Evaluation Team Report for Chaffey College

Chaffey College
5885 Haven Avenue
Rancho Cucamonga, CA 91737-3002

A Confidential Report Prepared for the Accrediting Commission
For Community and Junior Colleges

This report represents the findings of the External Evaluation team that visited
Chaffey College on October 3 through October 6, 2016

Dr. Kathleen A. Hart, Chair

December 12, 2016

NOTE: this page shall be added to the report noted below, immediately behind the cover page, and shall become part of the final report associated with the review.

DATE: February 3, 2017

INSTITUTION: Chaffey College
                    5885 Haven Avenue
                    Rancho Cucamonga, CA 91737

REPORT: External Evaluation Team Report (Team Report)

This report represents the findings of the evaluation team that visited Chaffey College October 3-6, 2016.

SUBJECT: Commission Revisions to the Team Report

The Team Report provides details of the team's findings with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team's findings. Upon a review of the Institutional Self-Evaluation Report (ISER) and evidentiary materials submitted by Chaffey College and Team Report, the following changes or corrections are noted for the Team Report:

1. The Commission has changed Recommendation 1 to a recommendation to increase effectiveness wherever it occurs in the Team Report.

Chaffey College
External Evaluation Visit Team Roster
Monday, October 3-Thursday, October 6, 2016

Chair
Dr. Kathleen Hart
Superintendent/President
San Joaquin Delta College

Assistant
Dr. Matt Wetstein
Asst Superintendent/Vice President of
Instruction/ALO
San Joaquin Delta College

ACADEMIC REPRESENTATIVES

Ms. Meghan Chen
Dean, Library & Learning Resources
Mt. San Antonio College

Ms. Sondra Bergen
Instructor, English
College of the Sequoias

Mr. Jeff Stearns
Assistant Professor, Journalism,
Communication
Honolulu Community College

Dr. Jean Shankweiler
Vice President for Academic Affairs
El Camino College

Dr. Virginia Tudela
Dean, School of Trades and Professional
Services
Guam Community College

Dr. Richard Santos
Instructor, Linguistics/ESL
Fresno City College

ADMINISTRATIVE REPRESENTATIVES

Ms. Ann-Marie Gabel
VP Administrative Services
Long Beach CCD

Dr. Wei Zhou
President
Crafton Hills College

Dr. Arnulfo Cedillo
Vice President Student Services
Merritt College

OTHER REPRESENTATIVES

Research
Dr. Brian Lofman
Institutional Planning and Effectiveness
Hartnell College

Trustee
Dr. Teresa Brown
San Joaquin Delta College Trustee
San Joaquin Delta College

Summary of the Report

INSTITUTION: CHAFFEY COLLEGE
DATES OF VISIT: OCTOBER 3-6, 2016
TEAM CHAIR: Dr. Kathy Hart

A thirteen-member team visited Chaffey College October 3-6 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE Regulation. The team evaluated the extent to which the College is achieving its mission, vision, and goals. The team is providing recommendations for quality assurance and continuous institutional improvement and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended a team chair training workshop on July 12, 2016 and, with the team assistant, conducted a pre-visit to the Chaffey campus on August 25, 2016. All members of the external evaluation team received team training provided by Commission staff from ACCJC on August 31, 2016

The evaluation team received the College's self-evaluation report and related evidence several weeks prior to the site visit. Team members found the document to be visually appealing, comprehensive, and well-written, telling the story of Chaffey College and its successes and challenges. The document includes a Distance Education supplement that the team decided to address separately, standard by standard. The document details the processes the College uses to address the Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE Policies. The team confirmed that the self-evaluation report was compiled through broad participation by the College community including faculty, staff, students, and administration. The team found the report to be a thoughtful, thorough self-examination that resulted in a number of self-identified action plans and a Quality Focused Essay for institutional improvement.

On Monday, October 3, the team met at the hotel for the afternoon to begin preparing for the visits on October 4. Working in writing pairs for each substandard, each pair reviewed their findings for the whole team. Each pair began with the positive findings and potential commendations. Then they moved to concerns about the extent to which the information and evidence demonstrates that the College meets the standard and posing possible recommendations. This process gave the team a comprehensive overview of the team's reactions to each substandard as well as the document as a whole.

On Tuesday, the team visited the College for the first time. The day began with a well-attended reception where the team was introduced to the College community.

During the course of the visit, team members held two open forums for college constituency groups to attend and provide comments or ask questions about the College's accreditation process. Team members observed teaching in face-to-face classes or labs offered in multiple academic disciplines during the course of the visit, including Business Law, Chemistry, Culinary Arts, Economics, Fashion, Hospitality, Licensed Vocational Nursing, Math, and Nursing. Additionally, nearly 40 online course sections were observed for regular and substantive contact between faculty and the students. Team members visited a host of campus-

based service offices, including EOPS, CalWORKs, the Faculty Success Center, the Health Clinic, the Career Center, the Wignall Museum of Contemporary Art, Art facilities, Natural Science facilities, the Math Success Center, International Student Center, Language Success Center, Student Activities, and the Student Government Office.

Team members also toured each of the satellite campus, including the Success Centers, classrooms, libraries, and lab spaces at the Chino and Fontana Centers. A special visit was arranged to observe teaching and to interview students at the Chino Correctional Institute for Women.

More than 50 meetings and interviews were conducted with College managers, faculty and staff during the course of the visit. Team members were also able to attend two shared governance meetings during their time on the main campus: a meeting of the Academic Senate and the Outcomes Assessment Committee.

Team members found the campus community to be very open and considerate in scheduling meetings and in providing additional evidence when requested. The arrangements for the team room at the College and the hotel were smoothly executed, and College representatives responded quickly to IT concerns when they emerged.

Prior to or during the visit, the team reviewed numerous documents in the electronic evidence gallery that supported the self-evaluation. Additional documents and evidence were provided as they were requested both before the visit and as the visit progressed. The documents and evidence reviewed included institutional plans and integrated planning processes, program review procedures and reports, student learning outcomes evidence, committee minutes and materials, distance education classes, and College governance structures.

The entire team was extremely impressed by the friendly, enthusiastic students, faculty, staff and administrators at Chaffey College. Everyone was eager to talk about what they appreciated about the College, and the pride they have in the College was evident. The team greatly appreciated the assistance of key staff members who assisted them with arranging individual meetings and other needs throughout the evaluation process. Campus staff members met every request.

Through the course of the meetings, interviews, careful review of the ISER, and review of additional evidence, the team was able to get an accurate picture of the College's efforts to assure academic quality and engage in continuous cycles of institutional improvement.

The team found many innovative and effective practices and programs, and believe that the College should be commended in a number of ways.

Major Findings and Recommendations of the 2016 External Evaluation Team

Team Commendations

During the visit the team recognized several aspects of the College that are worthy of commendation.

Commendation 1

The team commends the College on its mission statement and the way that it reflects the college's intentional approach to foster hope and a positive mindset as students engage with their educational experiences.

Commendation 2

The team commends the College for successfully embedding an aspirational, whole student model that incorporates the concepts of hope and mindset into its comprehensive strategic planning activities and into the organization's everyday practices.

Commendation 3

The team commends the College for its sustained commitment to actively promoting and thoroughly documenting institutional dialog, for using data to inform planning, decision-making, and resource allocation, and for making substantial and continuous improvement in policies, procedures, and planning efforts, all aimed at increasing student success and enhancing institutional effectiveness. Integral to this effort has been the exemplary work of the Office of Institutional Research in fostering a culture of inquiry.

Commendation 4

The team commends the College for its innovative degree and certificate offerings at the Chino Institute for Women, opening doors to higher education completion to inmates in the state corrections system and providing a link to the possibility of post-incarceration employment opportunities.

Commendation 5

The team commends the College for its innovative approach to promoting student support initiatives, especially the Welcome Center, Success Centers, and the GPS Centers at each campus. These hubs allow students to take advantage of the wide array of services available to them.

Commendation 6

The team commends the College for providing community access, robust instructional offerings, and student support services in modern, attractive facilities that are well-staffed at the Fontana and Chino campuses.

Commendation 7

The team commends the College for creating an irrevocable trust fund and setting aside a significant amount of funds towards their other post-employment benefits (OPEB) obligation. To date, they have put over $5 million in the irrevocable trust towards their unfunded actuarial accrued liability of $16.8 million.

Commendation 8

The team commends the College for the widespread engagement across the constituency groups in participatory governance committees and in the college's efforts to achieve institutional improvements. Especially noteworthy is the use of tri-chairs to lead participatory governance committees and the engagement of full-time faculty with 96% participation on committees in 2015-16 academic year.

Commendation 9

The team commends the College for its coherent focus on student success and equity, especially with dynamic and dedicated leadership provided by the Superintendent/President and other administrative, faculty and classified staff leaders of the college.

Commendation 10

The team commends the Board of Trustees for their consistent engagement in campus and community activities.

Commendation 11

The team commends the College for its detailed analysis of data on distance education offerings and thoughtful development of a policy framework for under-performing classes that have resulted in noteworthy distance education course success rates.

Commendation 12

The team commends the College on the quality and clarity of the institutional self-evaluation report. The report is visually appealing, well-organized, provides a useful, separate chapter on distance education, and features a uniform, consistent voice.

Recommendations to Meet the Standards

Recommendation 1

EVALUATIONS – In order to meet the standard, the College should garner agreement and implement the changes to the Faculty Self Evaluation forms and continue addressing the need for inclusion within the classified staff evaluations for classified staff directly responsible for student learning so that all employee groups' evaluation processes include a component discussing how student learning assessment results are used to improve teaching and learning. (Standard III.A.6)

Recommendations to Improve Effectiveness

Recommendation 2

DISAGGREGATION OF SLO DATA – In order to improve effectiveness, the team recommends that the college provide and analyze student learning outcomes data at the program level by relevant subpopulations of students. (I.B.6)

Recommendation 3

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

Introduction

The Chaffey College District serves the population of the Inland Empire in western San Bernardino County. The District encompasses the communities of Chino, Chino Hills, Fontana, Guasti, Montclair, Mt. Baldy, Ontario, Rancho Cucamonga, and Upland. The District 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 Woman in Chino (CIW). The 200-acre site is located at the base of the San Gabriel Mountains.

Chaffey College represents the vision of George and William Chaffey who founded the City of Ontario in the last quarter of the nineteenth century. The Chaffey brothers realized the need for higher education in the area and donated land, establishing an endowment for a private college named the Chaffey College of Agriculture. In March of 1883, the cornerstone of the College was laid at Fourth Street and Euclid Avenue in Ontario. At the beginning, the College became an extension of the University of Southern California, closing briefly in the early 1900's. The College endowment was legally separated from the University of Southern California and reorganized as the Chaffey Union High School District. 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 to support the complete separation of the high school and college facilities. Property was acquired in Alta Loma, and the new College opened in the spring of 1960.

Passage of Measure L ($230 million) allowed the College to construct and renovate building on the Rancho Cucamonga, Chino, and Fontana campuses.

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.

Chaffey College's accreditation was last affirmed in 2010.

Eligibility Requirements

1. Authority

The team confirmed that Chaffey College is authorized to operate as a post-secondary, degree-granting institution.   Formed and approved by the voters in 1922 and first accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) in 1952, Chaffey College appears on the California Community College Chancellor's Office list of community colleges and in the ACCJC Directory of Accredited Institutions—September 2016. Board Policy (BP) 1100 identifies Chaffey Community College District as the official name of the District in which Chaffey College and its properties and activities reside.

The College meets the ER.

2. Operational Status

The team confirmed that Chaffey College has been operational as a District since 1922 and accredited by ACCJC since 1952, Chaffey College Fact Book, Spring, 2016, and the 2015-16 Schedule of Classes demonstrate that the College is operational and that students are actively pursuing its degree and certificate programs.

The College meets the ER.

3. Degrees.

The team confirmed that as of Spring, 2016, the Chaffey College Catalog indicated that the College offered 44 academic and 140 career technical program areas that lead to degree and certificate completion. All degrees require at least 60 units and include a general education component and a concentration within a major. The College offers 25 Associate Degrees for Transfer (ADTs). The catalog provides a detailed list of all the programs of study and degrees as well as graduation requirements and transfer information as appropriate. If a student is enrolled full-time, he/she can complete the requirements for a degree in two years. 93.2% of the courses offered for credit were identified as degree-applicable in 2014-15. A variety of information on nature and outcomes of these degree and certificate programs are found in the College Catalog and the Chaffey College Fact Book.

The College meets the ER.

4. Chief Executive Officer

The team confirmed that, under Board Policy (BP) 2420, the Governing Board of the Chaffey Community College District hires the superintendent/president. BP 2430 delegates authority to the superintendent/president and his/her job description designates the superintendent/president as Secretary to the Board with the authority to administer board policies. Dr. Henry Shannon was appointed as the full-time Superintendent/President on September 1, 2007. Dr. Shannon does not serve as the chair of the District's governing board.

The College meets the ER.

5. Financial Accountability

The team confirmed that Chaffey College undergoes annual external financial audits performed by a certified public accountant that uses generally accepted accounting principles. The Governing Board receives and reviews the annual audit report which includes an audit of internal

controls and state and federal compliance. These audits are submitted to the California Community College Chancellor's Office for additional oversight. The College also employs an internal auditor who monitors to ensure continuous compliance. The College complies with all Title IV specifications, and currently has a three-year student loan default rate of 10.5%.

The College meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards which address the same or similar subject matter. Evaluation teams will evaluate the institution's compliance with standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

General Instructions: The form should contain narrative as well as the "check-off."
    a. *The team should place a check mark next to each evaluation item when it has been evaluated.*
    b. *For each subject category (e.g., "Public Notification of an Evaluation Visit and Third Party Comment"), the team should also complete the conclusion check-off.*
    c. *The narrative will cite to the evidence reviewed and team findings related to each of the evaluation items. If some content is discussed in detail elsewhere in the team report, the page(s) of the team report can be cited instead of repeating that portion of the narrative.*
    d. *Any areas of deficiency from the Checklist leading to noncompliance, or areas needing improvement, should be included in the evaluation conclusions section of the team report along with any recommendations.*

This Checklist will become part of the evaluation team report. Institutions may also use this form as a guide for preparing documentation for team review. It is found as an appendix in the team and institutional self evaluation manuals.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
Chaffey College posted information on its college website about the process through which the public may make complaints to the commission. In addition, the College posted the information on Third-Part Comment in a timely manner as part of the 2016 institutional self-evaluation report process. Policies and procedures for handling student complaints are published in the College Policy Manual, Student Handbook, and Faculty Handbook. The team found no third party comment related to the October 3-6 visit.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

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

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
Chaffey College provided ample evidence it has established institutional-set standards and that the standards were set as part of the participatory-governance process. Successful course completion, fall-to-fall retention, degrees and certificates awarded, and transfer to four-year colleges make up the institution-set standards. The first iteration of institution-set standards at the program level was a review of pass rates in program for which students must pass licensure examinations. The next step was for deans, faculty program coordinators, and the College

Planning Counsel to set standards and stretch goals. Institution-set standards for program completions were established in Fall, 2015. The College, through the College Planning Council, evaluates progress in fulfilling its mission and meeting the goals and outcomes of its Strategic plan. The CPC makes recommendations to the other College committees. Student performance metrics are part of the Program and Services Reviews; questions guide units to consider reasons for underperformance.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
☒	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).
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
☒	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 institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
The College provided evidence from published and Board-approved policy and procedures that credit-hour assignments and degree program lengths are within the range of good practice in higher education (Program and Course Approval Handbook). 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 (Policies and Procedures). Tuition is consistent across degree programs or there is a rationale provided for program-specific tuition (College publications including the catalog and the College website). The College does not offer clock-hour based courses. The institution demonstrates that it complies with the Commission Policy on Institutional Degrees and Credits through published information in the College Catalog, the College website. Policies and Procedures, the Program and Course Approval Handbooks.

Transfer Policies

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public.
☒	Policies contain information about the criteria the institution uses to accept credits for transfer.
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

Chaffey College complies with federal and commission policies on transfer. Policies and procedures on transfer are posted on the College website and delineated in the College catalog. The College website also provides students with a Transcript Evaluation Application Form, and students are encouraged to meet with a counselor and transcript evaluators at every stage of the process. Policies and procedures contain pertinent information about the criteria the College uses to accept transfer credits. To evaluate and grant transfer credit, College personnel use a common articulation system (ASSIST), the California Chancellor's Office Course Identification Numbering System (C-ID), and the Transfer Evaluation System (TES) depending on the origination of the course to be transferred.

Distance Education and Correspondence Education

Evaluation Items:

☒	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.
☒	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).
☒	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 technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
☒	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The College has a clear definition of distance education in Administrative Procedure 4105 that aligns with federal regulations and that is applied by the Curriculum Committee when a course is reviewed for approval to be offered via Distance Education. There are appropriate means that are consistently applied to verify the identity of a student who participates in a distance education or correspondence education program or course and for ensuring that students' information is protected through Moodle, the course management system, and it is tied to the LDAP directory which requires students to input unique user names and passwords. The College provides sufficient evidence that it has a fully interactive web presence and distance learning program including a Dean of Instructional Support to assure that the online infrastructure, financial, student, and academic support are adequate to provide current and future needs and advancements. The College has conducted a detailed analysis of data on distance education offerings and thoughtfully developed a policy framework for dealing with underperforming classes. However, the College should also monitor sections taught via distance education to ensure that individual faculty members are providing students with regular and effective contact and interaction.

Student Complaints

Evaluation Items:

☒	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.
☒	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 team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

Chaffey College has clear policies and procedures for handling student complaints and the current policies are accessible to students on the website and in the College catalog. Policies and procedures are available under the Governing Board link on the website. Board Policy 5500, Administrative Procedures 5520, and Administrative Procedure 5530 define key terms for the complaint process encompassing both complaints and discrimination allegations. The policies and procedures on making complaints also appear in the Student Handbook, and students are directed to contact the Dean, Discipline/Grievance and High School Partnerships for explanation and assistance. Student complaint files for the past 6 years were reviewed by the team, and the team found no evidence of non-compliance with accreditation standards.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u>.

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
The College provides accurate, timely, and appropriately detailed information to students about its programs, locations, and policies. Multiple individuals review College documents for consistency, accuracy, and timeliness on a regular basis. The College Catalog, one of the primary sources of information, is revised and reissued annually, and the class schedule is published two times each year. College staff and faculty are well versed in College admission procedures and programs that handle student recruitment. Chaffey College complies with the Commission Policy and provides required information concerning its accreditation status and how to file student complaints.

