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HOW TO USE THIS TEMPLATE (DELETE THIS PAGE PRIOR TO SUBMISSION):

This template is designed to assist your institution as it completes its Institutional Self-Evaluation Report (ISER) in support of reaffirmation of accreditation. The template is essentially an annotated outline of the ISER, with embedded guidance and instructions for each required section. The template also includes embedded formatting (e.g., headers, etc.) that will help build a table of contents for the final document.

Throughout the template, you will see highlighted text containing instruction and guidance:

- **Yellow highlighting** contains instructions and additional guidance related to the section.
- **Gray highlighting** indicates “insert text here” and provides a description of what to insert.

Both types of highlighted text should be removed prior to the final submission of your ISER. Additional information about ISER preparation can be found in Section 4.2 of the *Accreditation Handbook*. Your ACCJC staff liaison is available to answer questions at any time.

REPORT DUE DATE:

If your Focused Site Visit is in:

Fall

Your ISER is due:

Dec. 15 of prior year

*to accommodate Team ISER Review
in spring prior to site visit*

For example:

Focused Site Visit = Fall 2025

ISER due Dec. 15, 2024

Spring

Aug. 1 of prior year

*to accommodate Team ISER
Review in fall prior to site visit*

Focused Site Visit = Spring 2026

ISER due Aug. 1, 2025

SUBMISSION PROCESS:

Unless you receive other guidance from your ACCJC staff liaison, you will upload your final ISER and supporting documentation to ACCJC’s secure online cloud service. Your ACCJC staff liaison will provide additional instructions and a link to the cloud service in advance of your submission due date.

Your submission must include the following:

- a PDF copy of the final certified ISER;
- a copy of the current catalog (PDF format preferred);
- a copy of the current schedule of classes (PDF format preferred); and
- a folder containing copies of all evidence and required documentation cited in the ISER.

REGARDING EVIDENCE FILES:

As part of the submission process, you will upload folders containing PDF copies of all evidence and documentation cited in your narrative responses. Please prepare a separate folder for each Standard – i.e., the folder named 1.1 would contain evidence cited in Standard 1.1; the folder named 1.2 would contain evidence cited in Standard 1.2; etc. Within each folder, names of individual files should be meaningful enough to give a general idea of the file’s contents.

REGARDING EVIDENCE LINKS:

Within your report narratives, you will link to evidence and documentation as needed. Your hyperlinks should be descriptive enough to indicate what document will be opened when a reader clicks the link.

Hyperlinks may resolve to the individual evidence files that were uploaded to ACCJC as part of your submission (i.e., using relative links within the document) or to PDF files available on a dedicated, online institutional repository.

[insert college logo here]

**Institutional Self-Evaluation Report
in Support of an Application for
Reaffirmation of Accreditation**

Submitted by

[insert College Name and
College Address]

to

Accrediting Commission for Community and Junior Colleges

[insert date of submission: Month Year]

Certification

To: Accrediting Commission for Community and Junior Colleges

From: [insert Name of Chief Executive Officer]
[insert Name of Institution]
[insert Institution Address]

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

[Chief Executive Officer of Multi-College District, if applicable] [Date]

[Chief Executive Officer] [Date]

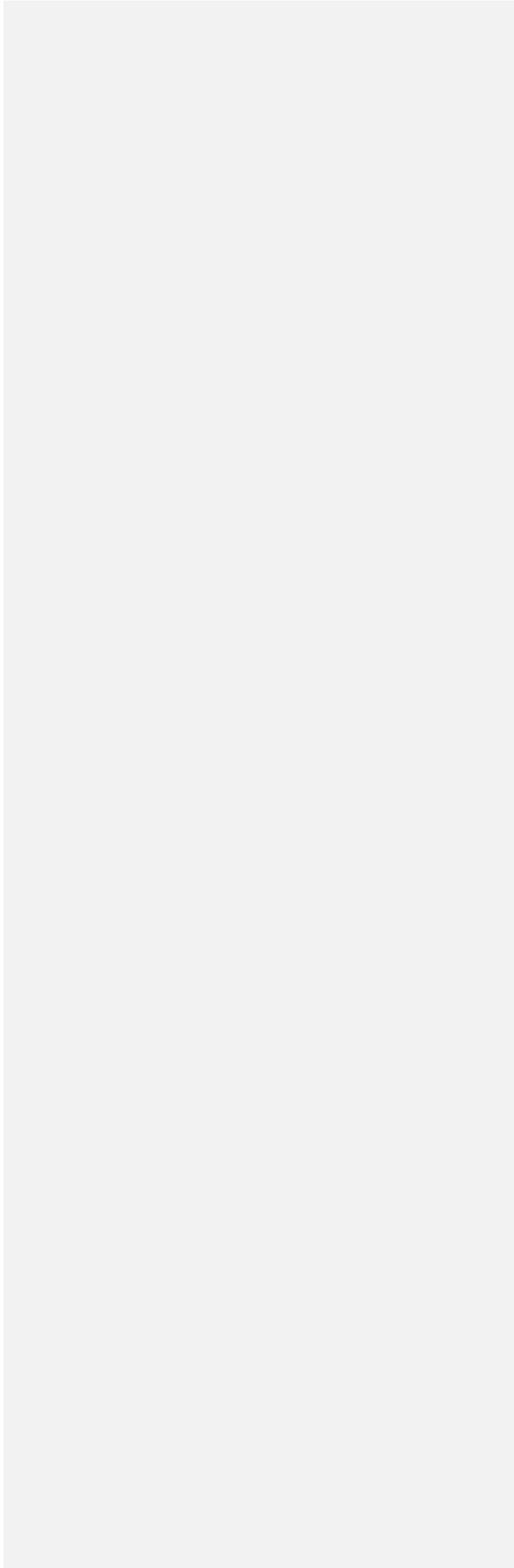
[Chairperson, Governing Board] [Date]

[Name, Title, Representing] [Date]

[Name, Title, Representing] [Date]

[Name, Title, Representing] [Date]

[Name, Title, Representing] [Date]



Update the table of contents prior to submission. To update, click anywhere in the table of contents and select "Update Table" on the tab that appears above the table of contents header. When prompted, select "Update entire table."

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Forward to the Institutional Self-Evaluation Report

Provide a **very brief** (1 page maximum) overview of the high-level themes and findings that emerged from the institution's self-evaluation process. The forward is intended to provide readers with a sense of what the institution learned from its self-reflection (including areas of strength and opportunities for institutional growth). ACCJC staff recommend writing this section last, after the rest of the institutional narrative has been completed.

