

## **PEER REVIEW TEAM REPORT**

Chaffey College  
5855 Haven Avenue  
Rancho Cucamonga, CA 91737

This report represents the findings of the Peer Review Team that conducted a focused site visit to Chaffey College from September 18, 2023 to September 19, 2023. The Commission acted on the accredited status of the institution during its January 2024 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Joe Wyse  
Team Chair

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## Summary of Focused Site Visit

INSTITUTION: Chaffey College

DATES OF VISIT: September 18-19, 2023

TEAM CHAIR: Dr. Joe Wyse

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In March 2023, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A four member peer review team and the ACCJC liaison conducted a Focused Site Visit to Chaffey College on September 18-19, 2023 for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair held a pre-Focused Site Visit meeting with the college CEO on August 1, 2023 to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 30 faculty, administrators, and classified staff in formal meetings, group interviews and individual interviews. Over 40 people attended the open forum. The team held an open forum, which was well attended, and provided the College community and others the opportunity to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews, and ensuring a smooth and collegial process.

## **Major Findings and Recommendations of the Peer Review Team Report**

### **Commendations**

The team commends Chaffey College for creating and cultivating innovation leading to institutional excellence and a college culture where ideas can come forward from and be developed at all levels of the District. (IV.A.1)

### **Recommendations**

None.

## Introduction

Chaffey College serves the population of the Inland Empire in the San Bernardino County, primarily the western population of the county to include the communities of Chino, Chino Hills, Fontana, Guasti, Montclair, Mt. Baldy, Ontario, Rancho Cucamonga, and Upland.

Chaffey College offers transfer programs and a wide range of associate degree and certificate programs. Chaffey College serves between 28,000 and 31,000 students annually. The College operates three primary campuses: the main campus in Rancho Cucamonga and two smaller campus locations in Chino and Fontana.

The history of Chaffey College dates back to the late nineteenth century and represents the vision of George and William Chaffey, who founded the City of Ontario. The brothers donated land and established an endowment for a private college known as the Chaffey College of Agriculture. The college was an extension of the University of Southern California before the endowment was legally separated in 1906 and the reorganized Chaffey Union High School District became the beneficiary of the College Trust. In 1916 a college district was created separate from the high school. Additional school bonds were approved in 1957. More recently, in 2002 a \$230 million school facilities bond was passed and then in 2018 a \$700 million school facilities bond was passed to make improvements in the district's facilities.

The College has established the Industrial Technical Learning (InTech) Center in Fontana which is a regional training center designed to train and upskill a workforce pipeline for business and industry in the Inland Empire. InTech is the first public-private partnership in the California Community College system and offers training at no cost to all individuals. Additionally, in 2021, Chaffey College was the recipient of a \$25 million donation from philanthropist Mackenzie Scott to advance social justice and equitable outcomes.

The team was impressed with the College's dedication to fostering an environment of diversity, equity and inclusion, which was evident throughout the various interactions throughout the process.

## Eligibility Requirements

### 1. Authority

Chaffey College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). This affirms that Chaffey College is licensed to operate and award degrees. The U.S. Department of Education recognizes the ACCJC as an accrediting body.

The College meets the eligibility requirement.

### 2. Operational Status

The team confirms that Chaffey College is operational and has three primary campuses. The main campus is located in Rancho Cucamonga, with two smaller campuses in Chino and Fontana. The college serves 28,000 to 31,000 students annually. Most recently in the 2021-2022 school year the college served an unduplicated student headcount of 28,460.

The College meets the eligibility requirement.

### 3. Degrees

The team confirms that a significant portion of Chaffey College's educational offerings are programs that lead to degrees, and a significant portion of its students are enrolled in them. As of spring 2022, the college had 43 academic and 156 career technical program areas, with almost all programs two academic years in length.

The College meets the eligibility requirement.

### 4. Chief Executive Officer

The team confirms that the Chaffey Community College District has appointed a chief executive officer (CEO). The current CEO started his employment at Chaffey College in September 2007. The CEO does not serve as member of the board or as board president and has the responsibility and authority for administering the policies adopted by the Governing Board.

The College meets the eligibility requirement.

### 5. Financial Accountability

Chaffey College undergoes an annual financial audit. This annual audit is performed by an external firm and is led by a certified public accountant. The Governing Board receives the audit in open board meetings. The College maintains compliance with Title IV regulations.

The College meets this eligibility requirement.



## 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; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

### **Public Notification of a Peer Review Team Visit and Third Party Comment**

#### **Evaluation Items:**

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the Commission <i>Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

#### **Conclusion Check-Off (mark one):**

X	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:** The team found that Chaffey College made an appropriate and timely effort to solicit third party comments in leading up to the comprehensive evaluation visit. The College provided three primary delivery methods to secure third party comments: online, in writing, and verbally. The college community participated in the open forum which occurred in March of 2023.

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

#### **Evaluation Items:**

X	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
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	achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

**Conclusion Check-Off (mark one):**

X	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:** The team found that Chaffey College has defined elements of student achievement performance by instructional program and has established measures of performance within in each defined element. The team found the defined elements include job placement rates, course completion, and licensure pass rates for programs requiring licensure. Institutional set-standards are reviewed and revised on an annual basis through the College Planning Council.

**Credits, Program Length, and Tuition**

**Evaluation Items:**

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
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X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
N/A	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> .

[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):**

X	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:** Chaffey College awards credits consistent with institutional policies and are based on a standard Carnegie unit across all modalities. Tuition is consistent across degree programs. The College demonstrates compliance with the Commission *Policy on Credit Hour, Clock Hour, and Academic Year*.

**Transfer Policies**

**Evaluation Items:**

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

**Conclusion Check-Off (mark one):**

X	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:** The team confirmed that Chaffey College appropriately discloses to students and the public the transfer policies and articulation agreements. Procedures on the transfer of credit are available on the college website.

**Distance Education and Correspondence Education**

**Evaluation Items:**

<b>For Distance Education:</b>	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> .
X	The institution ensures, through the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student’s completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>For Correspondence Education:</b>	
N/A	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>Overall:</b>	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)

X	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .
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[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

**Conclusion Check-Off (mark one):**

X	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.
	The college does not offer Distance Education or Correspondence Education.

**Narrative:**

The team confirmed that the College meets the Commission’s requirements. AP 4105, updated in early 2023 to replace the phrase “regular and effective contact” with “regular and substantive interaction,” (RSI) is consistent with ACCJC’s *Policy on Distance Education and Correspondence Education*. Additionally, the 2023-2026 Faculty CBA was updated to include Expectations for Distance Education (Article 19.7).

In some of the Fall 2022 and Spring 2023 sections sampled in Canvas, the observable instructor and student and student to student interaction within the Canvas environment is not consistent with the college’s established policy on regular and substantive interaction (AP 4105), which has higher expectations for RSI than the ACCJC *Policy on Distance Education and Correspondence Education*.

Chaffey College offered some courses via Correspondence Education during the pandemic. At the time of the focused site visit, the college was in the process of preparing an application to ACCJC for permanent approval of this modality.

Student Complaints

**Evaluation Items:**

X	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.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.

X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

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

**Conclusion Check-Off (mark one):**

X	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:** During the focused site visit, the team reviewed the elements of this component. The College meets the Commission’s requirements concerning student complaints.

**Institutional Disclosure and Advertising and Recruitment Materials**

**Evaluation Items:**

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

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

**Conclusion Check-Off (mark one):**

X	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:** Chaffey College provides accurate, current, and detailed information to students and the public about its programs, locations, and policies. The team found that the college provides information about its Institutional and Programmatic Accreditation through the website and college catalog.

**Title IV Compliance**

**Evaluation Items:**

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution’s student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[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:**

X	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:** The College meets the elements of this area described above.