Title IV Compliance

Evaluation Items:

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

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

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

Chaffey College provided evidence on the required components of the Title IV Program including findings from any audits and program or other review activities from the Department of Education. The College has an internal system of oversight and several quality improvement strategies employed by financial aid staff. For fiscal years 2010-11 through 2014-15, the College received an unmodified opinion over federal awards and Financial Aid (Title IV) was selected as the major program tested by auditors during these years. The auditors found no material weaknesses during those audits. Chaffey College carefully monitors loan default rates and employs a service to assist in Default prevention and loan repayment assistance. Default rates have decreased from 15.3% to 10.2% from FY 2010 through FY 2012. The College complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations (it has none) and the Policy on Institutional Compliance with Title IV.

<center>**STANDARD I**</center>

<center>**MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS AND INTEGRITY**</center>

Standard I.A.: Mission

General Observations

Chaffey College's Mission is clear, and the staff exhibit a singular focus on their collective efforts to achieve their mission. For Chaffey College staff, faculty, and managers, student success is anchored in the concepts of hope and a growth mindset. As a unifying theme, the College's approach to fostering student success through these values has resulted in significant institutional improvements and high levels of student achievement and satisfaction. The College has won accolades from peers in the California Community College system and has been highlighted by institutions like the Aspen Institute. The College was selected as one of 10 finalists for the $1 million Aspen Institute Prize for Community College Excellence just weeks before the ACCJC team visit. The team visit provided ample evidence of a college focused on its mission, interested in promoting academic quality, and making strides to improve institutional effectiveness.

Findings and Evidence

Chaffey College's Mission Statement is relevant to its efforts to achieve broad educational purposes for its district residents and its students. The Mission Statement is provided below:

> *Chaffey College inspires hope and success by improving lives and our community in a dynamic, supportive, and engaging environment of educational excellence where our diverse students learn and benefit from foundation, career, and transfer programs.*

The Mission Statement draws attention to the broad themes identified for California Community Colleges: 1) lower division coursework to prepare students for transfer to a four-year college; 2) career technical training; 3) workforce and economic development; 4) foundational skills to achieve these goals; and 5) lifelong learning. These are components that are relevant to a comprehensive community college like Chaffey. Unique to Chaffey College is the intentional reference to the mission of inspiring hope, which draws a connection to its slogan from a recent Title V grant: "Hope, Engage, Succeed." From the start of matriculation programs, students are encouraged to think from a high hope, growth mindset, rather than a fixed mindset with low hope. As an organizing framework for thinking about student success, the high hope and growth mindset campaign provides a strong commitment to a broad educational purpose that is clearly aspirational for students as well as staff.

The Chaffey Mission Statement is not the typical bureaucratic mission statement. It provides clear direction for the College and arms the College community with the College's purpose. Adopted in 2012, the Mission Statement was revised and adopted on November 18, 2015 by the District Governing Board. The Mission Statement is widely published in the catalog, schedule of classes, on the College website, on the back of College business cards, and in the College's annual Report to the Community. The Mission Statement accurately describes the College's purpose and its intended student population which are appropriate to a degree-granting institution of higher education and which define the institution's commitment to student learning and achievement. (Standard I.A.1, ER 6)

In line with its mission to promote careers and transfer, Chaffey offers 25 Associate Degrees for Transfer (ADT) to the California State University (CSU) system, 64 additional Associate's Degrees, and 95 certificates. These degree and certificate programs help students accomplish their educational goals for workforce preparation and transfer. (Standard I.A.1)

Course, degree, and certificate completion data indicate that Chaffey College has had strong success in meeting its educational mission. For example, course success rates increased by more than 10 percentage points over the last decade and a half, rising from 61 percent in 2001 to 72 percent in 2015. Degrees and certificates awarded have climbed from around 1,600 in 2001-02 to more than double that in the last year (3,473 in 2014-15). Chaffey College has used data effectively to make institutional improvements and to establish priorities that are motivated to meet the educational needs of its students. Several prominent examples are noted by the College:

1) **The Fast Track Program** represents an accelerated learning project implemented in 2011. The College has compiled impressive data documenting higher rates of course completion in Fast Track courses.

2) **Supplemental Instruction (SI)** represents a program designed to provide peer-led learning opportunities for students in selected classes that focus their attention on key lessons that faculty identify. Research data compiled by the College indicate that attending just one SI session can result in 20 per cent gains in successful course completion and that students who attend 11 or more sessions have seen rates jump by 33 percent.

3) **Hope and Growth Mindset** represents the College's efforts to instill high hopes and a growth mindset in students as they matriculate through the on-boarding programs and through their coursework. Data compiled by the research office indicate significant differences in first semester success rates when comparing high hope/positive growth mindset students and those who score lower on the scales.

The College's ISER indicates that data have also been used to abandon programs that were not demonstrating success.

The College recognizes that it needs to devote more work to reducing the equity gap that exists across some of its student populations. For example, the successful course completion rate for African Americans was 66.6 percent in the 2014-15 academic year. This was below the rate of 72.3 percent for all students and well below the achievement rate for Asians at 79.8 percent. The Quality Focus Essay (QFE) recognizes this as a major strand for institutional commitment over the coming years. Even so, the College has an impressive collection of data that documents its effectiveness in meeting its Mission and institutional programs that help advance the educational goals of its students. (Standard I.A.2.)

The College has an effective Educational Vision and Integrated Planning Model. The document aligns with strategic goals and with the Mission Statement. Evidence reviewed by the team indicates that the goals and themes identified in these documents were discussed in shared governance meetings and help inform decisions about program review priorities and budget allocations. Decisions to allocate resources flow from a prioritization process that is guided by the College's Resource Allocation Committee (RAC). Interviews with RAC Committee members indicated a high degree of confidence in the direction of College decision making. Program review documents require authors to link their ideas and requests for resources to the College Mission and strategic goals. (Standard I.A.3)

The College articulates its Mission in a widely-published statement that was approved by the Governing Board in December 2015. The Mission Statement is widely available; it can be found in the College catalog, on the website, on walls in classrooms, in offices, conference rooms, and in other locations throughout the campus. It is also published in the annual reports to the community. (Standard I.A.4, ER 6)

Conclusions

The College meets the Standard and related Eligibility Requirements. Through its intentional efforts to focus student introspection on the concepts of high hope and a growth mindset, Chaffey College presents a powerful narrative and theoretical framework for coaching students to achieve their own success. The Mission Statement directly mentions the goal of inspiring hope in students. The College's efforts at institutional improvement have resulted in strong, positive gains in student achievement over the last 15 years. The College exhibits a culture of evidence that should be widely admired.

Recommendations

None.

Standard I.B: Academic Quality and Institutional Effectiveness

General Observations

Chaffey College develops and implements processes directed toward improving academic quality and enhancing institutional effectiveness, including specific procedures aimed at making process improvements when new challenges arise. Support for and participation in the creation and execution of new initiatives and innovative practices is pervasive throughout the institutional culture. The College generates and publishes an impressive array of plans, data, committee notes, and progress reports that document the institution's commitment to communication, dialog, evaluation, action-taking, and continuous improvement. Many committees have large and overlapping membership, which encourages broad-based understanding of and engagement in the integrated work of the College. The institution is able to mobilize quickly in undertaking and completing strategic initiatives.

Findings and Evidence

Chaffey College demonstrates substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. This dialog has encompassed substantive discussion about both mandated initiatives, such as student equity planning, and college-specific initiatives, such as educational visioning. The collegial conversations have occurred through a wide range of regularly-scheduled committee meetings, special forums, and thematic activities, including events created to meet timely needs, such as the establishment of faculty inquiry teams and flex opportunities.

Ongoing conversations are abundantly evident in the consideration of challenges to improving student success. For example, a faculty inquiry team reviewed factors impacting the success of students in Distance Education (DE) courses. Having subsequently reviewed best practices, the DE Committee began monitoring DE courses with relatively low performing students, defined as a two-year 10% disparity in student success rate when compared against face-to-face course delivery. Suspended courses could be reinstated by the Associate Superintendent for Instruction if a re-design proved to be likely to produce the desired success rates. At least one course had gone through this process and was on schedule to be offered in spring 2017 (Standard I.B.1)

Especially noteworthy is the sustained and widespread dialog relative to implementing strategies and embedding practices throughout the entire institution focused on the whole student concepts of hope and mindset. Interviews conducted and discussions held during the site visit confirmed that these conversations have had a profound impact in surfacing and giving strategic shape to what appears to be an essential element of the College's organizational culture: the strong desire to help students succeed, and the intentionality of College employees to change and improve what they do toward this end. (Standard I.B.1)

The College has identified and assesses student learning outcomes for all instructional programs and student and learning support services. The College expects that each course will feature from three to five student learning outcomes (SLOs), and that each program will have three to five program learning outcomes (PLOs) as well. Instructional degree and certificate programs, student services program, and instructional support programs must all have SLOs. The Chronological Assessment Plan (CAP) displays the intended progress on SLO assessment. Course-level outcome assessments are conducted and reported regularly, and program level

outcomes are conducted and reported regularly, and they are mapped to program-level outcomes for reporting every three years in conjunction with the instructional program's Program and Service Review (PSR). At the course level, the College's Outcomes Assessment Committee (OAC) SLO Monitoring Report for 2015-16 shows that all nine schools with instructional programs have at least 73 percent of courses where there has been ongoing assessment and use of results/actions taken to improve success; the percentage ranges from 73 percent for counseling to 100 percent for health sciences and kinesiology and nutrition. Moreover, the percentage has increased dramatically for every school over the four-year period since 2011-12. Average levels of assessment have also improved for instructional support programs.

Discussions during the site visit indicated that faculty assess at least one course-level SLO in every course each year. They also use these course assessments to assess every instructional program each year. All programs have ongoing assessment. Nearly all programs and services have assessed all of their program learning outcomes (PLOs). (Standard I.B.2; ER 11)

In accordance with Administrative Procedure (AP) 3225, Institutional Effectiveness, institution-set standards and goals for institutional effectiveness are established by the College Planning Council (CPC), are in turn reviewed and approved by the governing board, and are subsequently published and communicated in District documents. The CPC oversees development and review of institution-set standards for student achievement: successful student course completion, student completion of degrees and certificates (combined), student completion of degrees, student completion of certificates, and number of transfer students (transfer velocity). The CPC has endorsed both institution-set standards and "stretch" targets, though the latter goals are intended to be applied in future years rather than necessarily representing higher level, aspirational goals for the same year as the institution-set standards. Student achievement data are provided for review by faculty in the PSR process.

Overall, the college achieves its institution-set standards to a considerable extent. A review of ACCJC Annual Reports from 2014 through 2016 shows that reported institution-set standards generally appear to be reasonable for the College given its mission. Many examination pass rates and job placement rates met or exceeded established standards, yet others fell below the established standards for certain CTE programs. The Office of Institutional Research consulted with deans in the most recent effort to establish job placement standards, with an eye toward setting aspirational standards.

During the site visit, successful course completion was provided as an example of an institution-set standard for which the most recent data demonstrated underperformance. The College had set 72% as the target for 2015-16, whereas 68.7% was the actual rate. As is evidenced by discussions and recent minutes of the Enrollment and Success Management Committee and others, the College is in process of analyzing why the standard was not met. The Committee is also considering whether the standard may have been set too high and, if so, that re-calibration is required. Regardless, the institution continues to take proactive steps to improve the overall successful course completion rate and the rates of disproportionately-impacted groups.

Overall, the College appears to have set aspirational goals and targets for their various institutional set standards, rather than approaching them as minimum expectations of student achievement (as suggested in the ACCJC Guide for Evaluating and Improving Institutions, p. 15). In doing so, the College staff have placed themselves in the situation of having under-performed in their efforts to meet their own self-designed standards of student achievement. As such, it may be useful for college leaders and the College Planning Council to engage in a

thoughtful discussion about whether its approach to institution set standards should reflect a minimal expectation of achievement, an aspirational benchmark, or perhaps both, and in engaging in that conversation, should ensure that regular review of those expectations is embedded in college planning processes. (Standard I.B.3, ER 11)

The Office of Institutional Research (OIR) provides, and committees, departments, and other units at the college utilize, a wide range of data in various formats, frequently with accompanying analysis and/or interpretation, to support student learning and student achievement. For example, data are utilized in establishing institution-set standards, developing institutional plans, reviewing program and service effectiveness, undertaking research studies, making grant proposals, conducting satisfaction surveys, and refining assessment procedures. Data are also disaggregated for use in determining gaps in student subgroup performance, thereby supporting student equity planning and assessment. Interviews during the site visit pointed to the work done by OIR toward educating College constituents in the interpretation of results. Through its stellar, multifaceted work, OIR strengthens the culture of evidence and contributes significantly to the College's knowledge base aimed at improving student success. (Standard I.B.4)

The College has instituted a Program and Services Review (PSR) process that cycles each program every three years, requiring a comprehensive review, but also includes annual progress updating and reporting, including the potential for re-prioritization of program resource needs from year to year. Instructional, administrative, and student support programs are required to participate in this process and approximately 40 programs and services are scheduled to be reviewed in each year of the cycle. At the site visit the team determined that nearly all program and service reviews have been completed in the most recent cycles, and that 44 reviews are scheduled in spring 2017. Notably, to the College's credit, the Distance Education program has been reviewed twice through the PSR process. (Standard I.B.5)

The PSR Committee reviews completed program reviews, assessing program health, validating program needs, and, more broadly, determining program effectiveness relative to college mission and goals. The OIR provides instructional programs with data on enrollment trends, success and retention rates, and number of degrees and certificates awarded; also provided are SLOs at course and program levels. Departments are required to respond to these data in their program reviews. Student support and student service programs are asked about the services that they provide, along with the number of students served.

Participation alone in the PSR process does not guarantee that a program's resource needs or requests for additional faculty will be considered: a PSR Committee score of 1 for a program's health will result in a required revision of the program review document, or budget requests will not be allowed to move past this committee. It was determined at the site visit that very few programs receive a score of 1. Interactive, collegial conversation between readers and main writers prior to finalization of program review reports may be the reason. Feedback from PSR participants is gathered in the annual review of the PSR process. (Standard I.B.5)

The College published and updated a Fact Book in 2016 that provides an impressive array of data tables showing multiple-year trends, with accompanying interpretation, ranging from service area, participation rate, and enrollment trends data to student demographic and college preparedness data; to data on several key institutional initiatives; to student achievement, distance learning, employment and wage earner data; and finally to core competency data. The College pursues a robust agenda aimed at reducing cross-group disparities in student

achievement, and infuses wide-ranging equity-based data into ongoing dialog to promote incremental improvement in established processes, and to inform development of innovative college practices. Student achievement data are disaggregated by race/ethnicity, gender, and age range. Student success data by modality are disaggregated, thereby allowing cross-group comparisons within and across face-to-face, hybrid, and online modalities. Also disaggregated are student self-reflections on core competencies gathered via graduation surveys. Disaggregation of student learning outcomes data is not provided for SLOs at the course or program level. Beyond the Fact Book, the Office of Institutional Research provides instructional programs with disaggregated data by race/ethnicity and gender on success and retention for use in the PSR process. Disaggregation of student learning outcomes data is not provided for PLOs. However, the infrastructure has been developed for the assessment of learning outcomes at the program and course levels, and the College has established a practice of disaggregating learning outcomes data at the institutional level. Those data are collected and disaggregated by OIR for stakeholders to review and evaluate. (Standard I.B.6) The College has indicated that, in 2016-17, it plans to "more formally determine which learning outcomes should be disaggregated and why." (Standard I.B.6) The College has also disaggregated Core Competency data.

The College engages in a wide range of evaluation practices through its governance and committee structure. Many practices have been developed in recent years to improve processes and are ultimately aimed at increasing student learning and achievement. The College Planning Council (CPC) has the overarching role of reviewing, evaluating, and making recommendations for changes in planning and shared governance processes. The Outcomes and Assessment Committee (OAC) evaluates how SLO assessments are used to make improvements in programs, the Program and Services Review (PSR) Committee oversees the evaluation of program and service effectiveness, and the Resource Allocation Committee (RAC) prioritizes lists of budgetary requests against funding sources. An example of a recent process improvement was the transition in PSR from the fall to the spring semester. This change allowed more time for feedback and produced better alignment with RAC's deliberations and the District budget development calendar. Still other committees develop and implement procedures that feed into high- and low- level planning processes, such as the direction provided by the Enrollment and Success Management Committee on new initiatives, and the Distance Education Committee's monitoring of DE courses shown to produce low student success rates.

Overall, planning processes are effective for fostering improvement in that the role of each committee is specific to improving a critical component of the process, the respective roles of committees are complementary, and the respective work of committees is coordinated to ensure that follow-through occurs from each component of the process to the next. Whereas the assessment of the effectiveness of the various components of the institution's cycle of integrated planning is undertaken by several committees, the College acknowledges that the entire integrated planning process has not yet been evaluated and was turning to this work of evaluating the entire planning model in the 2016-17 academic year. At the time of the site visit, the College Planning Council was preparing to conduct an evaluation of key committees and processes in the integrated planning cycle, which confirmed the intent to move forward with the action item, "develop a more formal system of evaluation for the College's participatory governance and committee structure." (Standard I.B.7)

The institution widely communicates results of assessment and evaluation activities. The detailed and timely research reports, presentations, Fact Book, and other data related resources provided by the OIR are especially noteworthy in that they are directed to both the external community and a broad spectrum of internal stakeholders. College constituent groups participate avidly in a

wide spectrum of committees. Summary notes and reports of governance committees provide ample documentation of the communication of results of ongoing assessment and evaluation activities, in addition to sustained dialog aimed at making tailored improvements in planning and evaluation processes. As a prime example, the OAC's Outcomes and Assessment Monitoring Report 2015-2016 provides details about progress made over a four-year period in closing the loop activities across the college; this report both celebrates accomplishments and allows for priority-setting in making further improvement. (Standard I.B.8)

The College engages in continuous and systematic evaluation and planning. The *Educational Vision & Integrated Planning Model: A Guide to Institutional Planning* showcases an intentional educational vision that assertively highlights the importance of educating the whole student, and operationalizes the key constructs of hope and mindset as integral to the completion agenda and closing the achievement gap. The institution has assiduously taken steps to embed these constructs into data measurement tools and service operations. The Guide provides crosswalks of core values and board goals for student success to college planning, refers to various institutional plans including the college's 2015-2018 strategic plan, displays a visual of the components of strategic integrated planning, and describes the processes that comprise the strategic integrated planning cycle. The facilities master plan and the strategic technology plan were revised in view of the educational vision and strategic goals.

As indicated in AP 3250, Institutional Planning, the College Planning Council has the primary role in ensuring that the institution engages in continuous, broad-based, systematic evaluation and planning. The CPC is responsible for conducting evaluations of planning and governance processes. Recent examples of the CPC's work resulted in the establishment of two subcommittees: one charged with alignment of institutional plans, and the other focused on the institutional effectiveness scorecard. The former subcommittee is beginning to review areas of commonality across institutional plans, each plan having previously been individually reviewed by the CPC. All current institutional plans represent a component of the integrated planning model and are available on the CPC web page.

