metrics and improvements in success/retention/completion	<ul style="list-style-type: none"> <li>Identify strengths and weaknesses of improved efficiency measures</li> <li>Initiate improvements to infrastructure, practices, and policies</li> <li>Create an evaluation process to ensure improvements achieve desired results</li> </ul>	District Funds	Annual Monitoring Report	<b>College Planning Council</b>  Institutional Research  Budget Services
<b>G2.O4.2</b> Assess strengths and weaknesses of new efficiency metrics and criteria				
<b>G2.O4.3</b> Assess effectiveness of acquired infrastructure				
<b>G2.O4.4</b> Evaluate end-user satisfaction of tools, practices, and policies				
<b>G2.O4.5</b> Evaluate savings from “environmental sustainability” improvements				
<b>G2.O4.6</b> Develop analytics to be more pro-active in long-term planning				
<b>G2.O4.7</b> Evaluate “return on investment” for the initiative				





**Goal 3 (G3):** Create new supports and interventions to close the achievement gap for all disproportionately affected groups (students, staff, faculty, and administrators).



### **Guiding Principles:**

- Equitable outcomes are embraced by the College as a moral obligation
- The college and its professionals need to transform in order to be successful in this initiative
- Interventions need to be scaled appropriately for maximum impact
- Equity-minded practices need to be coordinated and integrated through all layers of the College
- All efforts will have measurable impact



### Objective 1 (G3.O1):

Identify and explore the institutional barriers hindering equity



### Performance Outcome:

Develop and communicate the College's approach to ensuring equitable outcomes and infuse into all levels of planning

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
<b>G3.O1.1</b> Identify areas and levels of disproportionate impact	<ul style="list-style-type: none"> <li>Establish a clear understanding of College strengths and challenges related to advancing equity</li> <li>Prioritize key indicators to be addressed by Equity initiative</li> <li>Integrate equity initiative into other campus-wide efforts</li> <li>Review and update budget for advancing equity initiative</li> <li>Review and update evaluation plan and calendar for advancing equity initiative</li> </ul>	District Funds	2016-2017	<b>President's Equity Council</b>
<b>G3.O1.2</b> Continue to conduct campus climate focus groups to understand equity issues among the Fontana, Chino, and Rancho constituents		Equity		CPC
<b>G3.O1.3</b> Identify target focus areas from M2C3 "Chaffey College Campus Report"		Title V		ESM
<b>G3.O1.4</b> Create opportunities for open and regular dialog about issues hindering equity				Outcomes and Assessment
<b>G3.O1.5</b> Create a core competency explicitly addressing equity				Faculty/Classified Senate
<b>G3.O1.6</b> Enhance President's Equity Council role in synthesizing College-wide efforts to advance equity initiative				C2M3/Gallup
<b>G3.O1.7</b> Review and integrate Equity Plan, budget, and evaluation to better align with emerging College initiatives				





**Objective 2 (G3.O2):**  
Implement strategies to advance equity initiative



**Performance Outcome:**  
Strategies to advance equity are visible and explicit in all areas of operations

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
<b>G3.O2.1</b> Expand professional learning opportunities for all personnel (FLEX, VISIONS, CORA, etc.)	<ul style="list-style-type: none"> <li>The College identifies key interventions to create a cohesive initiative</li> <li>Major service areas all commit to focusing on key interventions in a widespread and comprehensive manner</li> <li>Coordination with High Schools within the District improves college-going rate of all community residents</li> <li>Mentoring programs within the institution promote all constituents feeling connected, engaged, and valued</li> </ul>	District Funds  Equity  Title V	2016-2019	<b>President's Equity Council</b>
<b>G3.O2.2</b> Create more opportunities for the student voice to expose hidden barriers				CPC
<b>G3.O2.3</b> Prioritize key interventions in areas that directly impact students (Instruction, Student Services, Academic Support)				ESM
<b>G3.O2.4</b> Expand High School Partnership in order to improve transition from K-12 to college				Professional Development
<b>G3.O2.5</b> Expand mentoring programs for all groups to promote connectedness (students, staff, faculty, administrators)				Marketing
<b>G3.O2.6</b> Coordinate implementation efforts to ensure cohesive and consistent initiative				



### Objective 3 (G3.O3):

Promote diversity within the College by refining student recruitment strategies and enhancing hiring practices for College personnel



### Performance Outcome:

Student population and staffing reflects the diversity of the community within District service area

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
<b>G3.O3.1</b> Expand student recruitment efforts, specializing approaches for Rancho, Chino, Fontana, DE	<ul style="list-style-type: none"> <li>• College's student populations reflect the diversity of the community</li> <li>• College's staffing reflects the diversity of the community</li> <li>• College practices exist and are monitored to ensure that students and staffing reflect the community</li> </ul>	District Funds  Equity	2016-2019	<b>President's Equity Council</b>  ESM  HR
<b>G3.O3.2</b> Update applications and interview questions to explicitly incorporate equity focus				
<b>G3.O3.3</b> Design and initiate training for personnel serving on hiring committees				
<b>G3.O3.4</b> Create recruitment strategies for employee areas that do not reflect the diversity of the community				
<b>G3.O3.5</b> Expand student pathways to employment (apprenticeships, internships, "AA to MA Faculty Diversity Pathway Initiative")				
<b>G3.O3.6</b> Hire "Director of Special Populations and Equity" to coordinate efforts aimed at promoting student equity				



#### Objective 4 (G3.O4):

Evaluate equity improvements and areas still needing to improve



#### Performance Outcome:

The College utilizes an objective evaluation process to ensure equity advances positively impact all disproportionately affected areas

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
<b>G3.O4.1</b> Create an evaluation plan and instruments for assessing efficacy of initiative(s)	<ul style="list-style-type: none"> <li>Identify strengths and weaknesses of equity initiative(s) through annual monitoring report</li> <li>Initiate improvements to equity measures, practices, and policies</li> <li>Create and monitor the evaluation process to ensure improvements achieve desired results</li> </ul>	District Funds  Equity	Annual Monitoring Report	<b>President's Equity Council</b>  CPC  Institutional Research  M2C3/ Gallup
<b>G3.O4.2</b> Work with outside consultants on evaluation to ensure objectivity				
<b>G3.O4.3</b> Identify achievements and areas still needing improvement				
<b>G3.O4.4</b> (Re)Commit to key values that effectively promote greater equity advances				
<b>G3.O4.5</b> Continuously monitor community demographics in order to respond to changing trends and emerging needs				
<b>G3.O4.6</b> Evaluate "return on investment" for the initiative				





## CONCLUSION

Chaffey College constantly strives to create educational excellence and to exceed the level of expectations of its students and the community. Although these three key improvement initiatives will certainly pave the way for a brighter future, the level of impact will be dependent on our ability to integrate these key initiatives together and our ability to use them as framing tools to synthesize all of the hard work being done at the College. For only by harnessing the potential of each individual effort, each new structure, and each opportunity for achieving more through the collaboration of seemingly separate initiatives can Chaffey College create a cohesive culture of practice that best positions the institution for whatever the future may bring.