## Standard I

### Mission, Academic Quality and Institutional Effectiveness

#### I.A. Mission

##### General Observations:

Chaffey College provides in their Institutional Self Evaluation Report (ISER) evidence of a thoughtful consideration of their institutional mission and services provided for their diverse students and local communities. Using various planning documents and resource planning processes, the effectiveness of meeting their mission is measured and used for institutional self-improvement. With this eye for continuous quality improvement, the institution offers in this report a self-directed improvement plan to further utilize college/program data literacy for all stakeholders

##### Findings and Evidence:

Chaffey College's mission was formally updated and approved by the governing board on December 9, 2021. The current mission statement as presented in the ISER and found on Chaffey College's publications includes the institution's broad educational purpose, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and achievement. (I.A.1)

There are numerous documents that codify the way the College uses disaggregated data to determine how effectively it is meeting its mission. The College's Educational Master Plan, the use of the Chaffey Goals, Institutional-set standards and the District Annual Program and Services Review process are all used to link data with the mission of Chaffey College. The college has also invested in developing data dashboards and is in the beginning stages of instituting a "data coaching" model with their institutional research to increase the consistency on how data is analyzed across the college. (I.A.2)

Chaffey College engages in a comprehensive program review process that asks programs for a full review every three years and annual updates between full reviews. This evaluation process is used to validate resource requests and reflect on how previous resource allocations impacted the program to meet program goals and mission. In a review of a sample of completed program reviews the college asks programs to self-select program connections with one or more of the various "Chaffey Goals". The college's Resource Allocation Committee (RAC) is the governance group that determines how funding will be allocated based on results from the program review process and resource allocation requests. The RAC has developed the following criteria to help prioritize funding: institutional effectiveness, efficiency, equity, and currency as documented in the RAC handbook. Evidence provided by the college demonstrates this process is being utilized for prioritization and monitoring. (I.A.3)



The Chaffey College mission statement is published widely as found in Chaffey Community College District Board Policy (BP) 1200 Institutional Mission, in the college catalog, and the website. The Chaffey College mission statement is reviewed and updated on a 6-year cycle and the current mission statement was adopted by the Governing Board on December 9, 2021. (I.A.4)

Conclusions:

The College meets this standard.

## **I.B. Assuring Academic Quality and Institutional Effectiveness**

General Observations:

Chaffey College demonstrates a highly organized, sustained, and collegial dialog about student outcomes, student equity, institutional effectiveness, and assessment and improvement. The College supports its community with training so that it can effectively work towards its mission using established policies and procedures. When an issue of data disaggregation arose, the College adopted an additional system, ACES, which enabled the college to implement a micro-credentialing program that provides disaggregated data by modality.

Findings and Evidence:

To address equitable access to educational materials, the College notably implemented a ZTC program that demonstrated that Zero Textbook Cost courses have a positive impact on student achievement, making education more affordable for students and increasing student success rates for subpopulations of concern. The College responded by adding more resources to the program to expand these benefits. In similar ways, the College implemented a Chromebook loan program, remote health care access, and a food pantry to respond to student needs during the pandemic. The 10-Point Plan on Equity and other programs to support diversity and inclusion show dialog and action on equity and student achievement. (I.B.1)

The Outcomes and Assessment Committee trains and guides the community through course, student support, program, and institutional outcomes assessment. The 2022 Outcomes Assessment Committee PSR indicates a high percentage of courses and 100% of programs are tracking outcomes and generating reports that support strategies for improvement. Program outcomes assessments for student support and learning support services occur regularly through the Program and Services Review process. (I.B.2)

The College Planning Council (CPC), a participatory governance committee, sets and regularly reviews the college's institution set standards. The CPC provides a forum in which the standards are aligned with the institutional mission. An analysis of each standard is reported. The standards and achievement of the standards are posted on the college website. (I.B.3)

The College has organized institutional structures such as the Outcomes and Assessment Committee, processes such as the Program and Services Review, and programs such as ACES to collect and assess data on student learning and student achievement. The ACES program allows

for disaggregation by subpopulation and modality. The ACES program also links employability skills to student outcomes and allows for students' public posting of skill-based micro-credentials earned. The CPC reviews student performance on strategic plan metrics from student experience to institutional set standards. The College assesses these efforts with an annual Committee Self-Evaluation Survey. (I.B.4)

The College provides training in goal setting and assessment to prepare employees to work with the Program and Services Review (PSR). The PSRs support alignment of all levels of outcomes and is a structure for alignment with the institution's strategic plan and outcomes assessment and analysis. The ACES platform supports student learning and achievement data assessment and analysis. The CPC annually reviews the institutional set standards. (I.B.5)

Using the ACES system, the College is able to collect learning and achievement data that can be disaggregated for subpopulations and instruction modality. Working with the PSR, the College is able to address the needs of these subpopulations. The CPC works with these analyses on an institutional scale to monitor progress and detect emerging needs. (I.B.6)

The College regularly reviews its policies and practices. PSRs are the primary vehicle for review of programs and services. Governance processes are evaluated using tools developed by the respective governance committees. Results inform future activities, priorities, and measure overall effectiveness. (I.B.7)

The College posts its institution-set standards and progress on achievement on the District website. The Governing Board is engaged annually in a discussion on goals and progress. Committees conduct self-assessments on an annual basis. Learning outcomes data is housed in Taskstream and reflected upon in PSRs. Regular reports on student achievement, outcomes, and ACES assessment are made to governance committees, College Council, and the Governing Board. Efforts are underway to develop an IDEA Dashboard to visualize ACES student progress and achievement. (I.B.8)

The College Planning Council and Integrated Planning Model provide a structure for planning and assessment. The College has a robust Program and Services Review process which ties outcomes and planning to the College's goals and institution set standards. A Technical Review Team thoroughly reviews all resource requests to vet them and reports to the Resource Allocation Committee prior to the resource requests being prioritized. This helps provide consistent information and analysis of initial and on-going costs related to the decisions being made. A Budget Advisory Committee also provides input into the College's general budgeting strategy, incorporating the impacts of approved purchases. The College posts for public view its progress on meeting its institution set standards. (I.B.9)

Conclusions:

The College meets the standard.

## **I.C. Institutional Integrity**

### General Observations:

Chaffey Community College uses various channels and materials to disseminate information with accuracy, clarity, and integrity through a streamlined website and the college catalog. Additionally, the District regularly reviews policies, procedures, and publications to assure integrity in all representation of institutional information. Specifically, areas of focus are mission, program, and services.

### Findings and Evidence:

The team reviewed evidence that supports that the college provides clear and accurate information for prospective and current students as well as the entire community. The College website provides links to the college catalog, information on course schedules, and the student handbook. The website provides information on programs of study as well as course descriptions. (I.C.1)

The catalog is updated for the current academic year and is posted on the website under Programs and Academics. (I.C.2)

The college documents the assessment of student learning outcomes through the Outcomes and Assessment Committee (OAC). The OAC provides guidance, training and resources to administrators, faculty, and staff to review and assess learning outcomes in order to support both student success and continuous program improvement. The college also maintains an Outcome and Assessment website that is accessible to the public through the website. (I.C.3)

The college website and catalog provide information about degrees and certificates and provide detailed information about each program's course work and requirements. The college also uses the Program Mapper tool, providing a more visual and user-friendly experience when reviewing degree and certificate requirements. (I.C.4)

The College ensures that the appropriate and relevant constituents review the catalog and schedule for accuracy. Further the team found that the college posts the most up to date and accurate information on the college website for public review. (I.C.5)

The College keeps its students and prospective students informed of the total cost of education for all programs offered. Information is available to the public on the website on how to pay for college and details of all fees for attendance. (I.C.6)

Board Policy 4030 on Academic Freedom supports the freedom of the faculty to develop curriculum and determine methods of classroom instruction and student evaluation to include the areas of instructional course content, course goals, objectives, and standards that have been agreed upon by the Governing Board and Academic Senate and comply with all legal requirements. (I.C.7)

Chaffey College has various Board Policies and Administrative Procedures that promote honesty, responsibility, and academic integrity. AP 3050 is a guide to all District employees in adherence to high ethical standards. Additionally, the Faculty Handbook expands on expected ethical conduct for faculty specifically. The Classified Senate adopted a Classified Senate Code of Ethics. BP 5500 outlines expected behavior for students in terms of ethical and human dignity for the entire Chaffey College community. BP 5500 and the Student Handbook delineate the College's policies around student academic honesty and integrity. (I.C.8)

Through Chaffey College's various Board Policies and Administrative Procedures addressing academic freedom, the college ensures that faculty create a learning environment in the classroom setting that is fair, objective, and free from personal bias. (I.C.9)

As a public, open-access community college this does not apply to the college, Chaffey College does not seek to instill specific beliefs or worldviews. (I.C.10)

The College does not have instructional sites outside of California or the United States (I.C.11).