Based on the work of the scorecard committee, the CPC adopted a framework of reporting displayed in *A Guide to Institutional Planning* that includes separate scorecards for institutional effectiveness measures that are externally mandated and internally generated The scorecards include both institution-set standards and "stretch" targets for all metrics. The college has also developed an impressive, comprehensive set of institutional scorecard background sheets with details about each individual metric.

The institution integrates program review, planning, and resource allocation into an annual, comprehensive process that leads to accomplishment of its mission. Overseen broadly by the CPC and implemented through several participatory governance committees, the chain of linked integrated planning processes encompasses student learning outcomes assessment (OAC), program review and evaluation of student achievement (PSR), prioritization of budget requests against funding sources (RAC), and final review of hiring prioritizations and resource allocations (President's Cabinet). The Office of Budgeting and Fiscal Services communicates the results of funding decisions, along with purchasing deadlines. Summaries of funding allocations are also communicated by constituent groups in meetings as documented in meeting minutes (Standard I.B.9; ER 19).

Conclusions

The College meets the standard. The institution regularly and purposefully engages in and dialogs about planning and evaluation processes that are appropriate to its mission, are directed to ensuring academic quality and enhancing institutional effectiveness, and lead to accomplishment of the mission. Program review, planning, and resource allocation are integrated into an annual, comprehensive process resulting in the provision of prioritized needs for programs and services. Institutional policies and practices incorporate ongoing development and monitoring of student learning outcomes and institutional-set standards for student achievement through this integrated process. Evaluations are informed by the provision and review of institutional and disaggregated data.

Recommendations

Recommendation 2: In order to increase effectiveness, the team recommends that the college provide and analyze student learning outcomes data at the program level by relevant subpopulations of students. (I.B.6)

Standard I.C: Institutional Integrity

General Observations

Standard I.C covers the broad area of communication among various constituencies of the College and the larger community. The importance of communication for the College is underscored by its inclusion of communication as a topic of the Quality Focus Essay (QFE) and the first goal to emerge from the QFE. It is obvious not just from the quantity (80 items) of evidence for Standard I.C, but also the quality of the documents and digital examples that Chaffey College not only attempts to communicate with a large number of groups in various ways, but allocates resources commensurate with the task.

The College fosters a culture of evidence to determine what works or not, what achievement gaps exist, and to evaluate the changes. Suggestions for policies, procedures, programs and processes to improve performance are accomplished by groups representing various constituencies. These groups have specified tasks and report regularly on their work. The College's accreditation survey revealed a lack of understanding of many of the College's procedures and programs, especially by students, despite what was thought to be a thorough communication plan. This survey result led to including communication in the QFE, along with a communication goal, four objectives, and a total of 28 performance outcomes.

Findings and Evidence

The College assures the quality, accuracy, and integrity of information available to students, prospective students, employees, and the community. The team reviewed a host of published items, including the College catalog, the website, schedule of classes, email, campus signage, including electronic signs, the student handbook, an e-newsletter, brochures, a student-guided video tour, an annual Report to the Community, and social media. All these are under the direction of the College's Office of Instruction, Office of Institutional Research (OIR), Marketing and Information Technology Services (ITS). Additionally, Student Learning Outcomes are included on the syllabus for each class, and there is a website for outcomes and assessment for faculty use. (Standard I.C.1)

The College catalog is available in print and online. The accuracy of the information is the result of an annual 11-month process to edit, update, and proofread the material before it is published. The content review takes 9 months and is done by the Office of Instructional Support. This internal process uses a variety of timelines to assure that deadlines are met. The catalog meets the requirements of ER 20. (Standard I.C.1; ER 20)

The OIR compiles and publishes data on student assessment and achievement from a wide variety of reports. The College catalog lists the institutional Core Competencies and program-level SLOs. In addition to the Outcomes and Assessment website, the OIR also annually publishes the SLO Monitoring Report and the Closing the Loop data. The Closing the Loop document provides updated information on the percentage of programs that have documented evidence of course and program improvement. There is a general dissatisfaction with CurricUNET, the College's current platform for collecting SLO information. In light of this dissatisfaction, the College has purchased cloud-based Taskstream which will, they hope, provide better communication on student learning. Implementation of Taskstream is an Action Item on Standard I.C.3, and it is also a part of QFE Goal 2 on efficiency. The OIR office also creates 4-8 fact sheets annually to highlight key findings on student achievement. The target audience for these reports are the Governing Board, faculty, and staff. Local K-12

superintendents and principals are advised of their graduates' performance at Chaffey College at an annual breakfast. (Standard I.C.3)

The Programs of Study section of the College catalog lists the types of degrees and certificates awarded. There is a general description of an Associate Degree for Transfer, an Associate in Arts and Associate in Science Degree, a State Approved Certificate, and a Locally-Approved Certificate. An at-a-glance alphabetical chart of all degrees and certificates offered with boxes checked indicates what is offered at Chaffey. A more detailed description of each area of study, program SLOs, and course requirements follows. The information provided in the evidence section indicates there are 25 Associate Degrees for Transfer, but more are in development. The Marketing Department website lists 19 brochures for various programs, so some programs do not have their own brochures. There is a Career Technical Education Program booklet that is dated 2012-2013 which may be out of date. (Standard I.C.4)

Policies and procedures are reviewed on a six year cycle. Starting in 2010-11, Chapters 1 and 2: Governance and Board/Staff Relationship were completed in the same year. In 2012-13, Chapters 4 and 5: Academic Affairs and Student Services were reviewed and completed. According to the ISER, when the Vice President of Student Services resigned during the recession, the position was not filled, and the Vice President of Instruction took over the duties of that position. Because one person was responsible for both areas, it was logical to do reviews of both policy sections in one year. The projected timeline for the next cycle of review does indicate a change in doing both sections of policy in one year, now that there is a Vice President of Student Services. It appears that the College began using the Policy and Procedure Service of the Community College League of California in 2011 and changed its policy and procedure numbering system to coincide with CCLC. There are annual reviews of handbooks for students, faculty, and classified staff. The Marketing Department reviews all printed material to ensure that the College's style manual is followed, so all materials have "one look and one voice" before material is distributed. (Standard I.C.5)

The College utilizes multiple means to inform students about the total cost of their education. The cost of attending Chaffey College is divided into sections for California residents and non-residents, those living at home and those living on their own. Information on tuition and fees is available in the following locations: Admissions and Records website, the College catalog section on the matriculation process the Financial Aid website, and the I Can Afford College website maintained by the California Community College Chancellor's office. Additionally, instructional materials fees are listed in the schedule of classes for every course. Because the cost of textbooks can be a significant expense, the MyChaffeyView used by students registering for classes has a link to the College bookstore website where students can research and compare textbook prices and learn about the textbook rental program. The College's textbook rental partner estimates that in the recent 12-month period, 63 percent of textbooks used at the College were available for rental, saving students more than $700 each on average in that time period. (Standard I.C.6)

The Faculty's right to academic freedom is upheld in Board Policy (BP) 4030. This policy specifically mentions four areas in which faculty are able to pursue academic freedom: curriculum development, course instructional content, participation in governance, and exploring all avenues of scholarship and research. This Board Policy is also found in the Faculty Handbook and the College catalog in both English and Spanish. Academic freedom is also addressed in the P.R.I.D.E. faculty values statement and through oversight of the Faculty Success Center which is almost entirely handled by faculty members. The College distinguishes between the right of

faculty to hold and express personal opinions with the responsibility to adhere to the highest standards of critical inquiry, analysis, and to inspire academic integrity. (Standard I.C.7)

An institutional Code of Ethics is found in BP 3050 and applies to all District employees who are "expected to act in an ethical manner exhibiting fair, honest, trustworthy, dispassionate, and unprejudiced behavior." AP 3050 explains the details of the Code of Ethics and the manner in which violations are addressed. The procedure also outlines that violations are to be reported to the Superintendent/President or his/her designee, and that questions are to be directed to the Director of Human Resources. Student conduct is covered by BP 5500. This policy is supported by AP 5520 (Student Discipline) and AP 5530 (Student Rights). Due process is ensured by the Student Grievance Committee. There is a College Behavioral Intervention Team (BIT) which is intended to work with faculty to evaluate student classroom behavior in the early stages, before problems escalate. The BIT website is a resource for faculty with guidelines, reporting forms, and resources. The College has established an Ethics across the Curriculum Committee to support faculty who want to include a component of ethics into their courses. (Standard I.C.8)

Curriculum review and approval, faculty evaluation, and the course outline of record are used to establish accepted content, methodologies, outcomes, and assessment for courses. Faculty evaluations, peer reviewers, and the first-level manager are the sources for determining if instructors are keeping personal opinion separate from accepted academic standards and practice. Student evaluations of faculty are shared by the faculty peer evaluator and the first-level manager. Ethics in the classroom is promoted by the Ethics across the Curriculum Committee, New Faculty Orientation and the Faculty Success Center which offers workshops on the topic of discussing politics in an ethical manner. (Standard I.C.9)

The College does not require conformity to specific codes of conduct other than the standards of student conduct and ethics policies noted above, nor does it offer courses in foreign locations. (Standard I.C.10, I.C.11)

The College's accredited status is posted on its website, one click from the homepage. Other items communicated through the website are the College Mission Statement, student learning and achievement data, and assessment and evaluation activities. The College submits the required annual and fiscal reports to ACCJC, in addition to the following: 2010 ISER, 2011 Follow-up report, 2012 Substantive Change on Distance Education, 2012 Substantive Change on Fontana Site, 2013 Midterm Report, 2013 SLO Proficiency Report. The website contains information on how students and the public may make complaints to the accrediting commission, but no complaints have been filed against the College during the past six years. (Standard I.C.12)

The College maintains honest and effective relationships with several external agencies, responding the requests and meeting timelines. In addition to the Accreditation Commission (ACCJC), the College maintains relationships with eight programs that require outside accreditation: Associate Degree Nursing, Certified Nursing Assistant, Dental Assisting, Radiology Technology, Vocational Nursing, Aviation Maintenance Technology--Airframe and Power Plant, and Emergency Medical Technician. Certificates of accreditation are posted and visible on all related materials available to the public. (Standard I.C. 13)

The College is a non-profit, state-funded educational institution that does not generate income for investors or a related parent organization. (Standard I.C.14)

Conclusions

The College meets the standard and Eligibility Requirements 13, 19, 20 and 21.

Recommendations
None.

STANDARD II

STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard IIA: Instructional Programs

General Observations

Chaffey College has effectively addressed this standard, which is (a) to provide higher education, regardless of location or means of delivery, by using identified student learning outcomes that lead to degrees, certificates, employment, or transfer to other higher education programs, and (b) to assess and modify instructional programs continually to maintain appropriate and improved student learning. The instructional programs offered support the vision and mission of the college and support the educational needs of the student.

As shown in the College's Educational Vision and Integrated Planning Model, the College regularly evaluates its courses, programs, and modes of delivery using data compiled by its Office of Institutional Research (OIR). Institutional research disaggregates the data to specific job placement rates compared with the institution-set standards, as well as degrees, certificate, and transfer rates by student demographics such as race, ethnicity, age, and gender, to evaluate the success of the college in relation to its mission, as illustrated in its Fact Book. Program and Services Review (PSR) recommendations are evaluated by PSR teams and Outcomes and Assessment teams, the College Planning Council, and the Superintendent/President. Faculty members are involved at all points in the process which leads to the Resource Allocation process. The Mission Statement calls for student success "where diverse students learn and benefit from foundation, career, and transfer programs."

Findings and Evidence

The College's courses and instructional programs lead to degrees, certificates, employment or transfer and are of high quality, and consistent with its mission. Programs to meet needs of the College's diverse student body include pre-collegiate coursework in math and English, English as a Second Language (ESL), courses for the associate degree and transfer, career technical education and non-credit and community education. Faculty, both full and part-time, ensure that the content and methods of instruction meet generally-accepted academic and professional standards and expectations. This system is achieved through the Curriculum Committee whose responsibility is to approve courses, programs and learning outcomes, monitoring processes to assess Student Learning Outcomes (SLOs) through the Outcomes and Assessment Committee (OAC) and program review through the Program and Service Review (PSR) committee. The PSR assesses, maintains, and enhances program quality in consideration of its Educational Vision, Integrated Planning Model, and the College Mission Statement, to support student learning. (Standard II.A.1, ER 9, ER11)

Chaffey College continues to meet Eligibility Requirement 9. The College Catalog demonstrates that the College offers degree programs that are appropriate to its Mission. All courses and programs culminate in defined course-level and program-level student learning outcomes that align with the College Mission. Distance Education programs align with face-to face as is demonstrated in the Distance Education supplement. The College curriculum culminates in student achievement through employment, degrees, certificates, and transfer. A year-long schedule allows for three-year schedule planning. Planning also expedites students' completion of their programs. (Standard II.A.1, ER 9)

Faculty members ensure the content and methods of instruction meet generally-accepted academic standards and expectations. The Curriculum Committee, as noted in its bylaws, reviews courses, certificates and degrees, including new courses, modifications, and deletions. The reviews apply to both credit and non-credit courses to provide "a successful student journey" through the College's Core Competencies. The Faculty Senate reviews the curriculum proposals, as noted in its committee minutes, and recommends proposals to the Governing Board for approval as documented in Curriculum Reports. (Standard II.A.2)

Course-level SLOs are approved for each course and are included in both the Course Outline of Record and all the sample syllabi, making them readily visible to students. School deans are tasked with reviewing instructor syllabi to determine the syllabus contains course SLO statements. As part of the Outcomes and Assessment Committee's (OAC) program and outcomes assessment process, the Office of Institutional Research (OIR) conducts analysis of the OAC's review of the SLO information through the Programs and Services Review (PSR). Through the comprehensive process, the SLOs reflect both thoughtful and assessable outcomes. An institutional framework is used so all SLOs reflect the college mission and core competencies, while course SLOs are mapped to program outcomes and reflect course objectives. SLO curriculum maps, core competency matrices, and chronological assessment plans are continually reviewed through the Program and Services Review process as noted in an Outcomes and Assessment Committee (OAC) framework document. (Standard II.A.3)

The College has course outlines that are approved through the Curriculum Committee process and that include student learning outcomes statements. The evidence to show the course student learning outcomes statements and assessment results is available in CurricuNET under the editing feature. Department faculty members complete a Chronological Assessment Plan, or timeline, for course SLO assessments. The template provides for a six-semester assessment plan. (Standard II.A.3)

Complete and thorough assessment reports are available on the Institutional Research webpage and the SLO website, with data collected from the assessment and a thorough analysis provided by the researchers. The results are analyzed in the Program and Service Review (PSR) reports. Even though a small portion of the college's "Closing the Loop" course assessment report included vague comments such as "Results will be reviewed and discussed periodically with faculty and SLOs will be re-evaluated as needed," "Continue historically successful practices," "The median average," and "No major changes," the Outcomes Assessment Committee indicates roughly 85% of the comments showed a constructive and impressive analysis for course improvement, indicating wide faculty buy-in and involvement. (Standard II.A.3)

The learning outcomes for degrees, certificates, and transfer programs are prominently displayed before each listing in the catalog, where they can catch the eye of any student viewing courses needed for a program. The catalog also provides information about careers the program leads to,

when pertinent, such as being eligible to take a Registered Dental Assistant Examination (RDA). (Standard II.A.3)

Distance Education (DE) curriculum is reviewed by the Curriculum Committee, as stated in its bylaws. In addition, the DE Committee also monitors distance course curriculum, as detailed in its minutes, to ensure the curriculum is the same as courses offered face-to-face. (Standard II.A.3; DE Supplement)

Academic programs undergo review on a three year cycle. The Program and Service Review (PSR) 2016 Handbook provides a detailed explanation of the process, including program data on enrollments, success, retention, degrees and certificates, and learning outcomes assessments. An overall vision linking the program's educational vision to the College's strategic goals is included. The handbook sets forth a timeline for review by the Outcomes Assessment Committee and the PSR committee. The relationship of program reviews and student learning outcomes to staffing and resource allocation is clear in the College's Educational Vision and Integrated Planning Model. Evidence of a connection between program review and resource allocation through the Resource Allocation Committee (RAC) is well documented by the team. PSR reviewers rank responses from 1 to 3 according to trends identified in the data and the explanations for the trends. Only recommendations with a rank of 2 or 3 are considered by the RAC, making them eligible to compete for funding. (Standard II.A.3)

The PSR provides a comprehensive matrix for evaluating program SLOs. The matrix (as a template) calls for alignment of the program learning outcomes to that of the institution as well as documenting how course SLOs align with the program outcomes. The PSR uses job placement data to determine the relevance of degrees offered. The PSR evaluates a program's health with a faculty-developed rubric. The result of the evaluation determines priority of budgeting, planning, and staff allocation. The reviews by the PSR also are based on the College's strategic plan and the Outcomes and Assessment Committee (OAC) evaluations. The OAC ensures student learning has occurred because of a program, activity, or process. For example, the OAC may look (according to its meeting minutes) at "Orphan Degrees" that do not fit into a specific career, such as "University Studies," to begin a discussion of whether it should be eliminated. (Standard II.A.3)

The College has adopted common practices for higher education, including a Board Policy and Administrative Procedure 4025 Philosophy and Criteria for Associate Degree and General Education. This policy is published in the catalog and ensures courses and programs are designed to ensure students gain a breadth of knowledge and skills and the ability to assess these. Board Policy and Administrative Procedure 4200 Program, Curriculum and Course Development provide requirements for course units of credit that reflect generally-accepted norms in higher education. Degree requirements of 60 units, with a minimum of 18 units in a major area are published in the College Catalog. General education requirements for the local degree and for intersegmental general education, along with individual degree requirements are published in the catalog and available online. Graduation requirements for the associate degrees are set forth in Board Policy and Administrative Procedure 4100. The number of units required for the major coursework, general education coursework and electives to support a 60-unit degree are outlined in the Board policy and published in the College Catalog. The catalog also provides detailed information about general education courses that meet the requirement for transferring to the California state four-year colleges. The information includes such areas as English Language Communication and Critical Thinking, Scientific Inquiry and Quantitative Reasoning, and Arts

and Humanities, noting minimum units and specific courses that may meet those requirements. (Standard II.A.5, II.A.9, II.A.12).