[Insert the Forward to the Institutional Self-Evaluation Report.]

A. Introduction: Institutional Context

Provide a brief introduction to the institution and its context. Include a brief history of the institution, including the year of establishment. Provide data and/or narrative to help readers understand the community and student population the institution serves as it implements its mission, and highlight any major events or developments that have occurred at the institution since the last comprehensive review. Suggested length is 3-5 pages of narrative (not including any charts, tables, or other visuals).

[Insert the Introduction.]

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

For each numbered Standard below (i.e., 1.1, 2.4, 3.2, etc.), provide a narrative response that analyzes the institution's alignment with the Standard. The narrative should address the review criteria and provide supporting evidence, data, and examples as appropriate. The narrative should also address opportunities for innovation and areas for improving alignment to the Standard that were identified during the self-evaluation process.

As you prepare to draft your response, it may be helpful to reflect on the following questions:

- What does the institution do to align with the Standard?
- What are the results of these actions? How effectively do the actions support equitable student success? How do you know?
- What did the institution learn?
- What will the institution do differently as it moves forward? How will the institution's learning inform its plans for action, improvement, and/or innovation?

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

Suggested length for Standard 1 is no more than 10 pages.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

As one of 116 public community colleges supported by the State of California and overseen by the California Community Colleges Chancellor's Office, Crafton Hills College (CHC) adheres to the system's mission: "to provide students with the knowledge and background necessary to compete in today's economy" (1.1.1). CHC also adheres to the system's Vision 2030, which "focuses on the students and future learners impacted by increasing income inequality and poverty (1.1.2). These include veterans, people with low incomes, K-12 dual-enrollment students, foster youth, and students who are justice involved or justice impacted."

CHC identifies its student population as all California residents in its service area who are able to benefit from instruction, whether they have completed high school or not, and non-residents who have attended a high school in California (1.1.3.1, 1.1.3.2). In addition, the college admits students under the age of eighteen who do not have a high school diploma or the equivalent as *special-admit* students and current high school students who qualify under the college's partnership agreements with local high school programs under the district's dual-enrollment designation (1.1.4).

The college's mission statement -- viewed along with the State Chancellor's Office Vision 2030 and the system's inclusive state mandated admissions policies -- defines the college's broad educational purposes and its commitment to student learning and student achievement. CHC's current mission statement is as follows: "The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational."

This mission is amplified by a vision statement: "To empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation" (1.1.2).

Equally important, Crafton Hills College has adopted the following institutional values to support its vision and mission:

- Respect: To champion active listening and open dialogue within our community.
- Integrity: To uphold honesty in our interactions and academic pursuits and maintain community collaboration.
- Diversity & Inclusion: To promote a welcoming environment through equitable and antiracist practices in all aspects of our work.
- Innovation: To actively grow and adapt to support our mission and vision through a

- willingness to embrace new perspectives and new ideas.
- Leadership: To develop and inspire current and future leaders through professional development, mentorship, education, and experience.
 - Sustainability: To be a leader in our community by reducing environmental impact with practices that meet the needs of the present without compromising the future.

Crafton Council and Educational Master Plan Committees review the mission statement, vision, and values annually and propose changes when appropriate ([1.1.5](#)).

The degrees and certificates of completion the college awards appear prominently in the College Catalog and promotional materials ([1.1.6](#)). CHC's mission, together with its vision statement and values, stresses its broad educational purpose to deliver a variety of lower division programs and opportunities to all students in its service area who wish to earn a degree or certificate in an academic or career field as well as offer classes in developmental education for those not yet prepared to succeed in college-level course work. The State Chancellor's Office and Accrediting Commission for Community and Junior Colleges (ACCJC) approved a Bachelor of Science in Respiratory Care (BSRC) degree at Crafton Hills College, which started in summer 2024 ([1.1.7](#)). The first nine students in this program graduated in spring 2025 ([1.1.8](#)).

Several years ago, CHC added non-credit programs to meet the needs of students entering the workforce: Acute Care Nursing Assistant, Certified Nursing Assistant, Home Health Aide, Mathematics for Medical Professionals, Personal Trainer, Phlebotomy Technician, and Essential ASL and Deaf Culture for Customer Service Professionals ([1.1.6](#)). The State's community college open-access policy and the college's recruitment efforts are aimed at attracting a student body whose diversity mirrors that of the community it serves ([1.1.9](#)).

Crafton Hills College's mission statement is implemented through committees like the Student Equity and Achievement Committee ([1.1.10](#)), the Planning and Program Review Committee ([1.1.10.7](#)), using the following collaboratively developed strategic directions ([1.1.10.6](#)):

1. Increase Student Enrollment ([1.1.10.1](#))
2. Engage in Practices that Prioritize and Promote Inclusivity, equity, Anti-Racism, and Human Sustainability ([1.1.10.2](#))
3. Increase Student Success and Equity ([1.1.10.3](#))
4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community ([1.1.10.4](#))
5. Foster and Support Inquiry, Accountability, and Campus Sustainability ([1.1.10.5](#))

CHC will continue to review its mission, vision, and values through shared governance committees and make changes where appropriate ([1.1.11](#), [1.1.12](#)).

CHC has developed a mission statement through collaborative means that aligns with the mission of the California Community College system. This combined mission makes clear the college's commitment to providing a supportive and equitable educational environment that will promote each student's success toward reaching their goals.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes ([1.2.1.1](#) (pp. 89-95), [1.2.1.2](#) (p. 20), [1.2.1.3](#)). Crafton Hills College (CHC) demonstrates a sustained commitment to set measurable goals to advance institutional improvement, foster innovation, and promote equitable student outcomes. As an illustration, the Educational Master Plan Committee (EMPC) reviews progress on Crafton's Strategic Directions at every EMPC meeting ([1.2.1.4](#)). For example, at its October 14, 2025, meeting, committee members reviewed Strategic Direction 4, updated key results, and identified completed objectives. Also, when the EMPC is reviewing key results, it sometimes leads to additional objectives that are added to the plan.

This commitment is embedded in CHC's mission, vision, and strategic priorities, and operationalized through an integrated planning process that links program review, resource allocation, and data-informed decision-making ([1.2.1.5](#) (p. 7)). Objectives in program review are based on the results of the data provided to each program. The program identifies which strategic direction aligns with the objective. Moreover, programs identify resource requests required to achieve each of their objectives.