The College complies with the Eligibility Requirements, Accreditation standards, policies, and guidelines. Further, the college meets the requirements for public disclosure through the Accreditation website which has multiple accreditation documents. (I.C.12)

The College, through Board Policy and Administrative Policy 3200, ensures that the District complies with all external agencies and ACCJC. The Superintendent/President keeps the Governing Board informed of the accreditation status and any updates. Additionally, the board is provided with a summary of any accreditation report, action taken, or response required to an accreditation report or action. (I.C.13)

The District is committed to providing high quality education, student achievement, and student learning to the communities it serves. The financial report for the district confirms that it is publicly funded and does not generate returns for investors, a parent organization, or supporting any external interests. (I.C.14)

Conclusions:

The College meets the Standard.

## Standard II

### Student Learning Programs and Support Services

#### II.A. Instructional Programs

##### General Observations:

Chaffey College has a comprehensive instructional program with degrees and certificates that align with the college mission. Courses are delivered with multiple points of access for students both online and on-ground. The College seeks to continuously improve instruction through inclusive and regular reviews of disaggregated student data and through the PSR process. The college has also initiated a multi-year alignment of Academic, Community, Employability Skills (ACES) with instructional, program, and course learning outcomes to tie learning occurring in instructional and student support spaces with employability skills.

##### Findings and Evidence:

Chaffey College course and program offerings in traditional, distance education, and correspondence education formats align with the College mission and are appropriate for two-year post-secondary education. The College offers face-to-face instruction in three primary locations: Rancho Cucamonga, Chino, and Fontana; two auxiliary locations (Rancho San Antonio Medical Plaza and Chino Valley Adult School) and at two correctional facilities, the California Institute for Women and the California Institute for Men. The team found evidence that regardless of location or modality, instructional programs ultimately culminate in students attaining Institution Learning Outcomes and appropriate degrees, certificates, and/or transfer to senior institutions of higher education. Students also have the opportunity to apply their skills in the labor force. The College maintains a longitudinal record by academic year of the number of degrees and certificates earned by students. (II.A.1)

The College has a regular review cycle for courses and programs with guidelines provided to ensure equity is embedded in curricular updates. Each Academic and Career Community revises curriculum collectively every 6 years on a schedule to better align similar programs. Program areas complete a comprehensive Program and Services Review on a 3-year cycle where disaggregated student success data, learning outcome assessment, and student success factors are reviewed and incorporated into program goals, curriculum revision plans, and longer-term Visionary Improvement Plans. The 2021 Psychology PSR demonstrates data and assessment driven plans for improving student learning in the program. (II.A.2)

The College has processes in place to regularly assess and discuss student learning outcomes. Assessment results are housed in Taskstream and utilized during the Program and Services Review (PSR) process for instructional and student support programs. The College has a robust process in place that ensures that all SLOs are included in every course syllabus. The dean's office is responsible for reviewing every course syllabus to ensure that the proper SLOs are included in the syllabi disseminated to students. (II.A.3)

Chaffey College offers pre-collegiate courses in English as a Second Language and work preparation courses and adult education. College policies and curriculum development processes ensure these courses are aligned with and follow prerequisites for college level curriculum and serve to support the successful transition into college level courses and programs. The College catalog clearly delineates pre-collegiate and college level courses by way of course numbering protocols and course sequencing is clearly described. (II.A.4)

The team found evidence that the institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Chaffey College Administration Procedure Chapter 4 details that each degree must consist of 60 units and addresses required competencies for degrees and certificates. Other processes (including the Faculty Course Proposal/COR Guide) are in place to ensure that courses are the appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. (II.A.5)

Chaffey College has spent a good deal of time and effort on designing a scheduling tool that prioritizes program scheduling over course scheduling and in doing so, has created a tool for student use that allows students to plan their own schedule and complete degrees and certificates within a period of time consistent with established expectations in higher education. (II.A.6)

The College offers instructional programs with a responsive mix of offerings with respect to both duration and modality. The college has modified the mix of course durations based on student needs with a majority of offerings running for less than the full term. Effectiveness and compliance in online course delivery is ensured through the documented distance education and correspondence approval process. The Faculty Success Center and Distance Education Hub provide comprehensive, equity-focused training and support. The college has an increasing number of faculty who have participated in Peer Online Course Review academies. The college's data shows that the training improved effectiveness of course delivery with notable improvement for traditionally underrepresented groups.

Reviewing the sample of online courses provided from fall 2022 and spring 2023, the team found that an increasing majority of courses met the minimum RSI standards as set forth in ACCJC's *Policy on Distance Education and Correspondence Education*. While there were questions about the consistency of RSI across all sections reviewed, interviews conducted on campus confirmed that the college provides access to and faculty utilize tools to facilitate RSI that may be outside of the observable Canvas environment. These include but are not limited to communication tools like Harmonize, Pronto, Perusall, direct student messaging of multiple forms, as well as embedded librarian services and engagement with student support services. The Distance Education and Institutional Research programs are investigating how RSI use metrics can be captured and analyzed with student performance data to uncover correlations

between optimal RSI methods and impacts on student success. Additionally, the faculty interviewed spoke at length of their efforts to engage students regularly and substantively and to facilitate engagement between students as a critical part of the learning experience.

To ensure RSI compliance, the college has been evaluating online faculty as part of the regular evaluation cycle. Interviews conducted on campus validated that the RSI element of evaluation occurs and may result in faculty needing improvement meeting RSI being directed toward Distance Education Coaches, the DE Hub, and other peer training supports and resources. The inclusion of RSI in evaluations has been formalized with the addition of Article 19.7 Expectations of Distance Education to the faculty collective bargaining agreement and the RSI checklist, with the Forms Committee to determine in Fall 2023 the updates necessary to include RSI in evaluation forms. In some of the Fall 2022 and Spring 2023 sections sampled in Canvas, the observable instructor and student and student to student interaction within the Canvas environment is not consistent with the college's established policy on regular and substantive interaction (AP 4105), which has higher expectations for RSI than the ACCJC *Policy on Distance Education and Correspondence Education*.

To deepen and strengthen its RSI-related practice, the team encourages the college to continue its distance education RSI efforts through information, Peer Online Course Review training, faculty peer support, provision of resources, and evaluation. (II.A.7)

Chaffey College does not use department-wide course or program exams for entry. Select Health Occupations programs offer opportunities for external licensure via examinations or certifications which are independent from student grades and placement. The College has established policies and procedures for credit for prior learning and protocols to ensure the use of unbiased, valid measures of student learning. (II.A.8)

Chaffey College awards course credit, degrees and certificates based on student attainment of learning outcomes. The College awarded credits consistent with institutional policies and are based on a standard Carnegie unit. The College demonstrates via course outlines of record and course syllabi that course-level passing grades on assignments/examinations link directly to students' achievement of learning outcomes, and that course credit is awarded based on students' achievement of learning outcomes. Evidence shows that course level learning outcomes are tied to program and institutional learning outcomes. As students attain learning outcomes through coursework, they are also working toward a higher-level competency in program and institutional learning outcomes. The College demonstrates that achievement of program learning outcomes is the basis for awarding degrees and certifications. The College does not offer courses based on clock hours. (II.A.9)

The College has clearly stated policies on transfer-of-credit to both in-state and out-of-state institutions in the college Catalog. Students are provided with information on general course articulation as well as programs designed to facilitate or guarantee transfer to target

universities including the California State University and University of California systems. The college also has a system for determining equivalency prior to accepting transfer courses. AP 4050 confirms that a successfully articulated course includes assurance of similar outcomes. The college participates in additional articulation agreements beyond the California system based on student interest. As student transfer is central to the college's mission, all transfer agreements are well aligned. (II.A.10)