Student Learning Outcomes are included in each course outline of record approved by the College Curriculum Committee. The learning outcomes 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.   The College awards academic credits based on accepted practices for degree-granting institutions of higher education and in compliance with state and federal requirements. BP 4020 and AP 4020 (Program, Curriculum, and Course Development) and BP 4025 and AP 4925 (Philosophy and Criteria for Associate Degree and General Education) outline the guidelines for awarding course credit, degrees and certificates. Graduation requirements are delineated in BP and AP 4100 (Graduation Requirements for Degrees and Certificates). The College follows federal guidelines for awarding credits. The College also has effective procedures for transfer of credit and articulation agreements that are regularly updated. Numerous resources are available to assist students in the transfer of credit process including the catalog, Transfer Center, Counseling Department, GPS Centers, Admissions and Records, and the Veteran's Resource Center. (Standard II.A.9, ER 10)

All courses that have pre-collegiate level curriculum, such as in the fields of English, ESL, and math are noted in the College catalog. Courses in this category are designed as "Non-degree-applicable" or "Non-credit." The College engages in discussion of its pre-collegiate curriculum and strives for its improvement through integration and acceleration, as evidenced in meeting minutes. The FastTrack program supports acceleration of students through pre-collegiate coursework and the MathSWAY project's goal is to reduce the length of time students spend in math remediation while increasing success rates for students enrolled in the pre-collegiate math sequence. Research reports from the OIR provide evidence. (Standard II.A.4)

Chaffey College is working to provide course scheduling that allows students to complete certificate and degree programs more efficiently by gathering data and analysis through its institutional research and a third-party provider AdAstra. The Associate Superintendent of Instruction works with the deans to develop and implement a three-year scheduling plan to allow students to complete programs in a reasonable time frame. An Enrollment and Success Management Committee (ESM) discusses ways to identify, research, and recommend practices impacting registration, enrollment, and scheduling. Deans have met to analyze data and scheduling issues, but meeting notes from the groups indicate changes require more analysis, discussion, and time, and are not easy to implement. The College has identified scheduling as one of the major goals in its Quality Focus Essay. (Standard II.A.6, ER 9)

Graduates of programs offering career-technical degrees and certificates demonstrate competencies through employment and professional licensure. Industry standards, professional standards, and labor market needs are addressed in Program and Service Review. Advisory Council recommendations and licensure pass rates are required as part of each PSR. In addition, the College Fact Book publishes data on job placement rates and wages for graduates and skill builders. (Standard II.A.14)

The OIR examines the extent to which faculty and learning support services effectively use a variety of delivery modes, teaching methodologies, and instructional strategies for various demographics and disseminates the information to the campus to help support equity in success for all students. Examples include comparisons of hybrid and face-to-face delivery, traditional

and Fast Track delivery. In addition, learning support services include Chaffey's well-known network of Success Centers which provide Supplemental Instruction and other tutoring modalities. Library and Cybrary services are also available to support success for all students. In addition, an array of student services such as Disabled Programs and Services, EOPS, Puente Project, and AMAN/AWOMAN are available. Promoting success for first-generation college students is a priority, and to further help with equity, the College received a Title V Hispanic Serving Institution grant to expand support beyond the Success Centers, Supplemental Instruction, and Library and Cybrary services. (Standard II.A.7)

For the College to effectively use delivery modes, teaching methodologies, and learning support services to reflect the diverse and changing needs of students, it provides opportunities for development to faculty. The College created a Faculty Success Center to sponsor workshops on culturally-responsive teaching. The orientation schedule for 2013-15 includes a comprehensive training program for new faculty as well. To improve equity among students, the College obtained access to CORA, an online curriculum for faculty development. CORA presents effective teaching strategies to increase success for men of color, through videos, readings, live interactive sessions, and learning assessments. The College also sponsors Faculty Inquiry Teams to research particular topics and make recommendations, such as promoting success for first-generation college students. To help with equity, despite the programs noted above, the College identified expansion of professional learning opportunities for faculty, especially in respect to teaching students of color and "expose the hidden barriers to student success from the students' perspective." The College has noted this as a major goal in its Quality Focus Essay. (Standard II.A.7)

The College does not use department-wide course or program examinations, but some of its programs in Health Occupations provide students with opportunities to take external industry-qualifying examinations for licensure or certification. (Standard II.A.8)

Course learning objectives are developed and assessed by faculty, under the guidance and supervision of the OAC. Course credit for student achievement is based on meeting the learning outcomes and the course outline of record (COR). Attainment of course credit, degrees, and certification follow guidelines by Board Policy and Administrative Procedures, which define criteria for Associate Degrees and General Education. The criteria are also noted in the College catalog. (II.A.9, ER 10)

The College catalog details courses that are acceptable for transfer to four-year California state universities by area of study, and it provides for each course listing a note whether it is transferable or not. (II.A.10, ER 10)

The College's Mission and Core Competencies (institutional learning outcomes) are included in first pages of the college catalog. The Core Competencies are well developed and mapped to program-level outcomes. The Strategic Plan discusses past developments and timeline, future goals, and also provides a visual image documenting the relationship of course SLOs, program SLOs for instruction, instructional support and student services, and how they are all tied to core competencies. Program-level SLOs are clearly mapped to the course SLOs and institutional ILOs. The program-level SLOs are also published in the College Catalog. The assessment of core competencies is well-developed, and results are published in the college Fact Book. (Standard II.A.11)

The College has institutional learning outcomes (ILOs; Core Competencies) that are linked to all program and course learning objectives. The Core Competencies, noted in the College catalog, include

· communication competency

· critical thinking (analytic inquiry) and information competency (quantitative)

· community/global awareness and responsibility

· personal, academic, and career development. (Standard A.II.11)

All degree programs require at least 18 units of general education that span across a number of areas, including Language and Rationality, Natural Sciences, Humanities, and Social and Behavioral Sciences. All general education courses have SLOs aligned with the Core Competencies designed to ensure breadth of knowledge and promote intellectual inquiry. Courses in the areas are listed in the College catalog. (Standard II.A.12, ER 12)
Degrees require at least 18 credits in the area of specialization. The Curriculum Committee, through its review process (as noted in its minutes), ensures that course (SLOs) and program learning outcomes (PLOs) maintain competencies and mastery at an appropriate degree level. (Standard II.A.13)

The Curriculum Committee ensures students meet industry standards and external licensure and certification for career technical education (CTE) degrees. The Program and Services Review (PSR) handbook stipulates that CTE programs must review labor market needs assessments and submit evidence of active advisory committee meetings. (Standard II.A.14)

When programs no longer meet the needs of students or the college mission, a process for program discontinuance is established by Board Policy and Administration Procedure 4012. Two programs, Auto Collision and Repair Technology and Fine Arts, were recently identified and subsequently deactivated using this process. The College Planning Council began a review of procedures for program discontinuance from spring 2016, due to issues with its Real Estate program. Subcommittee meeting minutes note updating the procedures to guide students into other programs. (Standard II.A.15)

The rigor and quality of courses and programs extend to all three main campus locations, Rancho Cucamonga, Fontana, and Chino, as well those offered at California Institution for Women (CIW), the Chino Institute for Men (CIM), and the area high schools. The Curriculum Committee maintains this consistent rigor through Course Outlines of Record (COR), which provide a template of the objectives, content, evaluation standards, methods of instruction, and assignment types for a course. An instructor follows this record to develop a syllabus. (Standard II.A.16)

The institution evaluates and improves the quality and currency of all its programs through its Curriculum Committee, OAC, PSR processes, as noted in meeting minutes, and through faculty professional development with the help of the Faculty Success Center. The processes take into account labor market and industry needs. (Standard II.A.16)

Conclusion

Chaffey College demonstrates understanding and fulfillment of all aspects of Instructional Programs as defined by Standard IIA. The College has established an exemplary culture of

assessment emanating from its work in learning outcomes on course, program, and institutional levels. As noted earlier, the analysis of disaggregated data related to student learning outcomes is something the College can improve upon, but the culture of institutional improvement is evident in the wide faculty participation in its course assessment and committee discussions on learning outcomes. This culture is supported by a system that includes the Curriculum Committee, Faculty Senate, Outcomes and Assessment Committee, Program and Services Review Committee, College Planning Council, among others. Although the College has many committees, faculty members actively participate in them, and there is much interest among all constituents to improve the College. The Faculty Senate President reported to his committee that 96 percent of full-time faculty served on a campus committee during the 2014-15 academic year. The College meets the standard and Eligibility Requirements 9, 10, 11 and 12.

Recommendations

None.

Standard II.B: Library and Learning Support Services

General Observations

The College's ISER provided ample evidence of its ability to offer high quality library and learning support services to students. Representatives from the College Library and Success Centers answered questions thoroughly and knowledgeably, and the staff responded promptly to requests for documentation that was not presented in the ISER. The institution saw an increase of eight (8) percent in student enrollment in the recent year, and that growth has increased the demand for classes, space, and support for students at all three campuses. The institution has shown a persistent and pervasive effort to provide library and learning support services to students regardless of location and mode of delivery. The institution demonstrates a commitment to assessing the effectiveness of its library and learning support services and to using data to make improvements to their programs and services.

Findings and Evidence
The College supports student learning and achievement by providing library and learning support services to students and to personnel responsible for student learning and support regardless of location and modality. The College's three campuses all have a library and a success center with computers, printers, and software. The hours of operation are more extensive at the Rancho Cucamonga campus (Monday through Thursday 7:30 am to 8:00 pm; Friday 8:00 – 4:00 pm; Sat and Sun 10 – 3 pm) than the other Chino and Fontana Centers (M & TH 8:00 am – 4:00 pm; T & W 8:00 am – 8:00 pm; F 10:00 am – 2:00 pm; Sat and Sun 10:00 am – 3:00 pm). Despite the extensive weekday and weekend hours, student surveys and interviews with Associated Student leaders indicated a desire for more hours than what is currently offered. (Standard II.B.1)

Students taking courses at the Fontana and Chino campuses may request books through an inter-campus library loan process so that they may check out books from the Rancho library. Additionally, students have access to a 24x7 chat reference librarian through *Ask a Librarian*, electronic databases, and online tutoring through SmartThinking. Librarians and instructional specialists conduct orientations for students and classes so that students are informed early in the semester about resources that are available to them. The library also engages students through creative projects such as the Human Library, the History Book Critique, and Banned Books

Week displays. Students in the men's and women's correctional facilities also have access to library resources, such as Library in a Box and customized library guides to show students how to use and evaluate resources. Interviews with students at the Chino Institute for Women indicated that students were happy with the "Library in A Box" services and that they helped improve critical thinking about source material at this remote location. Tutors are also available to students in the women's and men's correctional centers; in the women's correctional facility, eight tutors are students in the facility themselves. (Standard II.B.1; ER 17)

The College demonstrates appropriate reliance on the expertise of the faculty, librarians, and other learning support professionals to select materials and equipment to support student learning. There is strong evidence of faculty and librarian collaborative decision-making about resources to support instructional programs as the library works on materials selection and de-selection and while faculty develop new courses and programs. Likewise, learning support professionals actively communicate with faculty about resources, software, and equipment necessary in the library and success centers to ensure students are supported. A regular review of a list of software is conducted before the start of each semester so that the library and success centers have the updated software installed and ready for students. According to program review documents and interviews with staff, this process involves faculty, librarians, learning support personnel and Information Technology (IT) staff. The IT staff assumes responsibility for maintaining all equipment and software for the library and success centers at all three campuses. (Standard II.B.2).

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs through various information gathering efforts. The 2014 Program and Services Review (PSR) revealed that the Rancho Library had substandard furniture and outdated equipment. As a result, the request for study carrels and computers was approved through the PSR and budget allocation process, and they were installed in the library. The library and success centers collect usage statistics at all campuses, and student perception surveys are conducted annually to gather information about use of library services and resources. The library and Success Centers conduct departmental surveys directly related to student learning outcomes. For example, the library used pre- and post-surveys on library orientations. In another example, librarians examined transcripts from the online chat reference Ask a Librarian for information that resulted in the creation of new LibGuides or modifications to existing guides. The results from these evaluations inform departmental discourse to make changes and improvements. (Standard II.B.3)

The Success Centers also engage in regular assessment of their services through student satisfaction surveys and pre- and post-surveys for learning activities. Tutoring and supplemental instruction activities have also been assessed, including feedback by students and tutors. The assessment extends to evaluating the tutor training activities offered to the Success Center apprentices. The College also relies on the Fact Book and research reports to plan and make improvements for enhanced student learning. (Standard II.B.3).

The College assumes all responsibility for and assures the security, maintenance, and reliability of services directly. The library and learning support services do not rely on external vendors or contracts to address their needs for security and reliability of services. Needs for technology maintenance are communicated to the Information Technology department for service. The college uses SmartThinking online tutoring service to complement their bevy of Success Centers for students taking distance education courses. The college provided evidence of assessing SmartThinking by collecting student usage data, student satisfaction, and informal faculty

feedback. While the usage level is low, the availability of online tutoring supports students who take only online classes and may not be able to use campus based services. Team members noted that online course enrollments are relatively low at the College anyway, and the large majority of students are enrolled both face to face and online (97 percent). The evidence consulted include interview with the library and learning support services team, faculty email about her students' feedback, and Distance Education Committee meeting minutes where student satisfaction survey results were included (Standard II.B.4).

Conclusions

The College meets this standard. The College engages in a number of exemplary practices. For instance, the library actively solicits faculty input for library resources to support instructional programs and student learning. The library also exhibits intentional outreach to faculty and students through embedded library resources (the creation of LibGuides, and the "Ask a Librarian" feature) to introduce the library to students. The Success Centers also reach out to faculty and students through orientations to the centers, and like the library, there is active outreach to career and technical education faculty to ensure that students in those programs also benefit from these important resources. The Library has implemented innovative programs to attract students to the library; for example, the Human Library, the History Book Critique, and "Library in a Box" for students in the correctional facilities. The College has a strong culture of data-driven deliberations and decision making, and there is continuous use of assessment data to improve effectiveness in library and learning support services.

Recommendations

None

Standard II.C.: Student Support Services

General Observations

Chaffey College provided evidence that student success is a high priority for the institution as evidenced by the way in which the College evaluates its student support services. The College evaluates the success of its programs through Program and Services Reviews (PSRs), its Student Success and Support Program Plan, Student Equity Plan and other College initiatives. It is evident that all components of the College take part in regular evaluations of these services, including faculty, staff, students and administration. The College takes the provision of student support services seriously.

Throughout each section of the ISER, the College provides evidence that the institution meets the standard. The College provides links to specific evidence documents that complement the written description. The institution has presented an ISER that documents its accomplishments in a very readable, understandable way that is easy to follow and notes the links to evidence that are also easy to navigate.

Findings and Evidence

The self-evaluation report discusses how the institution systematically assesses and reviews student support services offered at the College with the principal goals of measuring progress on the College mission and improving student learning and success. Examples of this evaluative approach include the use of surveys to document student learning outcomes and administrative unit outcomes. Student focus groups are also used to obtain feedback from students and are designed to improve programs. Since services directly support the needs of students, their feedback is essential to program improvement. It is evident that the institution's student support services are set up to directly support the college's mission. (Standard II.C.1)

The institution is to be commended for its establishment of the Welcome Center at the front entrance of the Rancho Campus Student Services and Administration building (SSA) and the recently created Guiding Panthers to Success (GPS) centers at all three locations (Rancho, Chino, and Fontana). These centers are service hubs that assist students in understanding and taking advantage of the wide array of support services available to them. These points of contact for students are essential for student success, and satisfaction surveys indicate that 99 percent of Chaffey College students believe that information provided at these centers is accurate, and that staff are professional and take the time to listen to students. (Standard II.C.1)

Online services are also available for students attending the College. These services are delivered through a web portal that includes such features as instructional videos, a student educational planning tool, and the ability to make appointments for services like counseling and educational planning. A partnership with UC Riverside allows students to also network with UC counselors via a web counseling system. (Standard II.C.1)

The institution has documented the ways in which Student Services programs participate in the regular assessment of outcomes through the College's PSR process and other processes. The College provided evidence of a three-year cycle of outcomes assessment for each of its programs. Examples of assessment reports featured in the report included Counseling, EOPS, International Students, Career Center, Financial Aid, and the Transfer Center. Throughout conversations with department staff and managers, it was clear that a culture of evidence and

data-driven decisions represent the norm at this institution and the campus constituency feels very comfortable in this environment. Student learning outcomes and assessments are featured as posters in the main lobby of the SSA Building to showcase student learning outcomes and assessment results. This is an excellent method for communicating with the campus community that the institution is serious about student learning outcomes and its transparency in sharing the results of the assessments. (Standard II.C.2)

The College provides appropriate, comprehensive, and reliable services to students at each of its locations of operation. For students attending the College at the Rancho, Fontana, and Chino campuses, the student services are delivered through the various offices mentioned earlier. Of special note is the use of technology to provide on-line counseling for students who attend the College online. As was shared in discussion with the Vice President of Student Services, the use of the Student Planner platform, the use of Cranium Café, Proctoria, Accuplacer, the on-line orientation utilizing Comevo, and finally the use of GradGuru, the College illustrates that it is moving forward in providing appropriate, comprehensive, and reliable services to students who attend the College online. The services to the women's prison students also utilized computer technology and face-to-face experiences to provide assessment, orientation, and counseling as needed. Team members who visited the Chino Institute for Women were able to confirm that appropriate and comprehensive services were available to those students. (Standard II.C.3)

This standard concludes with the college noting the recognition 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. Again, the College should be commended for looking inward on how to improve what is already a well-defined student support service model. (Standard II.C.3)

The College provides co-curricular and athletic programs to help support its mission by introducing students to the experience of higher education through their direct interests and talents. In the area of athletics, the College operates men's programs in football, basketball, baseball, cross country, swimming, soccer, and water polo. Women's competitive sports include volleyball, basketball, softball, cross country, swimming, soccer, and water polo. Student athletes are required to take 24 units each year to participate in sports, and the College adheres to Title IX standards for these programs. (Standard II.C.4)

Other co-curricular and extracurricular offerings help deepen the educational experience for College students. The College has a modern art museum (the Wignall Museum of Contemporary Art) that features on-going exhibitions and allows faculty to make connections to teaching subjects throughout the academic year (through ventures like the Ask Art program and the Ask Art Toolkit). One recent feature at the Wignall Museum included a Fall 2015 *Inside/Outside: Prison Narratives* exhibition that allowed students from the Chino Institute for Women to present their works to students at the Rancho campus. The College also benefits from an active Student Activities Office that provides regular extracurricular programming for all students at the College. The Office sponsors events like the Food Pantry for students in need of daily food and/or snacks, more than $100,000 in annual scholarships and book grants for students, and a host of cultural programming events throughout the calendar year. The College also sponsors a range of student clubs for student engagement beyond the classroom learning experiences. (Standard II.C.4)