CHC's mission emphasizes providing accessible, high-quality education and fostering student success in a supportive and inclusive environment ([1.2.2](#)). The mission's explicit focus on access, excellence, and equity guides the establishment of goals that are both ambitious and attainable. Goals are framed to address systemic barriers, improve student achievement, and increase institutional capacity for innovation ([1.2.1.1](#) (pp. 89-95), [1.2.1.2](#) (p. 20), [1.2.1.3](#)).

Institutional goals emerge through a participatory governance process that actively engages administrators, faculty, classified professionals, and students. For example, the EMPC includes representatives such as Student Senate members, faculty, administration, classified staff, and deans ([1.2.3](#)). The committee meets twice a month to review and refine the college's strategic directions and supporting actions ([1.2.4](#)). This collaborative approach ensures that goals reflect a broad consensus and align with institutional priorities.

Meeting records from 2024 and 2025 reflect robust discussions among committee members where detailed updates on the strategic directions and supporting key results for Chancellor's reports are captured ([1.2.5](#)). Decisions to approve minutes and refine action plans demonstrate shared ownership and accountability. The inclusion of progress notes, clarifications, and the retention of completed results for historical context exemplify CHC's commitment to transparency and continuous improvement. Notably, operational innovations such as the solar farm—expected to generate \$500,000 in savings—are

tracked through governance channels, showing how sustainability initiatives support institutional goals ([1.2.6](#)).

CHC's goals are designed to lead the institution toward higher levels of student achievement, institutional effectiveness, and innovation. For example, CHC has set clear targets to close equity gaps in access, retention, and completion for disproportionately impacted student groups, including Hispanic/Latinx, African American, foster youth, and first-generation students ([1.2.1.2](#) (p. 20)). Disaggregated student success data identify these targets, and interventions are developed and assessed through the Student Equity Plan ([1.2.1.2](#) (pp. 12-18)) and Guided Pathways framework ([1.2.7.1.2.1.1](#) (p. 16)).

Faculty participation in professional development programs such as the University of Southern California (USC) Race and Equity training (completed by 76% of full-time faculty) and Association of College and University Educators' (ACUE's) evidence-based teaching courses reflects institutional investment in pedagogy designed to improve equity outcomes ([1.2.8](#), [1.2.9](#)). Another includes advancing student success through a coordinated strategy that reimagines 12th grade via an expanded dual enrollment pilot enabling early completion of transfer-level math and English courses ([1.2.10](#)).

All institutional goals are data-driven, supported by disaggregated analysis of course success rates of retention, completion, transfer, and equity gaps. The Office of Institutional Effectiveness (OIE) regularly provides dashboards and comprehensive reports that planning committees and institutional leadership use to meet goals and objectives ([1.2.11](#)). These data reveal positive trends such as increased course completion rates among African American and Latinx students, reduced disproportionate impacts, and consistent success rates across age and gender groups.

Institution-Set Standards (ISS) and stretch goals provide clear benchmarks. For example, CHC's institutional set standard for course completion is 63.6%, while the stretch goal is 76.7%. The college has consistently exceeded its ISS, with a 76.7% course success rate in 2023-24 ([1.2.1.3](#)). Similarly, governance committees review annually targets for certificates, degrees, and transfers, ensuring ongoing institutional accountability and the ability to respond dynamically to emerging trends, including those affected by the pandemic ([1.2.12](#)).

CHC's goal setting is aligned with statewide mandates such as AB 1705, Common Course Numbering, the Vision for Success framework, and the Student-Centered Funding Formula, ensuring relevance and compliance while promoting equitable student outcomes ([1.2.13](#)). Strategic Directions developed and updated through governance committees incorporate these mandates, creating an integrated framework for institutional advancement ([1.2.1.1](#) (pp. 89-95)).

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Commented [BS3R1]: Done

Commented [BS4]: Static document in folder

Commented [KW5R4]: This is correct. Is IEPI dual enrollment grant.

Commented [AV6]: The dashboard is not linked right now, should we include it with hopes that it will be? @Wurtz, Keith A.

Commented [KW7R6]: You mean it is not complete. It is okay to include as is.

Crafton Hills College emphasizes continuous improvement through regular evaluation and adaptation. Strategic Directions 4 and 5, including supporting actions and key results, are reviewed bi-monthly in governance committees ([1.2.14](#)). This iterative process ensures that goals remain relevant and that institutional resources are optimally leveraged. Key results are tracked and retained for historical documentation, supporting transparency and learning ([1.2.15](#)). Governance committees' commitment to efficient, focused meetings reflects an institutional culture that values collaboration and evidence-based decision-making.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Crafton Hills College (CHC) demonstrates its accountability to its mission— “to change lives... through a learning environment that is transformational”—by systematically reviewing progress on institutional goals and using disaggregated data to inform continuous improvement. This work occurs through an integrated set of processes led by the Educational Master Plan Committee (EMPC), the Professional Development (PD) Committee, and other shared- governance bodies.

The EMPC reviews each of the college’s five strategic directions once each semester, a cycle aligned with the Board of Trustees’ review of districtwide strategic goals. Across the strategic directions, there are 89 Key Results (KRs), with each direction containing between 10 and 26 measurable outcomes ([1.3.1](#), [1.3.2](#), [1.3.3](#), [1.3.4](#), [1.3.5](#), [1.3.6](#)). One strategic direction—Increase Student Success and Equity—includes 17 KRs such as improving course success and transfer rates for Black/African American and Hispanic/Latine students (two disproportionately impacted groups identified in disaggregated student outcome data) and increasing the number of academic programs that can be completed with free textbooks.

Updates to KRs are prepared by reporting parties designated by the President’s Cabinet and the EMPC and include administrators, faculty, and classified professionals. These reports analyze both aggregated and disaggregated data, highlighting gaps in outcomes among student groups. The EMPC reviews and discusses the findings in a shared governance setting that includes representatives from all constituency groups, including students. Final updates are published in Cascade, the district’s digital reporting platform, ensuring transparency and accessibility for internal and external stakeholders ([1.3.6](#)).

The EMP review process has driven significant progress in developing Zero Textbook Cost (ZTC) pathways. Specifically, in Spring 2026 51% of all sections were identified as ZTC prior to the start of registration. Using enrollment and equity data, CHC launched a bilingual digital ZTC marketing campaign in Fall 2024 ([1.3.6.2](#)), expanded in Fall 2025, and held an on-campus ZTC Week to increase awareness of the program. The college continues to address challenges in converting more general education courses to ZTC and is exploring a ZTC “course modality” designation to ensure consistency across semesters and instructors ([1.3.6.3](#)).