Chaffey College has adopted institutional student learning outcomes in the areas of Communication; Critical Thinking and Information Competency; Personal, Academic, and Career Development; and Community/Global Awareness and Responsibility. Departments and programs utilize curriculum mapping to align course SLOs to PSLOs and ISLOs. Course SLO assessment data is aggregated up through PSLOs and ISLOs, which eliminates the need for direct assessment of PSLOs or ISLOs. Results of course level learning outcomes are used by departments to make improvements through the Program and Services Review process. The team found that results are disaggregated by program, course, and student characteristics which reflect the institution's mission and values. The team confirmed that learning outcomes are not only regularly assessed, but results are being used to inspire professional dialogue within disciplines and across disciplines or areas to drive program improvement. (II.A.11)

The College has a published Philosophy and Criteria for Associate Degree and General Education, developed by the Chaffey College Academic Senate. A new Academic, Community, and Employability Skills (ACES) rubric has been recently implemented to provide direct assessment of broad competencies across courses. The ACES framework maps to the college's published Institutional Learning Outcomes. (II.A.12)

AP 4100 requires degrees to have a well-defined pattern of learning experiences designed to develop certain capabilities. Course learning outcomes are mapped to Program Learning Outcomes with increasing levels of competency as student progress as evidenced by the college's Biology program documentation. (II.A.13)

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. This is evidenced by the pass rates of state and federal exams as well as the Chaffey College 2021 Career & Technical Education Employment Outcomes Survey and the Chaffey College Economic Impact Report. (II.A.14)

Chaffey College has an Educational Program Viability Review process in place that ensures that if programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. Administrative Procedure 4021 (AP 4021) includes a section "Impact Plan for Suspension and Discontinuance." (II.A.15)

The team found that Chaffey College has processes and procedures in place to regularly address the goals of this standard through its Curriculum Update Cycle and Program and its Services



Review cycle. The processes in place require faculty staff and administration to establish Visionary Improvement Plans which set long term goals for programs and the institution as a whole. Reporting of progress occurs through an annual update process. The College seeks to maintain currency of its programs through professional development activities, employee evaluations, and advisory meetings with outside stakeholders. (II.A.16)

Conclusions:

The College meets the standard.

## **II.B. Library and Learning Support Services**

General Observations:

Chaffey College is committed to student library and learning support as demonstrated by proactive programming and modality updates as well as regular review of student engagement and satisfaction.

Findings and Evidence:

Through on-ground, online and curated research information to support Turning Point students, the college provides library access, services, and instruction related to information competency. The library/cybrary, staffed by nine librarians and more than seven classified professionals, includes a collection of over 80,000 physical volumes and over 189,000 electronic titles. Additionally, the librarians provide subject matter guides to support students across disciplines. The college has Student Support Centers and a student support hub embedded in Canvas for each course. The College tracks student engagement with the support centers and actively seeks to make changes to maintain relevance, especially in light of student preferences changing during the pandemic. Student learning support is also tailored to instruction with the provision of course-specific library workshops as well as the Peer Assistants for Learning who provide support for students in the transfer-level college composition class. (II.B.1)

The College demonstrates that instructional programs drive the acquisition of physical resources and software for the Student Success Centers and that there is a close relationship between classroom and instruction support faculty. (II.B.2)

The College evaluates its library, Student Success Center, and PALs services through student satisfaction surveys and the correlation of service and success data. The College uses the surveys to examine the library's hours of operations or to make services more accessible and welcoming, thus increasing help-seeking behavior. Student Success Center student feedback data and PALs course performance data track the correlation of provided services to improved student success. It is notable that the College has identified fostering help-seeking behavior among students as a way to increase student learning. Efforts such as the Center's one-on-one virtual sessions to ensure students were greeted and provided with a "warm hand-off" to services increase help-seeking behavior. The PALs program evaluation data is discussed in II.B.1 and shows that there is a correlation between using PALs services and better student success outcomes. The library/cybrary, the Student Success Center, and the PALs program evaluate

their services. They evaluate their impact on improved student learning outcomes. They use these evaluations as a means for improvement. (II.B.3)

The College uses services such as Springshare, SmartThinking, and STAR-CA to provide services and collect data on usage. The College has provided reports of these services showing data is presented for District level review. The College is responsible for contracts, service maintenance, security, and reliability. Evaluation of these services is conducted through the Program and Services Review process. (II.B.4)

Conclusions:

The College meets the standard.

## **II.C. Student Support Services**

General Observations:

Chaffey College is committed to offering a robust network of student support services aligned with its mission and that also contribute to the social and cultural dimensions of the educational experience of its students. The College regularly evaluates the quality of student support services, collects data pertaining to the needs and interests of students, assures equitable access to all students regardless of service location or delivery method, and clearly communicates requirements for academic programs. The College also demonstrates commitment to defining and advising students on clear pathways to complete degrees, certificate, and transfer goals through the Guiding Panthers to Success and Academic and Career Communities framework, including the unique negotiated opportunity to declare a pathway as a major while maintaining Title IV eligibility during a student's first year.

Findings and Evidence:

The team reviewed evidence that supports that the college regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery support learning, and enhance accomplishment of the mission of the institution. The College has conducted multiple student and faculty surveys to determine and meet needs, made support easily accessible via the Student Support Hub, and continuously reviews satisfaction survey data to modify services as needed. (II.C.1)

The College assesses student support services. The College has implemented an intrusive and embedded tutor model (PALS) in over 70 sections of English to assist with success rates after implementation of California Assembly Bill 705, requiring the elimination of remedial coursework, and has evaluated the effectiveness of the implementation. In Summer 2023, the college initiated a pilot to explore means of further evaluating student support services as well as student learning acquired through utilization of support services through quantitative and qualitative data collection and analysis. As a result of this effort, the Student Support Outcomes Committee was formed and will continue efforts to link student support services with ACES. (II.C.2)

The College shifted to online learning in March 2020 due to the pandemic, but also included non-instructional faculty and support personnel in the distance education training provided to ensure appropriate, comprehensive, and reliable services regardless of location or delivery method. The team was impressed with the institution's commitment to professional development of student services faculty and staff, in addition to instructional faculty, when migrating to online services during the pandemic and ensuring holistic access and support for students. (II.C.3)

The College developed the Center for Cultural and Social Justice (CCSJ) to provide a space and support building community and student advocacy. The CCSJ gathers information from focus groups, helps fulfill goals outlined in the Student Equity Plan, and creates community and campus collaboration. The college also provides various co-curricular opportunities through athletic programs and the Office of Student Life. (II.C.4)

The College uses cross-functional teams made up of counseling faculty, community advisors, and success coaches for each of the six Academic and Career Communities to implement the Guiding Panthers to Success (GPS) holistic support model. The College provides ongoing training for GPS team members to understand their role and focus on consistent guiding principles, online support tools, and specialized area credentialing. The College categorizes academic programs into six Academic and Career Communities (ACC). Each ACC has program requirements listed for certificates, degrees, and transfer opportunities. The use of Program Mapper also allows students to visualize academic program requirements in an interactive way. The team was impressed with the institution's pilot program with the California Community College Chancellor's Office of allowing students to maintain financial aid eligibility with a declared ACC, rather than a specific major, while exploring programs of study. (II.C.5)

The College has admissions policies consistent with its mission and provides clear pathways to degrees, certificates, and transfer goals via Academic and Career Communities. The college has program specific roadmaps to guide students through their ACC and provides holistic support with success teams of faculty, counselors, community advisors, success guides, and success coaches. (II.C.6)

The College regularly evaluates and updates admissions and placement instruments. The college clearly communicates its guided self-placement procedures. The team found placement and alternative placement information easily accessible, clear, and concise. (II.C.7)

The College has policies and procedures for maintaining student records, including the release of information. The College regularly reviews and updates its Information and Data Security Plan. During the focused site visit, the team verified the security and confidentiality of student records. (II.C.8)

#### Conclusions:

The College meets the Standard.

## Standard III

### Resources

#### III.A. Human Resources

##### General Observations:

Chaffey College is committed to providing a diverse, highly qualified, culturally sensitive, and professionally current staff. The PSR process allows for college constituents to identify and petition for staffing needs through a formal process. Chaffey relies on a combination of internal policies and procedures, Administrative Procedures, Board Policies, and collective bargaining agreements that are ratified by the board and integrated into planning measures. As such, Chaffey CCD uses its human resources effectively in the advancement of its mission.