The College has engaged in focused work to overhaul its matriculation processes with the establishment of Student Success and Support Program (SSSP) funding. This coincided with a

revision of the College's Strategic Plan and Educational Vision and Planning Model. According to the ISER, the institution examined all processes and materials related to student progress from application to completion. The institution then examined policies, processes, and procedures related to student pathways. The institution 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. For example, the establishment of the GPS Centers evolved from this analysis, resulting in peer success guides that can help students navigate the College's services more effectively. The student web portal was redesigned, and better integration of Instruction and Student Services has made the entire campus community more aware of these important dimensions of student success including more strategic use of SSSP and Student Equity dollars within the institution and the utilization of the Equity Council which has paid positive dividends for the institution. The College provides a comprehensive counseling component as part of the overall educational mission of the college. The counseling is within all the necessary areas of instructional and student affairs to insure student success. This includes academic counseling, mental health counseling, athletic advising, and career counseling. Counselors are provided the opportunity to attend regular professional development workshops and UC and CSU counselor days to stay abreast of counseling needs. (Standard II.C.5)

The College uses admissions practices that ensure that the student population appropriately reflects the district service area. The College relies on CCCApply for its web-based application system, providing open access to students at least 18 years of age. Students in high school can also enroll as early admit students with the permission of their high school principal or designee, after meeting certain criteria (completion of the 10th grade with a 2.5 grade point average). For programs with unique admissions requirements, the College has identified processes that minimize subjective selection criteria (for example, for nursing, vocational nursing and radiologic technology). Team members were gratified to learn that Counseling, Admissions and Records and Financial Aid staff have collaborated together to address the Board of Governor's fee waiver loss for probationary students, resulting in effective methods to address the student challenges and assist them to succeed academically. (Standard II.A.6)

Chaffey College uses an assessment placement system that applies multiple measures derived from psychometric scales that tap student attitudes toward hope, positive mindset, along with reading, writing and math skills from a standardized test. The Office of Institutional Research works with instructional departments and student services divisions to examine the tests and cut scores for any disproportionate impacts toward specific student populations. The psychometric scales have been researched extensively and are part of the metrics highlighted in the College's Fact Book documenting that students with higher scores on the Hope and Mindset Scales tend to have higher course completion rates. The College's ISER notes an increase in overall student success rates and degrees/certificates awarded in recent years, indicating that the institution's efforts in this standard are serving students well. (Standard II.C.7)

The College takes great care to maintain student records in an appropriate manner. Board Policy 5040 and Administrative Procedure 5040 (Student Records: Directory Information and Privacy) and Administrative Procedure 5045 govern the standards for student record access, maintenance, and storage. The ISER highlights how the college has shifted away from paper records to better ensure security and confidentiality. The online migration to ImageNow in all areas has provided a secure environment for student records to permanently reside. As noted in the report, 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. (Standard II.C.8)

Conclusions

The College meets the standard. The College offers a comprehensive suite of student support programs that are accessible and well-utilized by students. Innovations like the Welcome Center and GPS Centers have been well-received by the students, and they express strong levels of satisfaction with the College's programs. The culture of evidence and innovation at the College has ensured that meaningful and appropriate services are available to students.

Recommendations

None.

STANDARD III

RESOURCES

Standard III.A Human Resources

General Observations

Chaffey College has a well-defined process for the selection of faculty, management, and classified positions. The Human Resources department provides equal employment opportunity training for all members of hiring committees. They track demographics throughout the application process and prepare an annual report disaggregating the data for diversity in the Recruitment Analysis Monitoring Report. Job descriptions are reviewed by the hiring authority and Human Resources before the position is posted. The hiring practices include several steps including paper screening, first-level interviews, second-level interviews, and final interviews (when deemed necessary). The hiring committees include appropriate representation from various constituent groups and an Equal Employment Opportunity representative from Human Resources. The applicant's potential contribution to the institutional mission and goals, as well as their ability to perform the requisite duties, is examined in the process. The College employs an adequate number of qualified personnel to support programs and services. The College has various methods for providing professional development opportunities to all classifications of employees. They have documented policies and procedures for all aspects of Human Resources management which includes an institutional Code of Ethics policy. Employee evaluation due dates are tracked by Human Resources and notices are sent out to the immediate supervisors when evaluations are due.

Findings and Evidence

Chaffey College has clear policies and procedures for hiring faculty, classified/confidential, and management employees as is evidenced by Board Policy and Administrative Procedure 7120. All the Board Policies and Administrative Procedures are accessible to the public via the website. All job openings are posted on the website with links to the appropriate applications and job descriptions. Job descriptions clearly indicate the position duties, responsibilities, minimum qualifications, special conditions (if any) and desirable qualifications (if any). For full-time faculty, qualifications and hiring processes include knowledge of the discipline and the requisite skills to perform the position adequately. Human resources and hiring processes ensure that faculty possess the appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of Chaffey College. Faculty job descriptions include curriculum development but they do not include assessment of learning. (Standard III.A.2) Administrators and other college personnel responsible for educational programs and services undergo the same recruitment, screening, and overall scrutiny for appropriate qualifications and experience as faculty. (Standard III.A.3) Job descriptions also indicate that transcripts must be submitted upon application and that official

transcripts are required upon hiring. The Human Resources department reviews the transcripts to determine that they are from accredited institutions or that they have been reviewed by a professional evaluation service for foreign degrees. Hiring Committee make-up, duties, and responsibilities are clearly defined. The selection process includes paper screening, first level interviews, second level interviews and final interviews. In most instances a skills test is required for classified/confidential employees and faculty are asked to prepare a demonstration showcasing their subject matter knowledge during the interview phase. Each step of the process has written criteria for rating the candidates. (Standard III.A.1, III.A.4, ER 14)

The College has clear policies and procedures for evaluating employees as is evidenced by Board Policy and Administrative Procedure 7150, the two bargaining unit agreements for faculty and classified staff and the management and confidential personnel plans. There are documented forms for each employee classification that include an evaluation of the assigned duties and participation in college organizations or other activities. The evaluations include commendations and recommendations. Human Resources maintains a file for all employees with due dates for evaluations and notifies the supervisor when evaluations are due. (Standard III.A.5)

As part of the faculty evaluation process, faculty are required to complete a self-evaluation describing, in part, how they meet their professional responsibilities. One of the professional responsibilities defined in the collective bargaining agreement in Article 18.2.3.b is participation in the development and implementation of student learning outcomes. The evaluation process does not make it clear that faculty are required to discuss how the assessment results are used to improve teaching and learning. As part of the faculty and management evaluation processes, the College is in the process of adding in a component related to assessment of student learning outcomes, but they did not have these forms finalized and in place at the time of the team's visit. They are also in the process of determining whether the classified evaluations need to be changed to comply with this standard. For faculty, they have taken language for the self-evaluation form to their Forms Committee and received approval for the new language addressing student learning outcomes assessment data and "using the results to implement change designed to improve student learning," but they have not finalized agreement nor implemented the forms at the time of the team visit. (Standard III.A.6)

The College has a sufficient number of full-time faculty, staff and management who possess the necessary skills and experience to perform their functions and to support the College's mission and purpose. They rely on the Program and Services Review planning process to determine whether the existing levels are sufficient or whether new positions are needed. When new positions are needed, they are prioritized through the planning process and approved by President's Cabinet with the intent that the positions can be recruited in Spring for an August 1 start date. The College has exceeded their full-time Faculty Obligation Number (FON), a benchmark used by the California Community College Chancellor's Office, in each of the last five years and continues to hire full-time faculty above their obligation in response to their planning processes. (Standard III.A.7, III.A.9, III.A.10, ER 8, ER 14)

Part-time faculty are afforded the opportunity to participate in online orientation trainings, other online trainings, the Faculty Summer Institute, and Faculty Inquiry Teams. They also have access to the Faculty Success Center that supports innovation and effectiveness. Part-time faculty are evaluated in the same manner as full-time faculty: at least once during their first year and every three years thereafter. (Standard III.A.8)

The College has written personnel policies and procedures that are available on the website. Human Resources' policies and procedures are primarily found in Chapter 7. The

College has a five-year review cycle for all policies and procedures with Chapter 7 scheduled for review during 2014-15. The team did not find any evidence of changes to policies and procedures found in Chapter 7, but did validate that they had all been reviewed since the last accreditation cycle. (Standard III.A.11)

The College has developed an Equal Employment Opportunity Plan and Board Policy and Administrative Procedure 3410 to address diversity within the workplace. Furthermore, all employees serving on hiring committees are required to go through training on how to maintain equitable and fair treatment during the hiring process and a Human Resource employee participates on all hiring committees serving as the EEO representative. The College offers training in the Faculty Success Centers, through the Classified Success Network and online training to all employees in an effort to promote diversity. The College monitors diversity in hiring through the Recruitment Analysis Monitoring Report. (Standard III.A.12)

The College has developed an institutional Code of Ethics which details consequences for violation as evidenced by Board Policy and Administrative Procedure 3050. (Standard III.A.13)

The College has robust professional development opportunities for all employees utilizing the Professional Development Committee, the Faculty Success Center Advisory Committee and the Classified Success Network. Trainings are offered both in person and online throughout the year and, specifically, during college flex days, convocation and spring welcome back. They have also developed an intensive program called Faculty Inquiry Teams to research equity and success topics. New employee orientations are conducted for faculty and classified staff with part-time faculty having access to online orientations. (Standard III.A.14)

The College maintains personnel records in a locked file room. In accordance with the collective bargaining agreements, employees may access their files. (Standard III.A.15)

Conclusion:

After an evaluation of evidence, the team concludes that the College effectively hires personnel meeting required qualifications and periodically reviews them. The College has updated the job descriptions and hiring processes with a focus on understanding and promoting diversity in hiring and retention of employees. The College has a robust professional development program for all employees.

Although the College's processes indicate that Chapter 7 of the Board Policies and Administrative Procedures was scheduled for review during the 2014-15 fiscal year, the team could find no evidence supporting that this was done. Members of the team did verify that all the policies and procedures related to Human Resources had been updated in either the 2011-12, 2012-13, or 2013-14 fiscal years with the majority of them being done in 2011-12.

The team concludes that the College meets Standard III.A, except for Standard III.A.6.

Recommendations:

In order to meet the standard, the College should garner agreement and implement the changes to the Faculty Self Evaluation forms and continue addressing the need for inclusion within the classified staff evaluations for classified staff directly responsible for student learning so that all employee groups' evaluation processes include a component discussing how student learning assessment results are used to improve teaching and learning. (Standard III.A.6)

Standard III.B Physical Resources

General Observations

The College operates three campuses, including its 200 acre main campus in Rancho Cucamonga, and two smaller campuses in Fontana and Chino. A small number of courses are provided at the Robert Pile Information Technology Center. Additionally, courses are offered at state prison facilities: the Chino Institute for Women and the Chino Institute for Men. The college's facilities received significant support from voters in 2002 with passage of a $230 million General Obligation bond (Measure L). This infusion of cash has allowed the College to renovate and construct new buildings on its main campus and at the Fontana and Chino Centers. The College just recently developed their Facilities Master Plan - Vision 2025 which addresses their needs for over the next 10 years and plans out new construction, renovations, landscaping, and pedestrian access.

The College's ISER recognizes a need to focus on more robust systems of analysis that document the total cost of ownership of its facilities. This greater attention to facilities analysis is identified by the college in its Quality Focus Essay. Additionally, team members noted the lack of evidence to document campus safety in the college's ISER, although independent review of campus crime statistics (the Clery Act Reports) and interviews with campus public safety leaders provided clear evidence of a safe campus environment.

Findings and Evidence

The College operates safe and sufficient facilities at all of its educational locations. The main campus in Rancho Cucamonga features roughly 30 buildings spread across 200 acres, including a full complement of instructional and laboratory spaces, a theatre, contemporary art museum, a modern library, nature preserve, student center, cafeteria, bookstore, a network of student success centers, a child development center and athletic facilities. About 9,800 of the college's 14,700 FTES attend classes on the main campus. The Fontana Campus provides access to residents in the eastern part of the college's district, serving roughly 1,500 FTES. The Fontana Center features three modern buildings dedicated to instruction, student support services, and campus police. The Chino Campus also features three modern buildings and highlights two specialized instructional programs: culinary arts and health sciences. The Chino Center provides instruction to roughly 1,850 FTES. A small portion of the College's enrollment for CISCO Network Academy students takes place at the Robert Pile Information Technology Center, near the Chino Center. Other course offerings occur at the Chino Institute for Women (CIW) and a new program has been established for the Chino Institute for Men—at this point only one course is offered. Team members were able to visit the CIW location to observe class sessions in progress and to interview staff, students, and tutors. The facility for female prisoners is safe, secure, and conducive to supporting the students' goals of earning a degree while incarcerated. Students interviewed at the CIW facility were very complimentary of the steps Chaffey College has taken to provide higher education to them. (Standard III.B.1).

Team members were able to observe that the institution's facilities are safe and secure. The College has a police force that patrols facilities 365 days a year. College staff have taken an active role in training for the possibility of critical incidents. More than 200 staff have been trained in the use of Standardized Emergency Management Systems (SEMS) and FEMA National Incident Management System (NIMS). Additionally, campus police regularly take part in active shooter and safety trainings. The College has taken steps to ensure security during a crisis by installing door locks and SiPass software in new facilities that can lock down the

campus environment from two separate remote locations if a threat to campus safety requires it. The SiPASS system was installed after the college experienced a bomb threat in August 2014. While the college's Clery Crime Report was not mentioned in the ISER, team members were able to document that the College faces very little crime on its campuses (Standard III.B.1).

The College utilizes several software platforms to track maintenance and upgrade needs at the various buildings, including "SchoolDude" for the reporting of maintenance needs. Team members documented that the College is taking steps to install an additional module that will allow School Dude to track and report on preventative maintenance needs. Several energy management systems are in place to monitor energy consumption and HVAC systems. Proposition 39 funds have been used to upgrade systems to ensure that the energy consumption costs of the college are reduced. (Standard III.B.1).

The college has a facilities master plan (Vision 2025) that is tied to strategic plans and goals and envisions better utilization of spaces and more modern facilities for some functions. Vision 2025 outlines a building plan that would demolish several of the existing legacy buildings that were built at the main campus in the 1950s and 1960s (the Administration Building, Wargin Hall, the Library, and Vocational and Student Support buildings). In their place, the College plans on constructing a new Library, Student Services Building, and an Instructional Building that would be anchors for the Northwest quad of the main campus. The plan also calls for a new parking structure for the main campus. The College also prepared a 5-Year Asphalt Maintenance Plan which addressed all the parking lots located on all three campuses. This plan rated each parking lot for its condition and provided a suggested timeline for upgrades. The team noted that there were several parking lots which received a "Failed" rating with a suggested repair timeline of 2015, yet those repairs have not been made at this time. After discussion with the College, the team learned that the plans related to the parking lot renovations have changed. They are going to incorporate parking lot renovations into other projects for efficiency purposes. (Standard III.B.1).

While not identified in the ISER, accessibility concerns are noted in the Vision 2025 Document, particularly the sloping nature of the main campus and its three plateaus that make it somewhat difficult for students in wheelchairs to traverse the campus on north-south pathways. The visiting team was able to identify that the existing main campus has sufficient pathways for wheelchair bound students to make connections between buildings on the north-south axis of the campus. The Master Plan indicates that any building that is renovated in the future will be upgraded to meet modern code provisions and ADA accessibility mandates (Standard III.B.1).

The College's most recent Five Year Capital Outlay Plan aligns with the Vision 2025 document, with featured projects including renovation of the Liberal Arts and Letters Complex, Library and Learning Resource renovations, and construction of a Library and Learning Resource Center on the Chino Campus. In addition to its long range plans, the College utilizes software programs like SchoolDude to track and monitor facility improvement and equipment replacement needs. While regular monitoring takes place, the College has had to grapple with significant equipment failures in recent years. A main chiller failure in the summer of 2013 knocked out its HVAC system briefly, forcing the college to rent a 900 ton chiller that had to be connected to the main campus central plant infrastructure. Similarly, the school's main pump for the swimming pool broke down just before the peak summer season in 2013. The College has gotten by with rental equipment while repairs have been made to these facilities, but such failures may reflect a need for greater attention to routine maintenance schedules and monitoring. The College notes

in its report that greater attention to life cycle costs are needed to ensure efficient operation of facilities (Standard III.B.2, III.B.4).

Program review reports provide evidence that the College is keeping tabs on the ability of its buildings and equipment to meet the effectiveness of instructional and support programs. Faculty and staff can flag facilities and equipment needs in those reports, resulting in a regular collection of data on problem areas and needs for building improvements. Interviews with campus leaders indicated that health and safety concerns that get raised in PSR requests are pulled out of those documents and addressed with the executive leadership of the College if the need for repair is immediate. Another source of regular evaluation of facilities and equipment comes through the efforts of maintenance and operations staff monitoring and reporting on the status of equipment and buildings. Work orders can be entered and tracked through the SchoolDude platform, and the College has used reports in SchoolDude to identify problem areas and facilities that can benefit from energy upgrades. The state Chancellor's Office Facilities Utilization Space Inventory Options Network (FUSION) also provides a software-based source of tracking room and building utilization patterns. In recent years, utilizing Prop. 39 funding, the College has pursued energy efficiency upgrades that have reduced its greenhouse gas emissions, increased heating and cooling efficiency, reduced energy consumption from lighting, and resulted in reduced energy consumption in some of the older buildings at the main campus. The College has also devoted some attention to xeriscaping that cuts down on water use for landscaping purposes. Visiting team members noted some lawn areas that were turning brown due to water conservation practices, and signs were posted to educate students and the community on the water savings resulting from the plan to re-landscape these areas (Standard III.B.3).

Long range plans envision the construction of energy efficient buildings that will help the College address the total cost of ownership (TCO) problems associated with legacy buildings that are not energy efficient. Recent advances in the College's Sustainability Plan and Prop. 39 Plan have resulted in reduced costs of operation, indicating some attention is being paid to principles relating to the TCO of facilities. Examples of this attentiveness include the installation of energy and HVAC management systems from vendors like Siemens, InetSupervisor, and Andover that shut down systems when rooms are not in use. Even so, the college's ISER notes that the Resource Allocation Committee is paying increasingly greater attention to the life-cycle costs of equipment and the need to account for replacement costs down the road. The report and the QFE suggests that the collection and review of analytical data needs to be enhanced to ensure the college is doing an even better job of tracking the TCO of equipment purchased for programs and the technical and mechanical infrastructure of the college (Standard III.B.4).

Conclusions

The College meets the standard. While visiting Chaffey College's facilities, it was apparent to team members that staff and students take great pride in their facilities. Campus facilities are operated in a safe, secure manner and provide access to students during expected hours of operation. Facilities planning is tied to strategic plans, and the College has a collection of planning documents that fit with its strategic themes. It has used Measure L bond money and energy efficiency funds wisely to upgrade facilities and operate well-maintained and attractive educational centers. There are long range plans in place to address some of the main campus facilities that are now entering their fifth and sixth decade of operation, although it is clear that another bond campaign or other funding source may be needed to address the Vision 2025 FMP project list. Team members who visited the Chino and Fontana campuses commented on the

high quality of the facilities and services provided to students. The Chino Institute for Women provides adequate educational facilities in a secure prison environment.