CHC’s commitment to equity extends to high-achieving students through the College Honors Institute (CHI), which requires completion of 15 honors course credits with a cumulative GPA of 3.25 or higher, at

least 15 hours of community service ([1.3.6.1](#)), and 100 participation points per semester. These standards are communicated publicly on the CHI website and in promotional materials.

The CHI program coordinator records student GPA, course completion, service hours, and participation data at the end of each semester ([1.3.7](#)). The Office of Institutional Effectiveness, Research, and Planning (OIERP) produces an annual demographic report on CHI membership disaggregated by gender and ethnicity and compares it to the general CHC student population ([1.3.8](#)). This comparison allows the college to identify and address inequities in program participation through targeted recruitment and outreach.

The Professional Development (PD) Committee plays a central role in ensuring CHC's faculty, staff, and administrators are equipped to advance the college's mission. The PD Committee conducts regular evaluations of PD activities ([1.3.9](#), [1.3.10](#)), collects disaggregated feedback by employee group, and administers a campuswide Needs Assessment every two years ([1.3.11](#)). The most recent Needs Assessment examined workshop preferences, delivery formats, and scheduling to ensure PD offerings meet the diverse needs of all employee groups.

PD planning is also informed by disaggregated course outcome data, particularly in relation to equity-focused training. For example:

- ACUE Effective Teaching Practices: Implementation data show improvements in syllabi and pedagogy across multiple disciplines. For example, Crafton's microbiology and ASL instructor presented on the impact that completing the ACUE training had on their classroom instruction ([1.3.12](#)).
- Black Student Success Week: PD funded faculty and staff attendance at sessions such as *African American Transfer Tipping Point* by Dr. Darla Cooper, which provided data-based strategies for improving transfer outcomes among African American students ([1.3.13](#), [1.3.14](#)).
- USC Race and Equity Training: Disaggregated data at the course section level have been used to identify instructional areas where equity gaps persist and to inform targeted PD interventions.

All PD activities undergo post-event evaluations, and results are reviewed for patterns across employee groups ([1.3.9](#), [1.3.11](#)). These evaluations, along with needs assessments, help ensure that PD programming aligns with CHC's values, supports the mission, and addresses the professional growth necessary for equitable student achievement.

As an illustration, the idea for the USC Race and Equity Center training for instructional faculty started as an idea when President Horan facilitated the Crafton participating in the Equity Alliance monthly training in 2020-2021 ([1.3.15](#)). One of those training topics specifically focused on fostering and sustaining inclusive classrooms for student of color. As a result of those trainings, the Vice President of Instruction worked with the Academic Senate leadership and Professional Development Faculty Lead to implement a training for instructional faculty ([1.3.16](#)).

Three cohorts of instructional faculty have completed the USC Race and Equity training for instructional faculty to apply equity-minded strategies in the classroom. To date, 88 instructional faculty have participated in the USC training. In addition, 76% of the college's full-time instructional faculty have completed the training. The training for 88 full-time and part-time instructional faculty lead to a

decrease in the number of disproportionately impacted groups at Crafton as well as a statistically significantly and substantial increase in course success rates for Black and Hispanic/Latine students.

Specifically, in 2020-2021 four groups experienced disproportionate impact in course success rate at the college: Black/African American, Hispanic/Latine, Native American, and Pacific Islander students. In three years, the college reduced the number of disproportionately impacted groups in course success rate from four to two: Black/African American and Hispanic/Latine students. For the two groups still experiencing disproportionate impact, Black/African American and Latinx/Hispanic students, the course success rate has consistently increased over the last three years (1.3.17). Specifically, for Black/African American students the course success rate has increased from 65.4% in 2021-2022 to 70.6% in 2024-2025, a 5.2% increase, which was statistically significant ($p = .007$) and substantial ($ES = .11$). For Hispanic/Latine students the course success rate has increased from 69.6% in 2021-2022 to 77.1% in 2024-2025, a 7.5% increase, which was statistically significant ($p < .001$) and substantial ($ES = .17$). In addition, when instructors who have participated in the USC Race and Equity training have been surveyed one hundred percent agreed that the tools provided were helpful in addressing racial inequities (1.3.18).

Through these reflective and data-informed processes, Crafton Hills College has uncovered several important lessons that continue to shape its approach to institutional improvement. The college has recognized that disaggregated data are indispensable—not only for identifying achievement gaps, but also for designing targeted interventions that respond to the specific needs of disproportionately impacted student groups. This insight has led Crafton to encourage faculty to incorporate disaggregated data into their self-evaluations, and to develop a dedicated dashboard that allows instructors to view their own course success rates by student subgroup.

The college has also learned that establishing regular review cycles helps cultivate a culture of accountability and transparency. When progress is consistently monitored and shared, it becomes easier for all stakeholders to engage with the data, understand emerging trends, and take action where needed.

Additionally, Crafton has found that professional development yields the greatest impact when it is closely aligned with institutional priorities outlined in the Educational Master Plan (EMP) and grounded in student outcome data. By connecting professional learning directly to institutional goals and evidence of student need, faculty and staff are better equipped to implement meaningful change.

Finally, the college has seen the value of strong collaboration across instructional areas, student services, and professional development planning. When these groups work together, planned improvements more effectively address the student experience as a whole, ensuring that initiatives are both cohesive and student-centered.

Looking ahead, Crafton Hills College is committed to building on its progress by deepening its data-informed, equity-centered practices. The college will continue its established Educational Master Plan (EMP) review cycle, keeping disaggregated data analysis at the forefront of how Key Results are assessed and how institutional improvements are guided.

CHC also plans to expand student awareness of Zero Textbook Cost (ZTC) sections and ZTC pathways (1.3.19), particularly within high-enrollment general education courses. By increasing visibility and

access to these cost-saving options, the college aims to promote greater equity and reduce financial barriers for students.

Additionally, efforts to strengthen outreach for the Crafton Hills Institute (CHI) will ensure that participation more fully reflects the diversity of the college's student population. In parallel, professional development planning will be refined by drawing more heavily on real-time equity data and by continuing to provide high-impact trainings such as the USC Race and Equity series, Safe Space training, and ACUE certification opportunities.

Finally, CHC will increase its documentation and sharing of success stories emerging from EMP initiatives, professional development efforts, ZTC expansion, and CHI activities. By amplifying these examples, the college hopes to enhance stakeholder understanding of its ongoing progress and institutional priorities.