##### Findings and Evidence:

The College, in its job announcement, clearly describes its mission and commitment to its community and lists the criteria, qualifications and procedures for applications. It starts with a land acknowledgement statement and a thorough description of the community it serves. The job description reflects duties, responsibilities, and authority. The evidence shows carefully structured screening procedures that aim for a thorough and unbiased screening of applicant qualifications. (III.A.1)

The College's faculty job descriptions clearly state the subject matter, requisite skills, and appropriate degrees and experience necessary for faculty positions. The California Community Colleges Handbook provides guidance for minimum qualifications for faculty. The Academic Senate works with the Board on hiring policies, position equivalencies, and other hiring processes. Job descriptions include development and review of curriculum and assessment of learning. (III.A.2)

The College's position descriptions clearly outline the qualifications and duties of the positions. The job descriptions describe the College's student population and the goals of the College in serving the student population, the communities it serves, and workforce partners. Cultural sensitivity of their diverse populations is an expectation in all positions. (III.A.3)

The College's application instructions clearly state that employment is dependent upon verification of relevant experience and coursework from a regional or nationally accredited institution of higher learning. Degrees and transcripts for international institutions are transcribed and evaluated by a recognized evaluation service. (III.A.4)

There are policies for the evaluation of all employees. Procedures for faculty evaluation are established and evaluation forms are reviewed and revised by the District and faculty exclusive representatives. Evaluation procedures indicate stated intervals for faculty and staff evaluations. The procedures for each classification of employee are summarized with

instructions on how evaluations are conducted and by whom. The development of improvement plans and re-evaluation procedures are described. (III.A.5)

III.A.6 Not applicable.

As a California Community College, Chaffey College is required to maintain a certain number of full-time faculty, called the Faculty Obligation Number (FON), which sets a target ratio of part-time to full-time faculty. The College has a process for identifying and prioritizing faculty positions for hiring and this process includes faculty and administrator participation. (III.A.7)

The College integrates part-time faculty into the community by providing them with the same information and services provided to full-time faculty. Part-time faculty have a one-hour online orientation training and are given flex time credit to attend convocation and receive professional development. (III.A.8)

The College has a classified prioritization process to determine classified staffing levels, recently re-initiated in 2022. The evidence supplied shows a robust process for filling new positions and detailed recruitment and selection procedures that emphasize a diverse and skilled workforce. Through its administrative procedures and board policies, the district continues to support staff professional development. (III.A.9)

The evidence provided includes a general approach to management staffing overseen by the superintendent/president and is linked to the Program and Services Review process, which involves robust governance and institutional planning. (III.A.10)

Chaffey College has written policies and procedures and these are published on-line. The development and administration of these policies is robust and involves various group's input, such as from classified and faculty employees. The Team calls out the District's Equal Employment Opportunity policy as a strong example of the College's policy. (III.A.11)

Chaffey College has a strong EEO plan, training programs, and commitment to supporting a diverse, equitable, and inclusive workplace. The evidence clearly demonstrates a policy and procedural investment and intention toward these practices, including cultural competency training for employees. Data shows improvements in creating a more diverse and representative employee community. (III.A.12)

The district has a Code of Ethics, AP 3050, that employees are to comply with as well as a process for investigating and resolving reported violations. (III.A.13)

Chaffey College has multiple professional development programs, policies, and procedures to support the ongoing development of classified staff, faculty, and administrators. The commitment to development is demonstrated by professional discipline training, training in cultural competency, and a robust distance education certification, coaching, and training program. The College demonstrates that it assesses its programs with its professional

development monitoring report, which provides an excellent overview of the college's overall efforts toward professional development across all three categories of employees. (III.A.14)

Chaffey College has established policies and procedures to safeguard personnel records and ensure their confidentiality. Collective bargaining agreements and the law govern employee access to personnel records. (III.A.15)

Conclusions:

The College meets the Standard.

### **III.B. Physical Resources**

General Observations:

Chaffey College is committed to maintaining a physical environment that supports academic and professional excellence, while focusing on future college facilities and infrastructure needs. The College has integrated facilities plans, space inventories, and a maintenance system that are published and accessible, addressing both current and future resource needs. The development of the facility master plan was completed in collaboration with a diverse membership of faculty, administration, and other college stakeholders. The District has also made good use of opportunities to deliver district-wide facilities improvements over the pandemic. As such, Chaffey CCD applies and allocates physical resources effectively in the advancement of its mission.

Findings and Evidence:

Sufficient resources are determined in conjunction with the district's five-year capital outlay program and the Vision 2025 Facilities Master Plan. The Facilities Master Plan is a comprehensive document that lays out the future built environment of the college. These documents are the product of various workshop participants, local college facilities master planning work groups, and a master planning team that includes outside professional experts and architects. Chaffey College's Health and Safety Committee is the group whose primary function is to evaluate and make recommendations regarding District health and safety policies and procedures. Minutes provided by this committee show discussion and dialogue on standing topics such as maintenance and operations, Campus Police, environmental health and safety/science, emergency preparedness, and other appropriate reports. The Team recognizes the District for allocating dedicated personnel resources toward sustainability and environmental safety objectives. Clear safety protocols, policies, and procedures exist for safety matters to help ensure a healthy learning and working environment. (III.B.1)

Institutional efforts to build, maintain, upgrade, and replace physical resources are governed through a variety of policy and financial mechanisms including Vision 2025, the 5 Year Capital Outlay Program, and the 2018 Measure P \$700M Bond initiative. Parts of the Measure P initiative include efforts to repair deteriorating gas, electrical and sewer lines, the removal of asbestos, lead paint and mold, improve college safety and security systems, upgrade aging buildings and facilities to ensure they are seismically safe, and other various upgrades to

support student success and safety. The team applauds the district for making large scale public works projects such as resealing/paving the district's parking lots during the pandemic closures. Projects slated for the five-year capital outlay funding program are matched with local dollars and reserves are anticipated during the initial planning and project proposal stage. (III.B.2)

Processes are in place to connect Chaffey College and district integrated planning to assure facilities and equipment are evaluated in support of programs and services. The College has demonstrated a successful linkage between educational and institutional master planning and the facilities master plan objectives. The FUSION space inventory is used to help make decisions about space allocation and programming in future planning cycles. Updates are provided to the governing board and other governance structures to engage stakeholders about the overall state of college district facilities conditions and needs when appropriate. (III.B.3)

Chaffey College has indicated its commitment through its educational master plan and facilities master plan to address long range infrastructure and facilities needs relative to cost. To that end, the District began developing frameworks for considering the Total Cost of Ownership (TCO) for new facilities and equipment, which remain a work in progress at the subcommittee level of the Resource Allocation Committee. Additional evidence was provided to the team prior to the focused site visit demonstrating the documentation of the College's work concerning TCO and the way in which it affects decision-making, resource allocation and planning. Processes managed through a Technical Review Team to help inform the Resource Allocation Committee and Budget Advisory Committee as to impacts of facility improvements and equipment purchases. (III.B.4)

Conclusions:

The College meets the standard.

### **III.C. Technology Resources**

General Observations:

Chaffey College is committed to assessing and deploying technology resources to achieve its mission. The District has a strong commitment to distance education and resources to support that effort, along with numerous policies, procedures, and plans to ensure allocation of resources in alignment with objectives and priorities. Chaffey College has done an admirable and effective job of allocating and sourcing technology to support the advancement of its institutional objectives and mission.

Findings and Evidence:

The College has relied on the strategic technology plan to ensure adequate and appropriate support. Chaffey College has implemented ICON cameras as an attempt to bridge the on-site and virtual classroom needs. One reason for this effort was to work on addressing ambiguities in the language around "Hyflex" versus Hybrid instruction. (III.C.1)

Chaffey College furnished evidence demonstrating institutional efforts to track and manage

technology through a robust replacement program. A Technology Replacement Plan (TRP) was provided and linked to the district's PSR allocation process. As with the overall district technology plan, the team notes that the TRP is dated 2017, and that many more devices have been introduced since that time due to the changes brought about during the pandemic. It should be noted that the TRP recommends the establishment of a device replacement interval time period taking into account the College's rapidly changing technology needs. (III.C.2)

The College's Information Technology Services department reported on various progress and improvements to the Board in 2021 through a report entitled "Governing Board Monitoring Report 2021." Through its total cost of ownership work and evaluating the replacement cycles of various types of technology equipment, the College assures that its technology resources are implemented and maintained. The college has a contract with Ellucian for hosted cloud Student Information Systems and Enterprise Resource Planning. Through an innovative approach, apprentices are being funded to assist with technology use and maintenance to supplement the work of the technology department. (III.C.3)

The team recognizes the College for having developed a robust training program called MyLearningHub, which is a largely self-guided professional development web-based application platform. The Team recommends looking more into the state-provided Vision Resource Center as another, potentially more economical alternative to this program. The District IT department maintains a website with how-to training videos and manuals, though the team notes that the videos and manuals appear to be limited to select applications and functions. (III.C.4)

Chaffey College has implemented appropriate policies and procedures regarding acceptable use of network and equipment, as well as clearly defined protocols for when these policies and procedures are not followed. (III.C.5)

#### Conclusions:

The College meets the Standard.