Recommendations

None.

Standard III.C Technology Resources

General Observations

The Information Technology Services (ITS) Department provides technology infrastructure, technical support and training to faculty, staff, students and administrators at all locations of the College. The College has a Technology Committee, the Colleague Steering Committee, a Technology Replacement Plan, and a Strategic Technology Plan to assure adequate technology infrastructure and support to meet the needs of the College.

Findings and Evidence

Using industry trends and standards, the ITS Department supports technology services across the College, including classroom, lab, faculty and staff, and student services computers, and other devices supporting student learning and operations. The College also uses equipment standards lists and local hosted private cloud technologies to increase cost efficiencies and economies of scale. (Standard III.C.1)

The College has a 15-year Technology Replacement Plan to keep instructional and non-instructional equipment up-to-date. However, the recent budget challenges slowed down the plan, moving the College to a 5-year replacement schedule. The College now depends more on the Program and Services Review (PSR) process to review technology needs and the Resource Allocation Committee (RAC) for funding. Two participatory governance committees, the Technology Committee and the Colleague Steering Committee, also review campus technology needs and Enterprise Resource Planning system, respectively, and make recommendations regarding technology. (Standard III.C.2)

The College conducted a technology survey in 2014. The satisfaction responses ranged from 50 to 70 percent on various items. The ITS Department and the Technology Committee have identified and worked on five areas of concern covering hardware and software updates, administrative privileges, the need for improved ITS customer service, and training opportunities. Based on their work and with the help from a technology consulting firm, the College developed a Strategic Technology Plan in 2016. The College's ISER identifies the need for better communication infrastructure to improve the dissemination of information, reflecting an improvement plan identified in the Quality Focus Essay goal related to communication. (Standard III.C.2)

The ITS Department closely communicates with the College's departments and programs to make sure that the support services are meeting the needs of users, regardless of their locations. In terms of internet access, the College has a 1.0 GB connection, with 1.0 GB pipes between all buildings and sites operated by the College except for the Chino Institute for Women. Daily backups of servers are performed, and the College contracts with an off-site Iron Mountain data storage facility. The College provided a Distance Education Supplement that covers all aspects of the distance education offerings at the college. (Standard III.C.3)

To support faculty, staff, and students' effective use of technology services, the ITS Department provides help desk and training through face-to-face workshops and seminars and web based tutorials and training services such as Lynda.com. In addition, the College has established regularly reviewed board policies and administrative procedures to guide the appropriate use of technology to support teaching and learning. (Standard III.C.4, III.C.5)

Conclusions

The College meets the standard. Through the ITS Department in consultation with the Technology Committee, the Colleague Steering Committee, and departments and programs, the College provides adequate technology support throughout the institution, regardless of program areas and locations. It also has pertinent, regularly-reviewed policies and procedures to guide technology use and provides training and support for faculty, staff, students and administrators to use technology.

Recommendations

None

Standard III.D Financial Resources

General Observations

Chaffey College managed to weather the recession well by tapping into its reserves. In 2010-11, the College had an ending fund balance of $19,038,131 and after four years of deficit spending, they accomplished a surplus in 2015-16 bringing their ending fund balance to $12,832,592 or 13 percent of expenditures which is well above the Board Policy requirement of 7 percent. They are in a growth mode with their FTES and have been fully funded for the FTES generated by the State. They have planning processes in place that allow for ample input by the College community and tie planning to resource allocations. Their budget reflects both their short-term and long-term obligations along with sufficient revenues to cover them.

Findings and Evidence

Chaffey College has sufficient resources to support and sustain student learning programs and services and improve institutional effectiveness. They have several Board Policies and Administrative Procedures in place regarding reserve levels, delegation of authority, fiscal and budget management, and reporting back to the Board. Their budget is prepared utilizing a Board-approved calendar. Any augmentation requests are aligned with the institutional priorities and come through the Program and Services Review (PSR) process in prioritized order. The Resource Allocation Committee (RAC) determines which priority level will be funded and segregates the requests into various categories such as instructional/non-instructional, supplies, professional services, facilities and/or equipment. Before approval by RAC, a technical review sub-committee comprised of budget, facilities, technology, grants, and Perkins representatives evaluate the requests to determine if other funding is available before finalizing at RAC. Once the RAC requests have been approved by President's Cabinet, the budget office sends out an email to all departments letting them know that their request has been approved, which budget line item the request should be charged, and the timeline on when the purchase needs to be completed. In August/September, a RAC Expense Summary is prepared for both RAC and the College Planning Council showing the total amount of the requests, the amount that was funded, and the balance remaining to be spent. Staffing requests are prioritized by President's Cabinet and approved by the Superintendent/President. College participation is well documented through the various committees including the College Planning Council, the Resource Allocation Committee, Board meetings, and review by the President's Cabinet. (Standard III.D.1, III.D.2, III.D.3, ER 18)

The College's budgets reflect a realistic assessment of financial resource availability and expenditure requirements. They have continued to grow their FTES since 2012-13 going from total FTES of 12,267 in 2012-13 when they were in stabilization to 15,849 in 2015-16 surpassing the FTES amount generated in 2009-10 before the recession level of 14,853. In the last three years, the College has been able to capture a significant amount of growth revenue from the State, placing them in the minority of districts throughout the state. Although their ending fund balance has declined from roughly 26 percent in 2010-11 down to 13 percent in 2015-16, they are still well above the College mandated reserve of 7 percent as mandated by Board Policy 6305. As a result, the College maintains adequate cash reserves in order to meet its cash flow needs. When necessary, such as in 2012-13, the College will issue tax revenue anticipation notes (TRANs) to help with cash flow. (Standard III.D.4, III.D.9, ER 18, USDE 602.19[a-e])

The College maintains internal controls through segregation of duties and through limiting software access to employees for only the areas needed by the employee. They also have an Internal Auditor that conducts periodic reviews of areas. As required, the College undergoes an external audit each year which includes a review of their Title IV Federal Financial Aid programs and performance review of their Measure L Bond program. In a review of the audit reports covering fiscal years 2010-11 through 2014-15, the College received unmodified opinions, the highest opinion available. In addition, the team found that the most recent report (2014-15) contained no audit adjustments nor identified any issues or concerns with internal controls in federal and/or state programs. There were a few findings identified in fiscal years 2010-11, 2012-13, and 2013-14 but the College fully corrected the deficiencies before the subsequent audit showing that they implement necessary changes in a timely manner. Furthermore, there were minor audit adjustments made in 2010-11 and 2011-12 but none since that time. (Standard III.D.5, III.D.6, III.D.7, III.D.8, ER 5)

The College maintains specific accounts in accordance with the Budget and Accounting Manual to monitor financial aid, grants, and auxiliary organizations. The College maintains a separate entity, known as Chaffey College Auxiliary Services (The Auxiliary), to oversee the book store, food services, Chino Community Center, and the Auxiliary Donations account. The Auxiliary is governed by its own Board, meets quarterly to review the financial statements, and is audited and shown within the College's audit report. The College has board policies and procedures dictating oversight, accounting, fiscal management, and purchasing/contracting. All grants and contracts are approved by the Board. The College employs an Internal Auditor who reports to the Superintendent/President and who conducts reviews of various areas throughout the year. The Accounting Office also audits payroll and disbursements on a regular basis. As mentioned earlier, the College has not had any issues identified within their external audit reports related to financial oversight. (Standard III.D.10 and III.D.14)

The College has several sources of long-term debt including: general obligation bonds, lease revenue bonds, other post-employment benefits, vacation liabilities, energy optimization loan and redevelopment loans. The general obligation bonds are repaid through property taxes collected and maintained by the County of San Bernardino. The lease revenue bonds are paid out of the Capital Projects Fund. In 2014-15, the College created an irrevocable trust for their other post-employment benefits and contributed $2,128,836 to the trust. In 2015-16, the College contributed another $500,000 to their irrevocable trust, with another $500,000 envisioned in the current academic year. The current payments for retiree benefits are paid out of the Self-Insurance Fund. The most recent actuarial study dated May 2015 calculated their unfunded actuarial accrued liability at $16,839,808 and their annual required contribution at $2,128,836. During 2014-15, the District contributed $2,883,554 towards their unfunded liability. The vacation liabilities are accounted for in the Vacation Fund; however, the unrestricted general fund also maintains a reserve for this liability. The energy optimization loan is paid out of the unrestricted general fund utilizing savings from utility bills as a result of the projects completed. Each of the short-term and long-term obligations are budgeted within the appropriate funds. (Standard III.D.11, III.D.12, III.D.13)

The College no longer participates in the student loan program as of July 1, 2010. However, they have contracted with a third-party servicer to assist students with default prevention assistance and loan counseling. Their three-year default rate is 10 percent, well below the federal requirement of less than 30 percent. The College maintains all financial aid programs within the Financial Aid Fund and has a designated accounting specialist assigned to the

financial aid programs. There have been no findings reported related to financial aid programs in each of the audit reports covering fiscal years 2010-11 through 2014-15. (Standard III.D.15.)

The College has specific Board policies and procedures related to purchasing and contracts as evidenced by Board Policies 6330, 6340, 6360, and 6365. Furthermore, in accordance with Board Policy 6100, all contracts must be approved and/or ratified by the Board before they become an enforceable obligation. As such, the College takes contracts to the Board for approval on a monthly basis after the Executive Director, Business Services has reviewed them for consistency with best practices and legality. (Standard III.D.16)

Conclusions:

The College meets the standard, ERs 5 and 18, and USDE 602.19 (a-e)

Recommendations

None.

STANDARD IV

LEADERSHIP AND GOVERNANCE

Standard IV.A Decision-Making Roles and Governance

General Observations

The College has written a very comprehensive report for standard IV.A. It is apparent that the College leadership has worked diligently to develop a culture that promotes the participatory governance structure that facilitates the decisions that support student learning programs. Board Policies and Administrative Procedures are designed to provide a structure that allows all college constituencies to participate in the governing process based on their expertise. The evidence provided through the report and interviews shows all constituencies are engaged in the college-wide conversations related to educational issues and institutional improvement. Site interviews illustrate that all recommendations are taken seriously because of the trust that has developed among groups.

Findings and Evidence

The leadership at Chaffey College, comprised of administration, faculty, students, and classified staff, encourages educational innovation to achieve institutional excellence. This institutional excellence is demonstrated through both the College's Institutional Goal 2 which states that the college will "… create, maintain, and support innovative and effective learning environments that engage students toward success and completion," and the core value Educational Excellence, which embraces the spirit of innovation and excellence in teaching and learning. The ISER provides ample evidence that the College is meeting this goal and that its core value is firmly embedded into the campus culture. The spirit of innovation was also evident during the team visit. Upon visiting an Academic Senate meeting, one member stated that faculty members are constantly asked to take chances implementing new methodologies even with the risk of possible failure to achieve student success. (Standard IV.A.1)

College leaders and committees create different venues that give opportunities for learning and implementing new methods. For example, at the annual convocation, the College brings in presenters to speak on topics that are pertinent to current college issues. Presentations are made outlining current research projects and their implementation such as in 2012 "How Hope Can Change Your Campus" and in 2015 "Salient Findings from Chaffey College Community College Survey of Men." Next, College Flex Day activities focus on particular themes in order to provide

a vision for improvement. A Title V grant, which ended in 2015, identified three goals with the intention of integrating them into the campus fabric. Those goals are as follows: to institutionalize supplemental instruction, to improve guidance and mentoring for students, and to increase alternative learning strategies. Many instructors use supplemental instruction in their classes. The goal for guidance and mentoring resulted in the development of Guiding Panthers to Success (GPS) Centers, and the goal for developing alternative learning strategies resulted in the development of the Faculty Success Center which provides various workshops and seminars for faculty development. The College also provides annual thematic management retreats such as the Leading with Strategic Optimism in 2015 and the 2014 Bridging the GAP. The Classified Success Network provides ongoing professional development opportunities for the College's classified staff. Since 2011, the Faculty Senate and the College support Faculty Inquiry Teams (FITs) which identify the areas of instruction that needs improvement and the best practices related to that improvement. (Standard IV.A.1)

The College uses systematic participatory processes to assure effective planning and the implementation of program improvements. The College's integrated planning cycle, found on page 46 of the Educational Vision and Integrated Planning Model, outlines the process for planning cycle leading to implementation. Program and Services Review is at the center of the cycle. Before programs are approved with requests for resources that will improve their programs, the review is vetted through other committees such as the Resource Allocation Committee (RAC) and the Outcomes and Assessment Committee (OAC). Staffing requests go through a prioritization process. Once a program review has been vetted and accepted, it is sent to the College Planning Council (CPC) which has the oversight for the college's planning process. (Standard IV.A.1)

The College has established and implemented policies and procedures that have authorized administrators, faculty, staff, and students to participate in the decision-making process. The College's Governing Board has the ultimate decision-making authority. Board Policy (BP) 2510 outlines how constituent groups are involved in the College's participatory governance process in accordance with the California State Education Code. This policy states that Academic and Classified Senate may make recommendations to the Board and administration in matters relevant to their constituencies. The Chaffey College Faculty Association (CCFA) may also make recommendations concerning work place conditions. (Standard IV.A.2)

Administrative Procedure (AP) 2510 explains the governance process. The President's Cabinet is the principal governance body and provides the structure for recommending policies and procedures. The policy first outlines the procedures to follow for faculty participation in the governance process, its primary responsibilities (10+2), and the policy for consulting collegially on academic and professional matters. The policy also covers the Chaffey College Faculty Association (CCFA), its participatory role, its philosophy, and responsibility for workplace conditions for Classified Senate and the California Schools Employees Association (CSEA). All BPs and APs are posted on the Policies and Administrative Procedures homepage of the College's website. (Standard IV.A.2)

Student representatives are integrated into the participatory governance process through representatives from the Associated Students of Chaffey College (ASCC). The ASCC may make recommendations to the Board and administration on issues that have a significant effect on their constituency. Students serve on most of the College's planning committees such as the College Planning Council and the President's Equity Council. To ensure that the students' voice is heard beyond ASCC, numerous student surveys and focus groups are used to identify student issues.

The College's Marketing Department also uses various applications and social media outlets to capture the student voice. (Standard IV.A.2)

AP 2410 outlines the procedures for the evaluation of Board Policies and Administrative Procedures. This eight step review process is conducted every six years with the provision that any employee, student, or member of the public can initiate a review of any policy or procedure by submitting a written request to the District Superintendent/President's Office or his/her designee. Through observation of the evidence provided, the College meets the standard. (IV.A.2, IV.A.5)

Board Policy 2410 states that policies which have "… a significant effect on faculty, staff and students shall not be adopted without providing an opportunity to those groups for input into those policies. Specifically, the Governing Board shall provide an opportunity for input…" in areas based on law and Title V that influence faculty concerns. BP and AP 2510 clarify the governance procedures that constituents follow. BP/AP 3250 defines the role, responsibilities, and membership of the College Planning Council (CPC), a committee that is responsible recommending institutional planning and process decisions that drive the College's direction. The committee membership is composed of all campus constituent groups. BP/AP 3225 identifies the CPC as the committee that oversees institutional effectiveness. AP 4020 identifies the faculty and administrators that will serve on the College's Curriculum Committee. AP 6300 identifies the office of the Superintendent/President as the entity responsible for fiscal management. BP 7120 assures faculty and classified participation in the faculty hiring process. AP 7120 outlines the procedures in the faculty and classified hiring process. (Standard IV.A.3)

One way the College insures that faculty, staff, and administration have a clearly defined role and a substantive voice is through its tri-chair configuration for their governance committees. The tri-chairs consist of one faculty, one administrator, and one classified staff member. This mechanism ensures that each constituency has a substantive and clearly defined voice in policy formulation and institutional governance. (Standard IV.A3)

Curriculum and student learning outcomes policies, procedures, and structures have been established through Curriculum and Program and Services Review. AP 4020 addresses curriculum development and those who are responsible. APs 4225, 4228, and 4260 outline the policies and procedures followed for course repetition, student re-enrollment, and prerequisites and co-requisites respectively. The Curriculum Handbook defines the policies and procedures used to develop and review curriculum and student learning outcomes. The Program and Services Review Handbook Appendix E on page 42 has the SLO rubric used for assessing student learning outcomes. As indicated in Standard II, and through team observations, the College places the responsibility of curriculum and student learning policies clearly within the realm of faculty and instructional leaders. (Standard IV.A.4)

AP 2510 outlines which and how each constituent group participates in the governance structure and guarantees that those with expertise in their area have a say in important college issues. Because of this policy, committee membership has a wide-range of perspectives based on expertise and responsibility. The Faculty Senate has a 10 + 2 agreement with the Board that allows for input on curriculum and instructional program matters. Classified staff are given the opportunity to provide input on policies and procedures related to non-bargaining issues. Through a 1982 Governing Board action the Classified Senate represent their constituency as it relates to non-bargaining issues. Student government has representation on governance committees that effect issue specific to their needs. (Standard IV.A.5)

The College has well-developed timelines that ensure decisions are made in a timely manner. AP 2410 establishes the procedure for board policy and administrative regulations review and approval. All BP's and AP's are reviewed a minimum of once every six years to be completed before the accreditation self-study. Program and Service Review (PSR), Curriculum Review, Outcomes and Assessment, and budget development have established timelines evidenced in their handbooks. The Strategic Plan identifies the timelines to complement their short and long-term goals. Resource allocation policy and procedures timelines are outlined in the Guide for Institutional Planning manual and document how they align with the PSR timeline. (Standard IV.A.5)

The College processes for decisions that develop the communication policies and procedures are documented in Board Policies and Administrative Procedures, both of which are posted on the College website. Committees post agendas and minutes on the college Z-drive. However, because of Z-drive limitations, the College is currently transitioning to Taskstream, which has a greater capability. Resource Allocation Committee communicates its recommendations by placing them on a spread sheet which can be accessed through the Z drive. Deans keep their staff informed of where they are at in the process and/or if their requests have been approved. The Institutional Research homepage posts the reports and other studies that document institutional effectiveness. (Standard IV.A.6)

The visiting team believes that the College is doing a good job communicating their endeavors across the campus. However, the College expressed in their Quality Focus Essay (QFE) the need to improve their communication processes. The concern is that the traditional modes of communication such as e-mail are not utilized as they should be because of information overload. To alleviate this problem, the college will research the types of communication venues college employees are most likely to use and then develop the venue protocols for employees to follow. In the QFE, the college developed one goal and four objectives with activities, momentum points, funding sources, timelines, and the responsible leadership needed to achieve the goal and objectives.