The integration of EMP data review, targeted equity initiatives like ZTC and CHI, and the PD Committee's data-informed planning demonstrates CHC's strong commitment to using disaggregated data to guide institutional improvement. This cycle of review, reflection, and action ensures that the college remains accountable to its mission, advances equitable student success, and sustains a culture of evidence-based decision-making.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

Crafton Hills College (CHC) ensures that its mission—advancing the educational, career, and personal success of a diverse student population—serves as the foundation for all institutional planning, resource allocation, and innovation. This is achieved through a comprehensive, integrated planning system that is inclusive and data-informed and designed to support continuous quality improvement.

CHC's planning framework is anchored by three primary components: the Educational Master Plan (EMP) ([1.4.1](#), [1.4.2](#)), the Facilities Master Plan (FMP) ([1.4.3](#)), and the Planning and Program Review (PPR) process ([1.4.4](#)). PPR serves as the core driver, requiring departments and service areas to complete a full four-year review, with annual or biennial updates. This process requires alignment of goals and resource requests with the college mission and strategic priorities, supported by quantitative and qualitative data. The PPR Handbook, Timeline, Coaching Program, and Rubrics (including mission and vision alignment) ensure consistency and transparency across all planning units ([1.4.5](#), [1.4.6](#)).

Institutional plans are not developed in isolation; they are linked through a shared governance structure that ensures integration. Specifically, the Planning and Program Review Committee is a shared governance committee consisting of faculty, classified professionals, and administrators ([1.4.4](#)). The process for submissions, rubric developing, assigning scores, and recommended changes is all done in collaboration ([1.4.7](#)).

Recommendations from PPR roll up from the discipline to the department to the division level, before reaching institutional prioritization. The prioritization process—illustrated in the PPR Prioritization Diagram—aligns resource requests with mission-driven goals, equity priorities, and operational capacity ([1.4.8](#)).

Information from PPR informs annual budget development, multi-year fiscal forecasting, and facilities planning (1.4.4). CHC collaborates with the district to produce a multi-year forecast of revenues and expenses, enabling leadership to anticipate funding needs and plan strategically (1.4.9). Resource allocation decisions are informed by PPR prioritization lists, program performance data, and equity metrics (1.4.5 (pages 10-11 and 36-38)). Evidence of this integration is reflected in funded initiatives such as the funding for a trauma mannequin, document projectors, athletic training table, conferences, instructional supplies, anatomical models, lab cart, part-time faculty training, and the Child Development Center play structure. (1.4.10, 1.4.10.1, Slides 66-69).

The Facilities Master Plan, updated in Fall 2024 and approved by the Board in Spring 2025, reflects priorities identified in program review and aligns infrastructure development with academic and student service needs (1.4.3 (pages 59, 81-104)). EMP Key Results are monitored in weekly EMP meetings using the Cascade platform, ensuring real-time tracking of progress and timely adjustments (1.4.11, 1.4.12, 1.4.13).

Planning at CHC is cyclical and occurs on a regular schedule. PPR deadlines (1.4.6, 1.4.12, 1.4.13), budget cycles (1.4.14), and FMP reviews (1.4.15, 1.4.16) are embedded in the institutional calendar. Participation is broad, involving faculty, staff, administrators, and students through committees such as Crafton Council, the Budget Committee, the Facilities Master Plan Committee, and the Student Equity and Achievement Committee (SEAC).

The Office of Institutional Effectiveness, Research & Planning provides dashboards, disaggregated student success data, and enrollment trends to facilitate data informed decision-making for both instructional and non-instructional planning. Climate surveys measure students' sense of belonging and campus culture, providing qualitative insights to complement quantitative indicators (1.4.17 (pages 2-3, page 24), 1.4.18 (pages 2-3, page 5)). For example, disaggregated data on students who speak languages other than English led to the creation of targeted multilingual support services (1.4.22 (page 13)).

The integration of mission-driven planning with resource allocation has produced tangible improvements in student outcomes. Examples include:

- **ESL and Multilingual Support:** Development of a multilingual program to address gaps in access and success for non-English speakers (1.4.22 (page 13)).
- **Equity-Focused Professional Development:** USC Race and Equity training for faculty, staff, and administrators, fostering a shared equity framework across the college. For example, the number of disproportionately impacted groups in course success rate was reduced from four to two. Equally important, the course success rates for African American and Hispanic students has statistically significantly and substantially increased as a result of these efforts (1.4.22 (page 15)).
 - The African American students course success rate statistically significantly ($p < .001$) and substantially ($ES = .15$) increased from 64% in 2020-2021 to 71% in 2024-2025, an increase of seven percentage points (1.4.23).
 - The Hispanic course success rate statistically significantly ($p < .001$) and substantially ($ES = .09$) increased from 73% in 2023-2024 to 77% in 2024-2025, an increase of four percentage points (1.4.24).
- **STEM Access Expansion:** Implementation of the MESA program to support historically underrepresented students in STEM fields (1.4.25).

- **Facilities Enhancements:** Infrastructure projects identified in PPR and integrated into the updated FMP, improving learning environments ([1.4.3](#), page 4, pages 76-103)).
- **Hiring Processes:** Refinement of full-time faculty hiring to prioritize instructional faculty representation aligning with student representation. For example, the percent of African American tenure track faculty has increased from 0% to 3.3%, the percent of Latine faculty has increased from 23 to 25%, and the percent of Asian faculty has increased from 5% to 10%.

CHC's actions are explicitly tied to closing equity gaps. Budget development incorporates input from managers, faculty, and staff, ensuring that diverse perspectives shape funding priorities. Data shows increased retention and success rates, particularly among disproportionately impacted student groups (see above). Campus climate surveys reveal a growing sense of belonging, attributed to cultural events, the creation of a multicultural center, and increased visibility of equity initiatives ([1.4.19](#)).

Equity is embedded in planning through rubric criteria, targeted resource allocation, and continuous review of student achievement data ([1.4.20](#), [1.4.21](#)). Committees such as SEAC analyze disaggregated data to identify gaps, determine interventions, and set equity-focused goals ([1.4.22](#) (pages 8-10 and page 20)). Funding programs like multilingual support and MESA is directly tied to this integrated planning and resource prioritization process.

CHC's mission is not a static statement but an operational guide that shapes planning, decision-making, and resource allocation. Through a comprehensive, integrated, and data-informed planning system, the college fosters institutional innovation, continuous quality improvement, and equitable student success. The alignment of PPR, EMP, and FMP processes ensures that short- and long-term planning supports the college's vision while remaining responsive to emerging needs. This culture of planning and evidence-based action positions CHC to sustain progress and further advance its mission in service to its students and community.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Crafton Hills College (CHC) maintains a strong, transparent process for regularly communicating progress toward its mission and goals with both internal ([1.5.01](#), [1.5.02](#), [1.5.03](#), [1.5.04](#), [1.5.05](#)) and external ([1.5.06](#), [1.5.07](#), [1.5.08](#), [1.5.09](#)) stakeholders. Specifically, on the Crafton Hills College home page when clicking on About, there is a direct link to Crafton's Institutional Data ([1.5.1](#)). The Institutional Data website was collaborative developed in the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) to be designed for an external audience ([1.5.2](#)). This process is deeply integrated into the college's governance, planning, and evaluation structures, ensuring that institutional strengths, priorities, and areas for improvement are openly shared and inform decision-making.