### **III.D. Financial Resources**

#### General Observations:

The team observed Chaffey College's strong institutional commitment to planning, securing, allocating, and monitoring financial resources. The district has established, maintained and adhered to appropriate board policies on budget development that ensure that the mission and goals of the College drive the budget development process. Financial information is disseminated to a broad range of stakeholders. The district budget process allows constituent and stakeholder engagement with the budget process. The district has developed and implemented reserve policies that create reserve balances significantly higher than the minimums required, as well as trust funds to address rising pension costs and other resource pressures. Established reserve programs and policies serve the College well as it has been impacted by enrollment fluctuations and pension cost pressures. The district has sufficient



internal controls in place and are tested annually through the annual external audit process. The last five years of audit have delivered unmodified opinions with no findings.

Findings and Evidence:

Chaffey College has demonstrated through its policies and procedures that it has developed sufficient financial resources and a timely annual budget communication strategy that are sufficient to sustain learning programs. The Resource Allocation Committee (RAC) convenes as part of the planning process. The College completes financial management projections such as quarterly projections, cash flow reports, and systems of internal controls. The district's most recent audit reflects an unmodified opinion and no findings. (III.D.1)

The District has adopted relevant board policies and administrative procedures to have sufficient oversight over budgeting processes. Institutional efforts to align and integrate resources with mission and goals are found in the annual budget development handbook. Budget projections are provided at the district level at the highest level of rolled up classification. (III.D.2)

Chaffey CCD relies on a budget handbook that is distributed throughout the college to provide planning information about the overall budget. The information contained within is helpful to departments and programs that anticipate fluctuations in the cost of delivering these services and programs. The handbook also describes good general budgeting principles. The ISER described a robust participatory process whereby constituents have input into both budget and program development discussions, a summary of which could be integrated into the handbook. (III.D.3)

Chaffey College has a broad communication strategy for incorporating planning assumptions into base budget adjustments each year. The College also relies heavily on grant funds and partnership to supplement its resources. The grant report provides a summary of indirect costs, and other pertinent details relative to grant management and program delivery requirements. The team shares its accolades with the college for development of its braided funding model, which weaves together resources from a variety of sources to create holistic and integrated programs with robust evaluation and support. The team also wishes to acknowledge Chaffey College for its commitment to a holistic approach to partnership models. (III.D.4)

Chaffey College has established policies and procedures to govern the timely dissemination of financial information to the board and leadership. The district also relies on a variety of standards for internal controls that are consistent with Generally Accepted Accounting Principles, General Accounting Standards Board, and the Community Colleges Budget & Accounting Manual. Audits are completed annually by an independent CPA firm and show unmodified opinions with no repeat findings. (III.D.5)

Chaffey College provides annual budget and audit reports to both its board and through governance, and hosts budget forums annually. The annual budget report is comprehensive

and clear. These actions are governed by Board Policies and Administrative Procedures that ensure timely and accurate information to inform constituents and the board. (III.D.6)

District responses to external audits are timely and responsive, as indicated by five years of external audit reports that indicate both no findings, repeated findings, and the district consistently receives unmodified audit opinions. The team applauds Chaffey College for its effective internal controls and financial management/compliance success. (III.D.7)

The team found that the College is committed to sound financial management practices and its investment in an internal audit process/position. The district has a Citizen's Bond Oversight committee that is comprised of tax paying community members at large, which has been furnished with adequate information (performance audits, financial summaries by measure, building progress, etc.) to ensure appropriate internal control and accountability over bond related expenditures. (III.D.8)

Per its Board Policies and Administrative Procedures, the college has developed financial management practices to generate cash flow reports and maintains a minimum 7% operating budget reserve. A budget contingency reserve of \$500,000 has been identified to address short term unexpected challenges. The team offers accolades to the college for its commitment to maintaining reserves, and in recognition that college reserves have grown to include an enrollment reserve, which will be available to sustain programs and services during uncertain times. (III.D.9)

Chaffey College has adopted policies and procedures that address oversight of auxiliary organizations, financial management, grants, and other areas, such as contracts. (III.D.10)

The institution tracks a variety of short and long term financial liabilities including fee revenues, vacation liabilities, and a variety of labor costs such as health and welfare benefits, retirement programs, and retirement benefits. Given the historical challenge of PERS and STRS cost containment, the team recognizes and applauds the college for its proactive efforts to address the rising cost of PERS and STRS through its establishment of a pension stabilization trust program. (III.D.11)

Chaffey College operates in compliance with GASB to establish and maintain an OPEB trust fund to address long term post-employment benefit liabilities for the district. Actuarial plans are prepared annually. The College operates in compliance with GASB to maintain and fund its OPEB trust. (III.D.12)

Chaffey College has relied on several debt instruments for selected site improvements and a land agreement. The ISER states that the district regularly reviews this debt. The district has also demonstrated a history of successful bond management, taking advantage of refunding opportunities to deliver taxpayer savings on long term bond obligations outside of the OPEB trust. The team congratulates the district for its commitment to clean and renewable energy and for investing the energy savings and subsidies used to finance the project. (III.D.13)

To ensure compliance, the College adheres to the standards and principles of governmental fund accounting, ensuring that funds for restricted programs and activities are booked separately and compliance audits are conducted to ensure that funds are being managed in accordance with their respective restrictions. The institution has received unmodified audit opinions concerning the management of bond funds and compliance. (III.D.14)

Chaffey College monitors financial aid and revenue streams effectively. No audit findings are evident of return of Title IV federal funds. (III.D.15)

The College has effective policies and procedures over contractual agreements to ensure the mission and goals of the College are incorporated into the supplies, services, and equipment that it procures. The policies, procedures, and practices adhere to the laws and statutes governing public procurement and contracting. Approval of purchases is found on regular board meeting agendas. (III.D.16)

Conclusions:

The college meets the standard.

## Standard IV

### Leadership and Governance

#### IV.A. Decision-Making Roles & Processes

##### General Observations:

The institution's College Planning Committee (CPC), faculty Academic Senate, Classified Senate, Student Government, and President's Cabinet are the primary governance groups for the college. The Chaffey Community College District has established through policy and procedures participation in governance that includes faculty, staff, administration, and students. Many of the college's shared governance committees are led by a Tri-Chair model.