The College's Board Policies and Administrative Procedures carefully outline how the governance process is structured. College handbooks and manuals give further detail to how the processes and procedures as evidenced through the development of timelines and reports that are sent out by the various College committees. In the Analysis and Evaluation section of standard IV.A.7, the College states that their evaluation of the governance structure has been "organic and informal," meaning that committees do not do self-evaluations in formal and systematic ways, in particular with the committees that involve integrated planning. However, before the accreditation visit, the College had formed a new committee of the College Planning Council (Evaluating a Process) to develop the governance committee evaluation process. Members of this committee provided evidence of progress including a frame that identified which committees needed to be evaluated and when. Clearly, progress was being made. The first meeting was held one week prior to the accreditation visit. They have developed an outline containing who should be evaluated, what should be evaluated, what tools are needed to evaluate, when the evaluation takes place, and who evaluates the self-evaluation. It is clear that the college is moving to resolve this issue. (Standard IV.A.7)

Conclusion

The College meets the standard. Chaffey College has demonstrated through their self-evaluation report, observations, and interviews that they work hard to maintain a culture where all constituent groups fully involve themselves in participatory governance. College leadership strongly encourages faculty and staff to find new and innovative approaches to enrich the students' lives and foster their academic success. It is clear through the evidence, observations, and interviews that the College meets the standard.

Recommendations

None

Standard IV.B: Chief Executive Officer

General Observations

The superintendent/president has authority delegated by the Governing Board to make appropriate decisions on the operation of the College. He works with all constituency groups and the communities to ensure the quality of the College.

Findings and Evidence

Appointed by and reporting to the Governing Board, the superintendent/president of the College is the full-time chief executive officer (CEO) who has primary responsibility for the quality of the institution. Through planning, organization, institutional effectiveness assessment, and personnel selection and development, the superintendent/president ensures that the College provides high quality programs and services to meet the student and community needs. The Board has delegated broad authority to the CEO for these activities through appropriate Board Policies, such as BP 2430 (Delegation of Authority), BP 3250 (Institutional Planning), and BP 2420 (Superintendent/President Support to the Board). The CEO has taken several steps to lead key initiatives at the College that help improve processes and institutional effectiveness. Examples of these CEO-led initiatives include a focus on retention and success, attention to President Obama's completion agenda, and a focus on equitable achievement. (Standard IV.B.1, ER 4)

The superintendent/president is empowered to make employment decisions and evaluate and adjust administrative structure to reflect effective management of the College. He delegates appropriate authority to administrators through clearly-delineated organizational charts. (Standard IV.B.2)

Following board policies and administrative procedures, the superintendent/president guides improvement of teaching and learning through the shared governance process. For example, the College Planning Council (CPC) establishes institution-set standards to maintain the quality of the institution and challenge the institution to improve its performance. In addition, the superintendent/president guides the College through the Integrated Planning Cycle and works with the Resource Allocation Committee (RAC) to support institutional improvements. The effectiveness of the planning processes is evaluated by the CPC. (Standard IV.B.3)

While delegating the responsibilities to the accreditation liaison officer, who is the associate superintendent of instruction and institutional effectiveness, and the Accreditation Oversight Committee (AOC), the superintendent/president assumes the primary leadership for accreditation at the College. Through AOC, he ensures all constituency groups are involved in the accreditation institutional self-evaluation process and periodical reports. The quality of the College's ISER speaks to the CEO's and the College's attention to accreditation as a vital process for continuous quality improvement. (Standard IV.B.4)

Implementing board policies and administrative procedures and working with senior management and the President's Cabinet, the superintendent/president maintains effective fiscal management to meet the mission of the College. As described in Standard III, the College's ending budget balance is well within Board policy (seven percent) and meets accreditation standards. Regular audits are performed and the College staff address deficiencies in a timely manner that corrects the noted deficiencies. Other policies and practices are in place to ensure

that the College complies with statutes and regulations. For example, reports to the state of California Chancellor's Office are completed on time, and the Faculty Obligation Number noted by the Chancellor's Office has been met or exceeded for the last five years. (Standard IV.B.5)

The superintendent/president regularly communicates with the campus and is actively involved with the communities served by the College. Examples of this CEO engagement include participation in community forums, regular meetings with local school superintendents, and membership on key community boards (such as the Chamber of Commerce and Workforce Investment Board). The CEO is also involved with nationally relevant organizations in the higher education community, including the Community College Research Center Advisory Board and the American Association of Community Colleges Board. (Standard IV.B.6)

Conclusions

The superintendent/president is a full-time employee of the College. Delegated authority by the Governing Board, he assumes the primary responsibilities of the quality, effective management and accreditation of the institution. Working with all constituency groups at the College, he implements policies and procedures, establishes institution-set standards, and allocates resources to support improvement. The college meets the standard.

Recommendations

None.

Standard IV.C: Governing Board

General Observations

The District's Governing Board is composed of five trustees elected at-large in the general election in odd numbered years with staggered terms for continuity. The Board is responsible for policy and planning, the fiscal stability and academic excellence of the District, as well as hiring and regularly evaluating the CEO. The Governing Board acts only as a unit, without undue outside influence, to ensure that policies are consistent with the Mission Statement. The Board acts in a manner consistent with District policies, regularly reviews key indicators of student and institutional achievement, participates in ongoing education for its members and the orientation of newly elected trustees, conducts regular self-evaluation, upholds a code of ethics, delegates authority for District operations to the Superintendent/President, and is informed about all facets of the accreditation process. (ER7)

Findings and Evidence

The Board is responsible for setting District policies, approving long and short-term planning, assuring academic quality, fiscal stability, and the oversight of College administration. The opportunity for input by all constituent groups in discussions regarding planning and policy is ensured by Board Policy and Administrative Procedure 2510. The Board reviews quarterly financial statements, both new and existing curriculum, and a variety of monitoring reports including the CTE Monitoring Report, Economic Development and Community Education Report, Student Success Scorecard, and Student Equity Plan. (Standard IV.C.1)

The Governing Board acts as a collective unit. The Board instituted the Carver Model of policy governance in 1999. Topics of interest or concern are put on the agenda for the annual retreat. Board members may also request to discuss a matter by submitting it to the Board chair who notifies the College CEO so the item can be researched for presentation at a study session before a Board meeting. Discussion by Board members occurs during the study session rather than at the regular business portion of the meeting. All items, except those required by law, are placed on the consent agenda. Every vote over at least the past year has been unanimous. The Board follows the Ralph M. Brown Act. The CEO's administrative assistant attends annual training to keep up with changes to the law, and the Board's attorney updates trustees on changes to the Brown Act during the Board retreat. (Standard IV.C.2)

There is a clearly-defined policy for the selection of a superintendent/president, BP 2341 (Superintendent/President Selection). BP 2435 requires an annual evaluation of the District's CEO based on the job description and performance goals and objectives. The method of evaluation must be agreed upon by both the Governing Board and the CEO. The Board uses a 360 degree evaluation process along with a self-evaluation, peer review, and Board member input. The most recent CEO evaluation occurred as part of the Governing Board Study Session, or Board Retreat, on February 4, 2016. BP 2435 indicates the Governing Board and CEO set performance goals at this time. Governing Board members indicate that the Board's goals are set to match those of the College President. (Standard IV.C.3)

Board Policy 2100 describes Governing Board elections. The five-member Governing Board is elected at large to serve as an independent policy-making body, representing the people of the District which includes the cities of Chino, Chino Hills, Fontana, Guasti, Montclair, Mt. Baldy, Ontario, Rancho Cucamonga (Alta Loma, Cucamonga and Etiwanda) and Upland. Each member

serves a term of four years, and terms are staggered so approximately half the Board is elected every two years, in odd years. This may change with a new state law, SB415, which will mandate the change because of low voter turnout. (Standard IV.C.4, IV.C.9, ER 7)

The Board Policy and Administrative Procedure on the student trustee, BP/AP 2105 (Evidence IV.C.17 and 18), were reaffirmed at the April 2016 Board meeting. The student trustee receives a stipend for his/her service, has an advisory vote and may make and second motions. The current student trustee attended the Community College League of California's Student Trustee Workshop in August, 2016,

The Governing Board approves policies concerning the governance process, governing board/staff relationships, executive expectations, and outcomes. BP 2200 states that the Board represents the District's communities and guarantees accountability to them. BP 2715 Code of Ethics requires the highest standards of conduct from Board members. Board members assured the team that, if necessary, the Board president meets with the trustee to discuss the inappropriate behavior and improvement. BP 2716 restricts the Board's use of College resources for political purposes. (Standard IV.C.4)

Regular Board meetings are open to the public and the agenda is posted at least 72 hours in advance, following the California Government Code, the Ralph M. Brown Act and BP 2310. BP 2345 and 2350 provide for public comment prior to the closed and regular Board business meetings. A part of every Board meeting is allocated to trustee reports on their activities on campus and in the community and the College publishes an annual Board Partnership Report. The most recent report for 2014-15 indicates the five Governing Board members reported participating in a total of 431 events. Of those, 226 (53 percent) were Chaffey College events and 205 (48 percent) were community events. The level of Board engagement in campus and community events indicates that members are attentive to the mission, quality, and effectiveness of the institution. (Standard IV.C.4)

The Governing Board is responsible for establishing policies that are consistent with the District Mission Statement and ensure the quality of all educational programs, legal matters, financial integrity and stability. Any proposed changes to District policies receive input from all constituent groups, but the final decision rests with the Board (BP 2200). The Board regularly reviews the District's strategic plan to ensure that both long and short-term goals are in alignment with the Mission Statement, core values, and goals for student success. (Standard IV.C.5)

The minutes of monthly meetings show that Board makes decisions on matters that impact the quality, integrity, and improvements to student learning programs and services, and allocates sufficient resources for these decisions. The Board regularly approves recommended changes to the curriculum, and the College's planning related to educational goals and standards. Legal matters are handled in closed session. The fiscal stability of the District is the responsibility of the Board which receives regular reports on financial liabilities, revenue forecasts, and alternate revenue sources. The Board approves all budgets, financial plans and quarterly monitoring reports. (Standard IV.C.5)

The District publishes policies on the College website. Policies pertaining specifically to the Board including the Board's size, duties, responsibilities, structure and operating procedures are found in Chapter Two of the Board Policy document. (Standard IV.C.6)

The Governing Board acts in a manner consistent with it policies and procedures and regularly assesses all the District's policies and procedures, revising them as necessary. The District's policies and procedures are reviewed in response to legislation, accreditation or to meet emerging issues, and updated as needed, according to BP 2410. In 2011, a six-year policy review cycle was initiated. One chapter of policies is reviewed each year. Chapter Two was reviewed in 2012. (Standard IV.C.7)

The Governing Board regularly reviews key indicators for student success to ensure the institution is moving toward or meeting its goals for student success. These goals are approved by the Board and incorporated into the Strategic Plan. The College has developed an internal scorecard to measure performance on key indicators are updated in the Strategic Plan. The Board also reviews the annual Student Success Scorecard Chancellor's Office of the California Community Colleges. At the Governing Board meeting in September, 2015, the faculty co-chair of the College Planning Council updated the Board on progress, improvements and innovation in the District since 2000. (Standard IV.C.8)

Board Policy 2740 stipulates that Board members are to engage in ongoing education and that orientation will be provided for newly elected Board members. The ISER describes this ongoing education as study sessions before each Board meeting, conducted by staff who give in-depth presentations on current topics so Board members have up-to-date information on programs, outcomes, accreditation, services and revenues. Examples include presentations on Learning Strategies that Support Completion, on Maintenance and Operations. The Governing Board has an annual retreat in January or February with the most recent retreat on Feb. 4, 2016. The ISER also states that Board members regularly attend state and national conferences, but there is no evidence to support this. (Standard IV.C.9)

BP 2740 stipulates that orientation should be provided when new members are elected to the Board. This was done on January 11 and 25, 2016 by the Superintendent/President and members of the Executive Leadership team. A review of the agendas for these half-day sessions shows that the topics were an orientation to the District and at least a partial orientation to trusteeship. New Board members learn about both the District and their roles, responsibilities and the limits of their authority. (Standard IV.C.9)

The topic of Boardsmanship was part the agenda for the Board Retreat on February 4, 2016. The ISER indicates there was guided discussion on Board roles and the Board Self-Evaluation, but there are no minutes to document this. New Board members were given a copy of the College's Board Orientation Manual at the retreat. The team learned that some Chaffey Board members are, or have been, enrolled in the Community College League of California's Excellence in Trusteeship Program. This program is a competency-based trustee education curriculum designed by the Advisory Committee on Education Services of the League which was introduced in May, 2013. (Standard IV.C.9)

The Governing Board conducts an annual self-evaluation to identify areas of strength and those in need of improvement. BP 2745 directs that the Board's Self-Evaluation include a comparison of Board action to policies in the Governance Process and Board/Staff Relationships; input from each Board member and the Superintendent/President; follow-up discussions and review of Board achievements and actions; and take place annually to coincide with the budget planning cycle. (Standard IV.C.10)

The Board employs the services of a consultant who has a long-standing relationship with the District to guide the members through the self-evaluation process. The instrument used in the self-evaluation requires members to rank their opinion of the Board's performance based on statements about characteristics of Governing Boards. The evaluation survey also includes open-ended questions and the opportunity to comment. Board members indicated that if a statement received an evaluation of 3.5 or lower, the trustees discussed how to improve their performance. The Board also uses the retreat to work on its goals, integrated with President's and District's goals. The College President verified that the Board reviews progress on its goals monthly. (Standard IV.C.10)

The Governing Board upholds a code of ethics that includes a conflict of interest policy. Both the code of ethics and conflict of interest policy have sections on procedures to deal with violations and remedies for any breach of policy. The Board members have no employment, family, ownership, or other personal financial interest in the institution. All Board members file a Form 700 Statement of Interest form from the California Fair Political Practices Commission. The Form 700's may be reviewed by contacting the Superintendent/President of Chaffey College. When a conflict of interest arises, Board members recuse themselves from discussion and the vote on the issue. During this accreditation cycle there have been no violations on Board policies or procedures relating to the code of ethics or conflict of interest. (Standard IV.C.11)

The Governing Board follows BP 2430 to delegate full responsibility and authority for the implementation and administration of Board policies to the District CEO. The Board does not interfere in the operations of the District and holds the CEO accountable for carrying out his responsibilities.   The CEO reports directly to the Board as its sole at-will employee. Following BP 2430, the CEO has the authority to interpret Board Policy, make decisions about District operations, and ensure that the District complies with all pertinent laws and regulations. (Standard IV.C.12)

The CEO and Board work together to set his annual performance goals based on the job description and use the Educational Vision and Integrated Planning Guide as a model. The CEO's annual performance review is the means by which the Board holds the CEO accountable for District operations. (Standard IV.C.12)

The Board is informed and updated on the accreditation process which includes Eligibility Requirements, Standards, Commission policies, accreditation processes, and the College's accreditation status. The Governing Board received training on the accreditation process during regular Board meetings during the 2015-16 academic year. Newly-elected trustees were also asked to complete the ACCJC on-line course, Accreditation 101. In preparation for Standard IV.C, the superintendent/president and the accreditation liaison prepared a draft document for the Board. The complete draft of the institutional self-evaluation report was presented to the Board at the Board retreat on February 4, 2016 for review and discussion, particularly with regard to Standard IV.C. The final draft of the institutional self-evaluation report and the quality focus essay were submitted to the Board as information at the April 28, 2016, Board meeting. The final approval of the report occurred at the May 26 meeting. The Board also participates in accreditation processes related to follow up reports and substantive change proposals. During the current evaluation period, the Governing Board has reviewed and approved one follow-up report, two substantive change reports (distance education, and Fontana), and the College's mid-term report. (Standard IV.C.13)

Conclusions

The College meets the standard. Board members exhibit a high degree of engagement in college activities and have taken appropriate steps to establish policies and procedures that delegate authority to the College CEO. The Board's regular pattern of voting in one voice suggests that it acts as a unified, yet independent policy voice. Board members are informed of College operations through the vehicle of regular reports and evaluation procedures are in place to monitor CEO and Board performance.

Recommendations

None

DISTANCE EDUCATION SUPPLEMENT

General Observations

With its Distance Education (DE) Supplement, Chaffey College effectively addresses the applicable Accreditation standards and sub-standards in Standards I, II, III, and IV. The College also indicates that it complies with ACCJC Policy on Distance Education and the Checklist for Compliance with Commission Policies and Federal Regulations. The College critically evaluates its DE instruction and services on a regular basis through its committee meetings, programs and services reviews, analysis of data on success and retention rates, demographics, comparisons to face-to-face courses, comparisons to hybrid courses, and others. Entities across the College participate in this regular DE evaluation including the Distance Education Committee, Faculty, Outcomes and Assessment Committee, Curriculum Committee, Academic Senate, Administration, and the Governing Board. This participation has resulted in substantial positive outcomes and benefit to student learning success in DE courses and programs. Individual courses are monitored during the evaluation process, and each course is assessed on a regular basis. The DE website provides information and is very easy to navigate. Library and learning support services are offered online to supply DE students with the help they need, and these services are also reviewed and evaluated on a regular basis. Instructors must have the required training before they can teach in an online environment. All of this is evidence suggests that the Distance Education program supports the mission and vision of the Chaffey College and serves the needs of its students.

Findings and Evidence

Standard I.A: Mission
Chaffey College's Mission is reflected in and connected with its Distance Education (DE) program. The program endeavors to serve a diverse student population. The College focuses on the local student population within their geographical location and does not market its offerings beyond its boundaries. (Standard I.A.1) There is a wealth of data in the Fact Book providing statistics about online and hybrid students disaggregated by gender, race/ethnicity, comparisons among online, hybrid and face-to-face, students' home addresses, and enrollment patterns. (Standard I.A.2, I.A.3) The DE Committee reviews all data and gathered information, engages in dialogue about student learning and outcomes improvement, and examines and affirms that the program remains aligned with the Mission of the College. (Standard I.A.2, I.A.3, I.A.4.) The College has used a thoughtful process of flagging courses with a threshold of success 10 percent lower than their face-to-face counterparts as a mechanism for faculty to assess, modify, and repair approaches to online instruction

The College meets this standard.

Recommendations

None

Standard I.B: Assuring Academic Quality and Institutional Effectiveness.