The college's Educational Master Plan (EMP) is the central framework guiding strategic directions and Key Results (KRs) to achieve Crafton's mission ([1.5.3](#)). Each year, the EMP Committee (EMPC) systematically reviews the strategic directions, examining progress toward its measurable KRs ([1.5.4](#), [1.5.5](#), [1.5.6](#), [1.5.7](#), [1.5.8](#)). For example, in November 2024, EMPC reviewed Strategic Direction 5, documenting updates, retaining completed KRs for historical transparency, and finalizing changes in the Cascade reporting platform used districtwide to track progress ([1.5.9](#), [1.5.10](#)).

CHC ensures that program review data is accessible to the campus and public via its Institutional Research dashboards ([1.5.11](#)). These include disaggregated course completion and success rates allowing for identification of equity gaps ([1.5.12](#)), FT/PT Faculty Ratio, WSCH/FTEF Ratio, Fill Rate, Demographics, Degree and Certificate Completion, and SLO Competency by Demographics.

In addition, the PPR website ([1.5.13](#)), handbook ([1.5.14](#)), and rubrics ([1.5.15](#), [1.5.16](#), [1.5.17](#)) support the effort towards achieving the college mission by documenting program level outcomes, improvement plans, and resource requests. These tools are annually updated and promoted to faculty, staff, and community partners, ensuring transparency in both strengths and areas needing improvement.

Institutional data are not only shared but actively used to inform priorities in the Educational Master Plan Committee ([1.5.18](#), [1.5.19](#)), Institutional Effectiveness, Research, and Planning Committee, Enrollment Strategies Committee ([1.5.20](#), [1.5.21](#)), Student Senate ([1.5.22](#), [1.5.23](#)), Classified Senate ([1.5.24](#)), and Academic Senate ([1.5.25](#)), to name a few. The Student Equity and Achievement Committee (SEAC) uses disaggregated data from the Vision Aligned Reporting (VAR) system to identify equity gaps, monitor categorically funded programs, and guide interventions. In March 2025, SEAC reviewed dashboard data, discussed the new state reporting requirements, and began planning for 2025–2028 Equity Plan activities to address persistent gaps ([1.5.26](#)).

Similarly, the Office of Institutional Effectiveness conducts data coaching initiatives to build campuswide data literacy, ensuring that faculty, staff, and administrators can interpret and apply findings to improve equitable outcomes. Specifically, CHC and SBVC have partnered to create a data and equity coaching program for all college faculty and staff. The purpose of the ten-week program is to increase the knowledge, skills, and abilities of participants to help lead evidence-based conversations centered on how to achieve equity in the classroom, in non-instructional programs, and in decision-making bodies across the district. This training will be available to all faculty and staff beginning in Spring 2026 ([1.5.27](#)). Equity-focused student focus groups were launched in Spring 2025 to gather qualitative insights, complementing quantitative dashboard information ([1.5.28](#)).

Crafton Hills College uses multiple channels to ensure that progress is communicated clearly and consistently across the campus and to the broader community. The college offers professional development workshops to help employees interpret and use data effectively ([1.5.29](#)). Progress is further communicated through Board reports ([1.5.30](#)).

Externally, the college provides public dashboards ([1.5.1](#)), issues press releases to highlight major achievements ([1.5.31](#)), and shares community reports and presentations with the Board of Trustees. Outreach also includes marketing campaigns and public recognition of awards, transfer outcomes, and other institutional accomplishments. The college also uses special events—such as community engagement gatherings and naming ceremonies like the Paul and Joann Barich Terrace dedication—to showcase important milestones and strengthen partnerships with the community.

This communication framework supports equitable student success by making equity gaps visible through disaggregated dashboards and focus group narratives, guiding the development of targeted programs such as MESA, multilingual support, and zero-cost textbook pathways, and ensuring that community and stakeholder voices inform planning in ways that foster shared responsibility for outcomes. Survey results, retention data, and program evaluations confirm that these initiatives have

increased students' sense of belonging, improved success rates for disproportionately impacted groups, and strengthened public trust in Crafton Hills College's commitment to its mission.

From these practices, Crafton Hills College has learned the importance of pairing quantitative dashboards with qualitative narratives, ensuring that data are both contextualized and actionable. Moving forward, the college aims to expand external storytelling to better convey its progress and impact, increase participation in data literacy training, and enhance public-facing summaries of EMP and PPR outcomes to reach broader audiences.

The college's commitment to transparent, regular communication of its progress—supported by robust public data tools, inclusive governance processes, and intentional equity planning—ensures that internal and external stakeholders remain informed, engaged, and empowered to support the mission and continuous improvement of Crafton Hills College.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

Suggested length for Standard 2 is no more than 20 pages.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Consistent with the college's mission (2.1.1), every program of study offered at CHC is structured to lead to one of the following outcomes: 1) associate degree, 2) baccalaureate degree, 3) certificate, 4) workplace skills, or 5) transfer opportunity (2.1.2) and all reflecting the value of lifelong enrichment (2.1.3). The Curriculum Committee (CRC) manages the curriculum review process to verify consistency with the college mission and requirements appropriate to higher education (2.1.4). The college's annual program review process evaluates how well our students are attaining their educational goals and how well they are poised for success in whatever follows program completion – employment or transfer -- by analyzing the instructional program and assessments of expected learning outcomes (2.1.5).

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Commented [SJ9]: link is to About CHCH as it has statement about life long learning

Public Information

Descriptions of all the college's educational programs are available in the online catalog (2.1.2).

Programs of study are organized into six Career and Academic Pathways (2.1.6):

1. Business and Industry
2. Creative and Fine Arts
3. Public Safety and Health Services
4. Science, Technology, Engineering, and Mathematics
5. Society, Behavior, and Culture
6. Online Program and Certificate Pathways.