##### Findings and Evidence:

The team found that Chaffey College provides support and opportunity for college stakeholders to innovate and improve practices, programs, and services required for the operation of the institution in the fulfillment of the college's mission. The institution clearly states its mission, goals, and values which set the end point of high-quality practice. The College documents and uses its planning process as the method for facilitating the allocation of resources in improvement efforts. For example, Chaffey College's Educational Master Plan includes the college's commitment to educational innovation and initiatives such as work on developmental educational reform, distance learning, dual enrollment, and guided pathways. The visiting team was impressed with the evidence of collaboration and culture of innovation being cultivated district wide. For example, the Textbook Transformation Project and "The Chaffey Experience" indicate an innovative spirit at multiple levels of the institution. Progress toward the achievement of goals is addressed in the planning process. Chaffey College provides opportunities for professional development for faculty, staff, and administrators and the freedom to try innovative ideas that, when successful, are worked to be brought to scale. Examples the team observed include, but are not limited to, the Academic, Community, and Employability Skills project, Textbook Transformation Project, the development of the Panther Pantry, and bringing a Farmer's Market to campus. The college provided several examples of successful initiatives leading to the improvement of services. (IV.A.1)

Board Policy and Administrative Procedure 2510 in conjunction with AP 2410 clearly defines each constituency groups' responsibilities within their governance structure. Each constituency has an avenue for representation, such as the Academic Senate, Classified Senate, and management/administration. Students formally participate in this process with seats on the college and Senate committees, such as the Curriculum and College Planning Council. A student trustee participates on the Governing Board as a non-voting member. (IV.A.2)

The team found that Chaffey College administrators and faculty have multiple opportunities to participate in governance of the College. Individuals participate in decision-making beginning with their program and committee/senate membership. AP 2510 clarifies the governance roles of college constituencies. The College's development of its master plan (Vision 2030), program review documents (PSR), adopted budgets, and Administrative Procedures provided examples that illustrated the substantive voice administrators and faculty have in developing policies, planning, and budgets. (IV.A.3)

The team reviewed procedures on program evaluation, course approval and distance education (AP 3250, AP 4020, and BP 4100) and verified that the College has effective processes in place to encourage faculty and administrator recommendations for curriculum and student learning and support programs. The faculty and administration hold substantive and clearly defined roles and responsibility for the college's curriculum and program development recommendations through the curriculum committee (a subcommittee of the Academic Senate) and the Outcomes and Assessment Committee. As noted in the college's ISER Administrative Procedure 3250 (Institutional Planning) establishes the role of the Outcomes and Assessment Committee as a component of the program review process, particularly with respect to the evaluation of student learning. Both the curriculum committee and outcomes and assessment committee have faculty and administrative membership. (IV.A.4)

The team found that Chaffey College has policies and procedures in place that require relevant perspectives to facilitate decision making. Evidence was provided that showed the College sought various perspectives in these processes. The College has demonstrated through its planning, budget, curricular, and policy development processes that it acts in a timely manner. (IV.A.5)

Chaffey College documents the policies and decision-making practices of the institution through administrative procedures. Committees provide support for many of the college's day-to-day operations. Committee agendas and notes are available on the college's website for access by the public and college stakeholders, which communicate resulting decisions. The ISER references other forms of college-wide communication such as the use of newsletters, e-mails, President's Update and Report to the Community. The President's Update and Report to the Community are found under the Leadership page on the college website as a repository. While policies and procedures are documented, the team encourages Chaffey College to develop a document, website, or other form of communication that is easily accessible which identifies the role of each committee (function and purpose), the entity it reports to, its membership, and its longevity. (IV.A.6)

Evaluation of the effectiveness of leadership roles, governance, decision-making policies, procedures, and processes is led by the College Planning Committee (CPC). AP 3225 (Institutional Effectiveness) outlines the various evaluation responsibilities that are completed. This list includes: the evaluation of institutional performance on the district's strategic plan;

evaluating the integrated planning cycle and processes; establishing institutional effectiveness performance indicator goals for the state Chancellor's Office; establishing institutional-set standards as required by the ACCJC; and reviewing all other district plans. The CPC also conducts a series of committee self-assessment effectiveness surveys to assess the efficacy of the college's committee processes. Results provided from a recent survey compass the 2021-2022 results with the prior year. (IV.A.7)

Conclusions:

The College meets the Standard.

The team commends Chaffey College for creating and cultivating innovation leading to institutional excellence and a college culture where ideas can come forward from and be developed at all levels of the District. (IV.A.1)

#### **IV.B. Chief Executive Officer**

General Observations:

Chaffey College has had stability in the CEO position, with Dr. Henry Shannon serving in this role since 2007. The CEO leads an Executive Team which provides leadership in planning, organizing, budgeting, selecting personnel and assessing institutional effectiveness. Further, President's Cabinet is a widely representative group which assists the CEO in these areas of planning. Additional participation in planning occurs under the CEO's leadership through the College Planning Council which reviews the College's performance on various metrics.

Findings and Evidence:

Various Board Policies demonstrate that the Governing Board has delegated powers to the Superintendent/President (CEO) to implement all of the Board's policies, especially demonstrated by Board Policy 2430. The CEO oversees the President's Cabinet which is the principal participatory governance body of the District. There is diverse representation from the entire college community that contribute to the planning process. The recommendations and input are used to influence policies and procedures to respond to internal and external environments impacting the student population. This is exhibited in Administrative Procedure 2510. Additionally, evidence demonstrates the college has procedures in place for adopting and amending Board policies. Further, procedures are in place to review recommendations both internally and externally which begin with the CEO or designee as evident in Administrative Procedure 2410. The team reviewed evidence supporting this practice in the February 27, 2020 Governing Board minutes in which:

*"The Governing Board adopted Resolution 22720, which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the electronic equipment and miscellaneous materials listed in Exhibit A of the resolution, and to execute all documents in connection therewith, in accordance with the terms and conditions of the resolution." (IV.B.1)*

The team reviewed evidence confirming that the CEO appropriately delegates authority to others consistent with their responsibilities. The administrative structure's size and organization is administered and evaluated through established processes by the CEO and reflects the college's size and complexity. (IV.B.2)

The team reviewed evidence confirming that the College has a College Planning Council (CPC) that includes representation from all areas of the college to include students. The CPC ensures proper alignment of the college's mission, vision, and core values with the integrated planning process. Through various committees and data, the College uses Program review as the starting point for institutional planning. The CPC ensures ongoing institutional effectiveness of the integrated planning process as demonstrated in Administrative Procedure 3250. (IV.B.3)

Board Policy 3200 establishes the way in which the College prepares reports for, and interacts with, the Commission. The CEO reviews all the related reports, but as documented in the ISER and Administrative Procedure 3200, the CEO relies on various faculty, staff and administrative leaders for assuring compliance with accreditation requirements. (IV.B.4)

Various laws, regulations and governing board policies are implemented by the CEO to assure the institution's practices align with its mission and policies. This includes effective budget and expenditure control. (IV.B.5)

The team reviewed evidence demonstrating that various methods are used by the CEO to communicate with the communities served by the institution. These include meetings with local Superintendents/Principals, monthly communications through a newsletter, and an annual Report to the Community. (IV.B.6)

Conclusions:

The College meets the Standard.

**IV.C. Governing Board**

General Observations:

The Chaffey College Governing Board is comprised of five members officially elected by the community and one student member elected by the college student body. The purpose of the Board is clearly stated and woven throughout multiple policies to represent the people of the communities that the District serves. Board policy 2200 grants authority to the Governing Board to ensure academic quality, integrity, effectiveness, and financial sustainability for the District. The Board grants the Superintendent/President (CEO) the responsibility for the effective implementation and administration of Board policy and overall leadership of the District.

Findings and Evidence:

The College has policies which define the Board's authority and responsibilities, including for policy development, participation of employees in shared governance, effectiveness of programs, and for fiscal reserves. (IV.C.1.)

Board Policy 2200 Governing Board Duties and Responsibilities includes the statement “The Governing Board deliberates with many voices but governs with one.” The policy includes expectations for board member performance. (IV.C.2)

Board policies define the processes for selecting, delegating authority to, and evaluating the CEO. (IV.C.3)

The governing board is comprised of five public citizens each elected from one of the five distinct districts served by the College to represent the public interest and one student trustee elected by students of the college to represent the student interest. Board members serve staggered four-year terms. California Election Code governs the election process. Board policies establish the authority and responsibilities of the board and its members, establish ethical standards for board members and the board, and provide for public notice of and participation in board meetings. (IV.C.4)

Board Policy 2200 Governing Board Duties and Responsibilities establishes governing board responsibilities, including developing policies assuring educational quality, legal matters, financial integrity, and stability. Board Policy 1250 (Board Goals for Student Success) also serves to establish board responsibility for educational quality and student success. (IV.C.5)

All board policies are published and available to the public on the college website. Policies in Chapter 2, numbered BP 2010 to BP 2745, define the board’s size, structure, method of election, responsibilities, and operating procedures. (IV.C.6)

The College adheres to its policy for reviewing all Board Policies and Administrative procedures as well as review of the college catalog. AP 2410 states that they are to be reviewed on a six-year cycle to be completed one year prior to the accreditation self-study. The board reviews and updates its policies and procedures according to Board Policy 2410 and the accompanying Administrative Procedure. (IV.C.7)