To ensure academic quality and institutional effectiveness, the process begins with the Curriculum Committee, under the Faculty Senate, which leads the dialogue in this area. (Standard I.B.1) To offer a course online, a Distance Education Learning Addendum must be attached to the course outline of record. The Addendum addresses how all aspects of the course will be satisfied within the online or hybrid method of delivery: lectures, presentations, lab assignments, research, simulations, conferences, reading, writing, critical thinking, examinations of all types, and contact types. The student learning outcomes and course content remain identical to its face-to-face counterpart ensuring consistency and quality across all methods of delivery. (Standard I.B.1, I.B.2, I.B.3, I.B.4)

The DE program participates in the College's Program and Service Review (PSR) evaluation processes, and the Outcomes and Assessment Committee includes feedback on the work in student learning outcomes since distance education and face-to-face courses share the same course outline of record. Through these processes, a review of disaggregated data on student achievement takes place, and changes to the course and/or program are discussed and implemented.

The College's Distance Education program is smaller compared to other colleges of comparable size. This is, in part, due to a conscientious effort to assure there is a solid infrastructure around the program, contributing to student success, before the program grows.

The Distance Education Committee, in conjunction with other groups on campus, are very responsive to findings in Program and Services Reviews. This responsiveness is evidenced by the effort to shelve some courses from the College's online offerings after a disparity of 10 percent or higher was found in student success rates between online and face-to-face courses. A faculty inquiry team was formed to examine how the DE Program could be improved for student success. It was decided that the College would migrate from Blackboard to Moodle because of problems with the Blackboard interface. In addition, the College regularly reviews associated board policies and procedures related to DE. (Standard I.B.5, I.B.6, I.B.7, I.B.8)

The Distance Education Committee, together with the faculty inquiry team, recommended requiring basic Moodle training and additional training for those faculty who desired to teach hybrid classes or fully online. A simultaneous effort and focus increased to define and collect "Best Practices" for teaching online, and they embed those best practices in trainings, workshops, Moodle showcases, and labs. "Moodle Tips" design and offer a variety of other trainings, workshops and Flex opportunities in online education. In addition, the College subscribes to Magna Commons, an online publication serving the higher education community by producing online seminars, publications, conferences and other products that support faculty development.

As a result of all the endeavors to increase the quality of their DE Program, the College decided to refrain from offering online courses that exceeded a 10 percent success rate disparity between the online and its face-to-face counterparts. The DE Committee also designed a process whereby a course, which was previously shelved, could be reinstated as a distance education course and included a form which requires the submission of a full explanation of changes to the course that might allow it to be delivered more successfully. In fact, English 475, a course one-level below transfer, was recently reinstated and is successful.

The College meets this standard.

Commendation

The team commends the College for its systematic approach to the use of data and a peer review process to improve the quality of distance education courses. Through detailed analysis of data on distance education offerings and thoughtful development of a policy framework for under-performing classes, the college has established DE course success rates that are noteworthy.

Recommendation

None

Standard I.C: Institutional Integrity

Students can easily identify online and hybrid courses in the Schedule of Classes on the College website because they have been categorized and separately identified. The Schedule of Classes also contains information about the Distance Education website and encourages students to use the site. (Standard I.C.2) The DE website is easily found, is easy to navigate, and has clearly-labeled tabs for students. The main page provides students with an explanation of what distance education entails and a video of students and instructors discussing myths about online education. The site provides a wealth of information for students and faculty. (Standard I.C.1, I.C.2)

As part of maintaining institutional integrity, the College purposefully, after much dialogue and study, reduced its online offerings in order to focus on building infrastructure and adding support services for faculty and students. (Standard I.C.14)

Because distance education is treated as equivalent to face-to-face instruction, and only the delivery is distinct, and because some standards do not apply specifically to Distance Education at all, standards are addressed elsewhere in this report. These standards are the following:

Standard I.C.3
Standard I.C.6
Standard I.C.7
Standard I.C.8
Standard I.C.9
Standard I.C.10
Standard I.C.11
Standard 1.C. 12
Standard 1.C.13

The College meets this standard.

Recommendation

None

Standard II. A: Instructional Programs

The College has made extensive changes to their program which they see as significant improvements. They decided to "shelve" courses where student success was shown to be 10 percent or below its face-to-face counterpart. (Standard II.A.4) In order to improve student success, the College built a more effective and stable infrastructure to better support faculty and students, keeping the Program in alignment with the college Mission (Standard II. A. 1). This extensive change was a result of productive dialogue between the Distance Education Committee, their faculty inquiry group, the Curriculum Committee, Academic Senate, Outcomes and Assessment Committee and the use of the Program and Services Review process as well as other collected data.

All programs offered through DE proceed through the same curriculum process as others since all course outlines direct face-to-face as well as online classes. (Standard II.A.2) The Curriculum Committee and the Program and Services Review process regularly reviews programs and courses to ensure they align and support the College Mission, articulate to other colleges seamlessly, and maintain appropriate rigor for students. Student Learning Outcomes are regularly assessed, evaluated, adjusted as needed, and are exactly the same their face-to-face counterparts since they share the same course outline with the exception of an additional separate attention to how assessment of SLOs influences improvements in distance education courses. (Standard II.A.2) All online students, like their face-to-face counterparts, receive a copy of the syllabus with current student learning outcomes. Online syllabi are published on the individual course site in Moodle. (Standard II.A.3)

As discussed above, the College has gone to great lengths to strengthen the infrastructure supporting the DE program, its students, and its faculty. Numerous opportunities and mandatory training are offered for continuing professional development for faculty, and the College refrains from growing the College enrollment through distance education offerings. Instead the College has decided to continue to focus on infrastructure.

Scheduling gaps are addressed through an annual evaluation of the GE pattern in distance education, and there is a three-year plan in place to monitor course offerings (Standard II.A.6, ER9).

To address the needs of online students and to ensure Section 508 compliance, an Alternative Media Specialist conducts trainings and gives presentations on accessibility requirements. Section 508 compliance discussions are embedded into training for all online faculty. The specialist also works one-on-one with instructors to evaluate their courses for this or address a specific issue with the online course. (Standard II.A.7)

The College incorporates opportunities to use emerging technologies like Soft Chalk, Voice Thread, and Cranium, to provide the best, most innovative experience for their students. (Standard II.A.7)

Because distance education is treated as equivalent to face-to-face instruction, and only the delivery is distinct, and because some standards do not apply specifically to Distance Education at all, standards are addressed elsewhere in this report. These standards are the following:

Standard II.A.8
Standard II.A.9
Standard II.A.10
Standard II.A.11

Standard II.A.12
Standard II.A.13
Standard II.A.14
Standard II.A.15
Standard II.A.16

The College meets this standard

Recommendation

None

Standard II.B: Library and Learning Support Services

One of the reasons for shelving low-performing online courses, after looking at the data, was to focus on the development and expansion of student learning support services to ensure that online students have comparable services to face-to-face students, even though the majority of online students are also on the ground taking face-to-face classes and using services provided at the College. (Standard II.B.3) All campus sites have an abundance of open use computers and access to printers and photocopiers for students. Librarians are Moodle-certified to be able to assist students with the learning platform. (Standard II.B.1)

Cybraries provide research support and database access 24 hours a day. The amount of electronic media is extensive, as all students increasingly prefer it. Support for the Library/Cybrary is provided in person, through phone, email, and chat service. Online library orientations are embedded into courses, and librarians are even enrolled, at times, to provide these orientations and interact with students for a specifics amount of time or for a specific assignment. Libguides are also provided on the Library website, which has been redesigned with online students in mind. These guides are constructed for specific disciplines or classes. Adjustments to library services are guided by faculty and student feedback and usage data. (Standard II.B.1)

Student Success Centers provide online support for students with Success Center requirements linked to curriculum. The Campus would like to provide open access in this area but capacity constraints make this difficult. The COW (Chaffey Online Writing) is another support system in place online, and students learn how to use COW through email orientations. Smartthinking was purchased to provide online students with 24/7 online tutoring. The Distance Education Committee is positive about this service because it is more economical than providing the same service in-house and is most convenient for students and the hours they need the service. (Standard II.B.3)

Because distance education is treated as equivalent to face-to-face instruction, and only the delivery is distinct, and because some standards do not apply specifically to Distance Education at all, standards are addressed elsewhere in this report. These standards are the following:

Standard II.A.4

The College meets this standard

Recommendation

None

Standard II. C: Student Support Services

All students at the College are provided with access to the majority of needed services online, for example: Admissions and Records, Financial Aid, Disability Programs and Services, Registration, Library Services, and tutoring services. The College has also expanded its student services to meet the demand of the Student Success and Support Program (SSSP) with GPS centers and have reported that these centers had more than 33,517 contacts in 2015. (Standard II.C.1, II.C.3)

The College is currently working on providing online counseling. Currently, students are able to make appointments with a counselor online. They have used asynchronous communication, but have recently moved to Cranium Cafe to provide live services. Since online hours are non-traditional and can be delivered from home and other locations, they are entering into negotiations with the bargaining unit regarding this service. They hope to eventually serve face-to-face as well as online students in the future. (Standard II.C.5)

The College is exploring the use of Proctorio, a proctoring service that provides online assessment tools. They currently use Accuplacer for assessment/placement testing purposes.

Because distance education is treated as equivalent to face-to-face instruction, and only the delivery is distinct, and because some standards do not apply specifically to Distance Education at all, standards are addressed elsewhere in this report. These standards are the following:

Standard II.C.2
Standard II.C.4
Standard II.C.6
Standard II.C.7
Standard II.C.8

The College meets this standard.

Recommendation

None

Standard III.A: Human Resources

All faculty meet minimum qualifications as set forth by the California Community College Chancellor's Office and the College policy. (Standard III.A.1) In addition, those faculty who request to teach online are required to meet the standards set forth by the Distance Education Committee. These standards include the following: to attend Moodle training and advanced training, offered in-house or offered through @One, where pedagogical training takes place. The additional training is provided through Learning Spaces, and the training can be done in an online environment and contains 25 different modules to complete. This required training and

the steps to take to be able to teach online are clearly outlined on the Distance Education site in the "for faculty" page. (Standard III.A.1, III.A.2)

Instructors teaching online are evaluated as part of the regular cycle and if a faculty member has taught online for a specific duration, the evaluator observes their course(s) as part of their evaluation. The same applies to part-time faculty who teach online. (Standard III.A.5)

As discussed above, numerous and vast opportunities for professional development in this area are provided through the Faculty Success Center, workshops, inquiry teams, Success On Demand, and more. (Standard III.A.14)

Because distance education is treated as equivalent to face-to-face instruction, and only the delivery is distinct, and because some standards do not apply specifically to Distance Education at all, standards are addressed elsewhere in this report. These standards are the following:

Standard III.A.3
Standard III.A.4
Standard III.A.6
Standard III.A.7
Standard III.A.8
Standard III.A.9
Standard III.A.10
Standard III.A.11
Standard III.A.12
Standard III.A.13
Standard III.A.15

The College meets this standard.

Recommendation

None

Standard III.B. Physical Resources

Because distance education is treated as equivalent to face-to-face instruction, and only the delivery is distinct, and because some standards do not apply specifically to Distance Education at all, standards are addressed elsewhere in this report.

The College meets this standard.

Recommendation

None

Standard III.C: Technology Resources

The College's Information Technology Services (ITS) department works with the DE program to provide students with the best learning experience and faculty with the best support for their

instruction. ITS works with Remote Learner, the College's Moodle vendor, as well as working to improve connectivity between all software and programs like Datatel/Colleague and Remote Learner. The ITS department has made it more convenient for faculty to set up their Moodle course shells in a timely manner and has doubled the capacity for the wireless network. (Standard III.C.1, III.C.2, III.C.3, III.C.4)

Because distance education is treated as equivalent to face-to-face instruction, and only the delivery is distinct, and because some standards do not apply specifically to Distance Education at all, standards are addressed elsewhere in this report. These standards are the following:

Standard III.C.6

The College meets the standard.

Recommendation

None

Standard III.D: Financial Resources

In order to ensure that Distance Education is appropriately funded, the Program participates in the College's Program and Services Review. (Standard III.D.5, III.D.4) The latest proposal included various requests including release time for the faculty program facilitator, which resulted in changing from the stipend model to the release time requested, and hiring a faculty instructional designer, which was ranked #12 for recruitment (using general fund monies). Through observation of their participation in the Program and Services Review process, the DE Committee is making effective progress in the continuous improvement of the Program. (Standard III.D.1, III.D.2, III.D.3, III.D.4)

Because distance education is treated as equivalent to face-to-face instruction, and only the delivery is distinct, and because some standards do not apply specifically to Distance Education at all, standards are addressed elsewhere in this report. These standards are the following:

Standard III.D.6
Standard III.D.7
Standard III.D.8
Standard III.D.9
Standard III.D.10
Standard III.D.11
Standard III.D.12
Standard III.D.13
Standard III.D.14
Standard III.D.15
Standard III.D.16

The College meets this standard.

Recommendation
None

Standard IV.A: Decision-Making Roles and Procedures

Distance Education at the College is monitored and supported by the DE Committee. The Curriculum Committee, under the Academic Senate, and the DPS Program, the DE Facilitator, Library Services, the Support Specialist and the Dean of Instructional Support all play a role in the delivery of the DE Programs. The DE Committee participated in the Curriculum process with the use of DE addendums and the Programs and Services Review process, which is discussed by numerous groups on campus. Decisions are transparent through the use of these processes.

Because distance education is treated as equivalent to face-to-face instruction, and only the delivery is distinct, and because some standards do not apply specifically to Distance Education at all, standards are addressed elsewhere in this report. These standards are the following:

Standard IV.A.3
Standard IV.A.7
Standard IV.B
Standard IV.C

The College meets the standard

Recommendation

None

Compliance with Applicable ERs (ER 2, 3, 9, 10, 11, and 12)

ER 2: The College meets this requirement as evidenced by data collected on student enrollment and online courses available in the Catalog and the schedule of classes.

ER 3: The College meets this requirement as evidenced by the Catalog, schedule of classes and collected enrollment data.

ER 9: The College meets this requirement as evidenced by written curriculum/course outlines and SLOs, course offerings in the Catalog and schedule of classes and assessment data collected.

ER 10: The College meets this requirement since curriculum is the same for all modes of delivery, including distance education. The College satisfies this requirement as evidenced by their written curriculum, SLOs, the Catalog and schedule of classes.

ER 11: The College meets this requirement as evidenced by curriculum, SLOs, the website, department PSRs, assessment reports in CurricUNET and collected data present in the Fact Book.

ER 12: The College meets this requirement by offering general education courses online and in hybrid format as evidenced in the schedule of classes and the quality and rigor is evidenced in the curriculum (course outlines) and SLOs provided.

Compliance with US DE Regulation 602.17 (g)

The College does require a Distance Learning Addendum to be attached to all curriculum proposed being offered in the mode of Distance Education (hybrid and online), which must thoroughly justify why a particular course should be offered as an online or hybrid course. This is evaluated by the Curriculum Committee, working as an agent of the Academic/Faculty Senate. In addition the College has an Administrative Procedure defining the processes.

Through Administrative Procedure 4105, the College provides definitions and processes that comply with US DE Regulation 602.17 (g). However, in assessing "whether the courses are 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)," it was observed through a random sample of online courses, that, indeed, activities are included as part of a student's grade. However, the team observed little regular, instructor initiated, substantive contact with students, such as whole-class discussion of the material or threaded discussions. The College has carefully studied the outcomes of courses taught via distance education as compared to face-to-face and suspended those where there is a greater than 10 percent disparity in success rates between sections taught via distance and those taught face-to-face. The College recognizes the need to strengthen the quality of distance education and has revised the Distance Learning Addendum to require a more extensive explanation of how instructors will incorporate regular effective, instructor initiated, contact. They have also constructed an "Observation/Materials/Interview Checklist" as part of the Faculty Evaluation instructors' process. The College is planning to incorporate a stronger training component, which strengthens and clarifies how instructors can demonstrate regular effective instructor initiated contact.

The College does use a closed CMS, Moodle, to verify student identity.

Recommendation

Recommendation 3: In order to improve effectiveness, the team recommends that the College monitor the presence of regular and substantive interaction between distance education students and their instructor in individual course sections in order to take corrective action when regular and substantive interaction is lacking.

Quality Focus Essay

The Chaffey Quality Focus Essay (QFE) is a well-developed document that outlines three key Action Projects (AP) that emerge nicely from the high-level findings from the Institutional Self-Evaluation Report (ISER). The College believes that these AP's have the potential to inspire "widespread institutional change that simultaneously maintains past successes, enhances current projects, and charts the course for the future directions."

The first part of the essay describes clearly the way in which the three AP's emerged during the accreditation process. The Accreditation Oversight Committee largely oversaw this process, coordinating between high-level shared governance committees that were already working on College-wide initiatives and integrating the QFE initiatives into the fabric of the College. Like other initiatives in process, these initiatives will require the creation of accountability metrics for resources and by applying these metrics they will measure "return on investment," the College's new standard of accountability for future institutional planning, implementation, and evaluation. Guided by the "Visionary Improvement Plan," the College will maximize its capacity "to promote student success and prepare for any future circumstances."

The first AP, "Strengthening Communication," proposes to create "a more strategic communication infrastructure," in order to improve information flow to all constituent groups and create an environment that will ensure that the College maintains the momentum of quality improvements. An essential object of this enhanced communication system is to encourage the development of "virtual communities" that would assist in integrating students more effectively into the day-to-day life of the College. Presently, departments and programs find it difficult to communicate directly with their students. This AP proposed to help overcome this challenge and create a feeling of connectedness between and among students and the College. The College predicts that the outcome of this process will create a more knowledgeable and cohesive College community.

The second AP, "Optimizing Resource Efficiency," proposes to maximize institutional capacity and maintain critical structures to benefit the College's students and the community. Designed with the goal of reducing the College's tendency to react to fluctuating economic cycles, this AP will work toward optimizing resources. A wide variety of actions such as maximizing space utilization, more intentional scheduling, creating institutional and programmatic accountability for "total cost of ownership," and developing "return on investment" criteria are facets of this effort. Environmental sustainability will also be a feature of this AP.

The third initiative, "Creating Equity," proposes to close the achievement gap and improve the lives of diverse students in the community. Based on previous initiatives such as the "Basic

Skills Transformation Project and the Hope-Engage-Succeed campaign, this AP will attempt to create more focused approaches to ensure equitable success among all students. Efforts such as participation in the Minority Male Community College Collaborative (M2C3), "VISIONS" multicultural training, their comprehensive Equity Plan will provide additional ways to move toward greater equity and student success. Along with this effort, will be a parallel one to enhance the diversity of faculty, staff, and administrators to more nearly mirror the student population.

Following the narrative, each AP includes a clear, achievable goal, guiding principles, several objectives for meeting the goal, a performance outcome for each objective, and activities, momentum points, funding sources, timelines and responsible leadership. Taken together, each goal provides a clear roadmap for the College to succeed in achieving the goal.

The QFE establishes both a high-level view and an operational plan for improving the College on these three Action Projects: Communications, Efficiencies, and Equity. Chaffey College already has many of the structures, processes, momentum, and the desire to achieve these goals.