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These allow students to explore specific programs of study that require similar skills while minimizing

excessive unit accumulation. For example, within the Public Safety and Health Services Pathway there are 18 programs (2.1.7). Students can click on a specific program from the list, such as Emergency Medical Technician – Paramedic Certificate (2.1.8), and get additional information, including award type (degree or certificate), Program Learning Outcomes (PLO’s), and program requirements. Additionally, the Program Map (2.1.9) provides a visual representation of a possible pathway (i.e., sequence of courses) through the program.

Alignment with college mission

Crafton’s processes for curriculum design and development ensure that all academic programs align with the institution’s mission (2.1.10). The curriculum review and approval process requires completion of program templates in CurricUNET to ensure that all relevant standards, policies, and procedures are enforced (2.1.11). The program template requires faculty to discuss how a proposed program supports the mission of the college, using references such as labor market data that supports workforce demands for occupational programs (PROGRAM TEMPLATE NARRATIVE 2.1.12 and ADVISORY MINUTES 2.1.13). In addition, the template requires the identification of the Career and Academic Pathway (2.1.7) for each program. The template form also facilitates diversity, equity, inclusion, accessibility, and antiracism by identifying which Course Outline of Record (COR) components incorporate DEIA strategies (2.1.14).

All new programs must be approved in accordance with AP 4020 (program, curriculum, and course development) (2.1.15). The program viability process is meant to assure that the college’s instructional resources are used to support the college mission, its Comprehensive Master Plan (2.1.16), and the needs of students and the community (2.1.17). Program viability discussion may be initiated by any group. Regardless of where the discussion is initiated, the Academic Senate guides the process and makes preliminary recommendations. As an illustration, CHC completed a program viability process for the Bachelor of Science in Respiratory Care Degree Program Viability (2.1.18), Senate Minutes (XXX should be 2.1.19), Board Minutes(2.1.20).

Additionally, all CHC’s courses have a Course Outline of Record (COR) in CurricUNET. The COR requires discipline faculty to state why the course is needed. For example, the COR for ASL-101 – American Sign Language I (2.1.21), states that the course provides the initial training for those who wish to communicate effectively with members of the deaf community, is associate degree applicable, a requirement for students earning an AA or certificate in ASL, fulfills the associate degree GE requirement for humanities and diversity and multiculturalism, and transfers to UC and CSU.

Standards for Curricula

Crafton’s processes for curriculum design and development reflect generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction and across all modalities. The college follows all legal mandates for curriculum review and approval stipulated in the California Education Code, Title V, and Federal regulations. For instance, curriculum review occurs in a six-year cycle (2.1.22) to ensure that course material is current and that programs remain relevant to larger state and national trends in education and careers. In addition, program review asks each program to describe how their curriculum is up to date, addresses equity and inclusion, and is demonstrably needs-based (2.1.23).

The curriculum co-chairs also provide numerous training opportunities and consistently support faculty in the curriculum development process (Fall 2025 in-service CCN: 2.1.24). For example, in Fall 2025 the curriculum co-chairs provided a training for faculty impacted by the common course

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numbering effort to update their course outlines to align with the state-mandated course numbering system (EVIDENCE IN-SERVICE: [2.1.25](#)).

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Distance Education (DE) classes undergo a thorough review using the same course outcomes as those for corresponding face-to-face classes (EVIDENCE from CURRIQUINET, example ASL-101: [2.1.21](#)). Assessment occurs online. Board Policy (BP) 4105 (Distance Education) also states that all DE courses must adhere to the same programmatic requirements as traditional classroom programs (Ev. BP 4105: [2.1.22](#)). Moreover, Administrative Procedure (AP) 4105 states that the standards of course quality for DE courses remain the same as for corresponding face-to-face courses. Instructors assigned DE classes must be certified to teach those classes (EV ATONE CERT PROCESS: [2.1.23](#) and [2.1.24](#)).

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Determinations and judgements about the quality of all DE courses are made by the Curriculum Committee (Ev. AP 4105 [2.1.25](#) and minutes for Curriculum Committee [2.1.26](#)). In addition, departments that plan to offer any course in the DE mode must submit a separate DE addendum for that course through CurricUNET ([2.1.27](#)) to the Distance Education Committee and then to the college Curriculum Committee. Both committees must approve the DE Addendum (Ev. DE Addendum Course Approval Process [2.1.28](#), Curriculum Handbook DE Approval [2.1.29](#), DE Committee Charge [2.1.30](#), Curriculum Committee Minutes [2.1.31](#), DE Committee Minutes [2.1.32](#)). Once approved, that course and addendum must also be approved by the SBCCD Board of Trustees before the course may be scheduled as a DE section ([2.1.33](#) pgs. 118-120).

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2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.
(ER 3, ER 9, ER 11, ER 14)

Faculty and Shared Governance Role in Program Design and Delivery

At Crafton Hills College (CHC), faculty primarily control the design, delivery, and continuous improvement of academic programs ([2.2.1](#)). The Academic Senate, through its Curriculum Committee, holds primary responsibility for curriculum development in alignment with Title 5 regulations, California Community Colleges Chancellor's Office (CCCCO) guidelines, and Accrediting Commission for Community and Junior Colleges (ACCJC) standards ([2.2.2](#)). The Curriculum Committee includes faculty representatives from each instructional area, an articulation officer, administrators, classified professionals, and a student representative, ensuring broad and diverse perspectives ([2.2.3](#)).

Curriculum proposals—whether for new programs, modifications, or deactivations—originate with discipline faculty, who incorporate current research, labor market data, transfer institution requirements, advisory board feedback, and student learning and achievement data ([2.2.4](#)). These proposals undergo a multi-stage review that includes departmental dialogue, dean oversight, technical compliance checks, and Curriculum Committee deliberation ([2.2.5](#)). This collaborative and multi-tiered approach ensures that all programs meet discipline and industry standards and support equitable student success.

Curriculum Review and Program Quality Assurance

All credit programs and courses are reviewed once every six years (once every two years for

Career Education programs) as outlined in CHC's Curriculum Six-Year Review Criteria ([2.2.6](#), [2.2.7](#), [2.2.8](#)). This process requires faculty to:

- Evaluate course content, objectives, and student learning outcomes (SLOs) for relevance and currency.
- Review alignment with industry standards, transfer requirements, and licensure/certification updates.
- Integrate Diversity, Equity, Inclusion, and Accessibility (DEIA) principles into the Course Outline of Record (COR) consistent with Academic Senate for California Community Colleges (ASCCC) DEI toolkit recommendations.
- Update textbooks, instructional materials, and assignments to reflect current disciplinary knowledge and culturally responsive practices ([2.2.9](#)).