The College has an established calendar for bringing reports and planning documents to the board. Consistent with the calendar, in May 2022 Vision for Success data was presented to the board and in February 2020 a draft of the Educational Master Plan was presented. (IV.C.8)

Board Policy 2740 Governing Board Education establishes the commitment to an orientation of new members and ongoing board training, the latter of which may occur in a variety of ways. Continuity of board membership is addressed through staggered terms, established in Board Policy 2100 Governing Board Elections, and through appointments utilizing processes outlined in policy and procedure when a member’s seat becomes vacant. The team reviewed evidence from the December 17, 2020 board minutes that states during the CEO/Staff Reports, “*Dr. Henry Shannon, superintendent/president, presented the Board with copies of his monthly report. The report highlighted the New Governing Board Member Orientation.*” (IV.C.9)



Board Policy 2745 (Governing Board Self-Evaluation) establishes components of a process for board evaluation, which is to occur annually to coincide with the annual budget planning cycle. The 2021 Governing Board Self Evaluation Instrument includes questions specific to board roles, conduct of meetings, ethical behavior, relations with the CEO, relations with the public, and accreditation. (IV.C.12)

Administrative Procedure 2710 and Board Policy 2715 address code of ethics and standards of practice. BP 2715 outlines how the Board will promptly address violations which outlines the steps taken to resolve a matter up to and including legal action. Board members receive a minimum of 2 hours of training in general ethics principles and ethics laws every other calendar year. (IV.C.11)

Board Policy 2430 delegates the responsibility for administering the policies adopted by the Board to the Superintendent/President (CEO). The Board delegates the CEO to interpret Board policy where it does not exist and review those decisions with the Board. The CEO ensures that all relevant laws and regulations are followed, and reports are completed and submitted in a timely manner. The CEO advises the Board on relevant policy formation. (IV.C.12)

Board Policy 3200 states the role of the Superintendent/President regarding Accreditation and ensuring compliance with all Accreditation and Standards of the Commission. The team reviewed evidence that the Governing Board receives continuous training during board meetings on a variety of areas including eligibility requirements, Accreditation Standards, and Commission policies. (IV.C.13)

Conclusions:

The College meets the Standard.

**IV.D. Multi-College Districts or Systems**

This section is not applicable to Chaffey College as it is a single-college district.

## Quality Focus Essay

The College provided a Quality Focus Essay (QFE) that focuses on equity, communication, and future-mindedness. The provided QFE does demonstrate the college's commitment to serving their diverse student population and provides intentional plans to further equity ideas into actionable and measurable outcomes for the institution. Building off their "10 Point Plan" and data provided by a conducted climate survey, the institution is committing to creating "Student Success Teams", expansion of their ESL programming, and increased community-building activities to enhance the overall student experience. The team found that the college has outlined numerous assessment methods (such as follow-up surveys) to measure any change these interventions may have on these identified areas.

Using student input with the "Student Design Team", the college is making efforts to improve the college's communication and presentation of college information to support clarity and connection. It is also evident in this essay that the college prides itself on entrepreneurship and innovation. This approach was exemplified during the response to the pandemic and the plans offered in this essay will allow the college to continue practicing this approach as they serve their students and community going forward.

## **Appendix A: Core Inquiries**

### **Summary of Team ISER Review**

INSTITUTION: Chaffey College

DATE OF TEAM ISER REVIEW: March 27, 2023

TEAM CHAIR: Dr. Joe Wyse

A 10 member accreditation peer review team conducted Team ISER Review of Chaffey College on March 27, 2023. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on December 1, 2022 and held a pre-review meeting with the Chaffey College CEO on January 11, 2023. The entire peer review team received team training provided by staff from ACCJC on February 7, 2023. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in October of 2023.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determine whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit,

the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

## Core Inquiries

Based on the team’s analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<p><b>Core Inquiry 1:</b> The team seeks to clarify how the institution identifies and regularly assesses learning and student support outcomes to continuously improve programs and services and how the results of these assessments are being communicated.</p>
<p><b>Standards or Policies:</b> Standards I.B.8, II.A.3, and II.C.2.</p>
<p><b>Description:</b>            The team was unclear as to how the institution broadly communicates the results of all of its assessment and evaluation activities, such as learning outcome achievement.            The team reviewed evidence supporting that the institution identifies learning outcomes for courses, programs, certificates, and degrees using established institutional procedures and that student learning outcomes that match the course outline of record are included in course syllabi. The team was unable to ascertain that those learning outcomes are being regularly assessed. The team acknowledges the PSRs indicate that SLOs are being assessed; however, limited evidence was presented showing SLO assessment.            The team reviewed the Peer Assistance for Learning (PAL) data and found this to be a strong example of instructional learning support; however, this was the only evidence provided to the team. The team was unclear as to how the institution broadly identifies and assesses outcomes appropriate to student support services offered at the institution.</p>
<p><b>Topics of discussion during interviews:</b>            What are the processes used to ensure that learning outcomes assessments regularly occur?            What are the processes used to identify and assess effectiveness of student support services?            How are the results of assessments activities being communicated to ensure shared understanding of strengths and weaknesses?</p>
<p><b>Request for Additional Information/Evidence:</b>            Access or reports from TaskStream.            Program review or assessment data of student support services.            Examples of institutional communication of assessment activities developing a shared understanding of strengths and weaknesses.            Examples of action taken as a direct result of assessment.</p>
<p><b>Request for Observations/Interviews:</b>            CIO            SLO coordinator(s)            Members of outcomes assessment committees            CSSO            Instructional and non-instructional faculty and staff involved in assessment of learning and student support outcomes</p>

**Core Inquiry 2:**

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

**Standards or Policies:**

III.B.4.

**Description:**

The team reviewed evidence to support the College's long-range capital plans are integrated with institutional improvement goals. The team also observed evidence of initial efforts to explore the Total Cost of Ownership (TCO) as it relates to facilities and equipment. The team is unclear on understanding how TCO is woven into the decision-making and planning framework.

The team did not find sufficient evidence to demonstrate how long-term facility and equipment planning is captured in TCO discussions and resource allocation recommendations. There was not enough evidence to inform the team as to the incorporation of TCO in the college's decision-making processes.

The team saw evidence of initial discussion around facilities TCO planning from 2018, but nothing more recent. The evidence provided was regarding TCO for technology acquisition, but not facilities or equipment.

**Topics of discussion during interviews:**

What is the College's TCO strategy for facilities and equipment?

What policies/procedures/processes for managing and evaluating TCO are being developed or implemented?

How a facilities and equipment TCO framework might support future bond planning efforts.

**Request for Additional Information/Evidence:**

Templates, spreadsheets, scoring rubrics, or other documents that provide objective analysis of the costs and benefits of major capital facilities and equipment investments.  
Facilities Condition Assessment / Index / Life Cycle Analysis

**Request for Observations/Interviews:**

Interviews with facilities planning and administration managers (CBO, Chief Facilities Officer)

a. Interviews with cabinet/executives regarding decision-making framework and the resource allocation committee (RAC) process

b. RAC constituents who are stakeholders

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

**Standards or Policies:** *Policy on Distance Education and Correspondence Education*

**Description:**

The Team verified the College has clear procedures for regular and substantive interaction exist in AR 4105 Distance Education.

Of the courses provided for review, the team was unable to validate how regular and substantive interaction consistently occurred across the courses.

**Topics of discussion during interviews:**

What instructor interactions occur that are not available to reviewers with the access provided? Examples could be through Canvas inbox, campus email, or other external communication tools.

How is RSI ensured at the class level? What reviews of RSI are conducted? What processes and efforts are in place to ensure requirements for RSI are met in all distance education courses?

**Request for Additional Information/Evidence:**

The team is interested in reviewing evidence of instructor interactions that may not have been available with the access given for initial review.

The team is interested in seeing evidence of how the college ensures RSI regularly occurs within course sections.

Per the ACCJC DE protocol, the Team will review a sampling of courses from the Spring 2023 term immediately prior to the site visit.

**Request for Observations/Interviews:**

DE Coordinator

Administrator overseeing distance education

Sampling of faculty teaching online

Academic senate representatives engaged in DE policy review