Career Education programs also conduct biennial advisory committee meetings, documented per the CCCC CTE Program Advisory Committee Handbook, to validate that programs align with current workforce needs, emerging technologies, and industry certifications ([2.2.10](#), [2.2.11](#)).

Program Review as an Equity and Effectiveness Tool

In addition to curriculum review, all instructional programs participate in an annual and comprehensive program review as described in the Planning and Program Review Handbook ([2.2.12](#) (page 7)). Faculty teams analyze multi-year data on enrollment, course success rates, SLO achievement, degrees/certificates awarded, and transfers, disaggregated by race/ethnicity/gender, age, and other demographics ([2.2.13](#), [2.2.14](#), [2.2.15](#)). The process identifies equity gaps, progress toward institutional and departmental goals, and development of action plans.

Program Review prompts faculty consider ([2.2.16](#)):

- How effectively courses and programs prepare students for transfer or employment.
- Whether learning outcomes are equitably attained by all student groups.
- What resources, professional development, or curriculum changes are needed to close identified gaps.

Resource requests emerging from Program Review are prioritized through governance committees to ensure alignment with CHC's Strategic Directions, such as *Increasing Student Success and Equity* and *Engaging in Practices that Prioritize Inclusivity, Equity, Anti-Racism, and Human Sustainability* ([2.2.12](#), (page 10), [2.2.17](#)).

Assessment of Learning Outcomes

CHC requires clearly defined SLOs for all courses and PLOs (Program Learning Outcomes) for all degrees and certificates ([2.2.18](#), [2.2.19](#)). SLOs and PLOs are assessed on a regular cycle, with results entered into the college's assessment management system ([2.2.20](#), [2.2.21](#)). Faculty review aggregated and disaggregated assessment results to identify strengths, areas for improvement, and equity gaps. Assessment data are then used to inform course and program modifications, pedagogical approaches, and support services ([2.2.12](#) (page 39), [2.2.17](#)).

For example, analysis of SLO data in transfer-level English and math revealed higher success rates for dual enrollment students compared to non-dual enrollment peers (ENGL-101 success rates: 95% vs. 60%). Faculty leveraged this information to expand embedded tutoring and reinforce early exposure

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to these courses in high school partnerships ([2.2.22](#), [2.2.23](#))

Equity-Focused Curriculum and Pedagogy

CHC's curriculum processes incorporate equity considerations at every stage ([2.2.9](#)).

Faculty have engaged in significant professional development to integrate equitable teaching practices into course design and delivery:

- **University of Southern California (USC) Race and Equity Center Training** – 76% of instructional faculty have completed this program, equipping them to analyze disaggregated data, identify classroom equity gaps, and implement inclusive pedagogical strategies ([2.2.24](#)).
- **Association of College and University Educators (ACUE) Certification in Effective Teaching Practices** – Faculty participate in a 25-week, research-based course focusing on equitable classroom practices, student engagement, and active learning ([2.2.25](#)).

The Curriculum Committee has also initiated training sessions on embedding DEIA in the COR, following the ASCCC DEI toolkit model ([2.2.26](#)). These sessions emphasize integrating culturally relevant examples, diverse perspectives, and accessible course materials ([2.2.27](#) (page 13)).

Industry and Community Collaboration

For Career Education programs, faculty work closely with local employers, workforce boards, and professional associations to ensure that curricula meet evolving labor market needs ([2.2.28](#)). Advisory committees review program learning outcomes, recommend curriculum updates, and validate the currency of equipment, facilities, and instructional methods ([2.2.29](#), [2.2.30](#), [2.2.31](#)).

The Dual Enrollment Committee—comprised of faculty, deans, other administrators, and high school partners—also exemplifies collaboration with community stakeholders ([2.2.32](#)). This group reviews course success data, identifies barriers to access, and develops scheduling principles and pathways that align with both high school and college requirements ([2.2.33](#)). By ensuring early exposure to college-level coursework, particularly in math and English, CHC supports equitable attainment of educational goals for disproportionately impacted students.

Use of Student Achievement Data to Inform Program Design

Faculty regularly review student achievement data to drive curriculum decisions. Examples include:

- **Dual Enrollment Success Analysis** – Data from 2021-22 to 2023-24 show that dual enrollment students achieved an 88% course success rate, significantly higher than the 74% rate for non-dual enrollment students ($p < .001$, $ES = .32$) ([2.2.22](#)). Disaggregated results show substantial gains for Black/African American and Latinx students in dual enrollment compared to non-dual enrollment peers ([2.2.22](#)).
- **Equity Gap Reduction** – From 2020-21 to 2023-24, the number of student groups experiencing disproportionate impact in course success decreased from four to two (Black/African American and Latinx) ([2.2.22](#)). Success rates for these groups improved by 2.1 and 3.1 percentage points, respectively ([2.2.22](#)).
- **Program-Specific Adjustments** – In response to lower success rates in MATH-110 for certain student groups, faculty developed co-requisite support models and embedded tutoring ([2.2.34](#)).

Innovation in Program Development

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CHC fosters innovation in program design to address emerging educational and workforce needs ([2.2.35](#)):

- **Noncredit and Short-Term Vocational Programs** – Faculty collaborate with community partners to develop noncredit certificates in areas such as workplace readiness, ESL, and basic skills, providing on-ramps for adult learners and incumbent workers ([2.2.36](#)).
- **Pathway Mapping** – Through Guided Pathways, faculty teams have mapped degree and certificate programs to ensure students can complete in a timely manner with clear course sequences and embedded milestones ([2.2.37](#)).
- **Dual Enrollment Pathways** – The Dual Enrollment Committee has created draft scheduling principles and pathway maps to streamline access and maximize applicability of high school coursework toward college credentials ([2.2.33](#)).

Governance Oversight and Continuous Improvement

The integration of curriculum, assessment, program review, and governance oversight ensures that CHC programs remain current, rigorous, and equitable ([2.2.12](#) (page 7)). Committees such as the Curriculum Committee, Program Review Committee, Educational Master Planning Committee, and Dual Enrollment Committee meet regularly, maintain transparent records, and report to the Academic Senate and Crafton Council ([2.2.38](#), [2.2.39](#), [2.2.40](#), [2.2.41](#)).

Minutes the Dual Enrollment Committee meetings of March 6 and May 1, 2025, illustrate this ongoing work:

- Review and analysis of course success data for program improvement ([2.2.22](#)).
- Collaborative development of scheduling principles and program pathways ([2.2.33](#)).
- Planning for faculty presentations at statewide conferences to share best practices ([2.2.22](#)).

Crafton Hills College ensures that academic programs are designed and delivered in accordance with relevant discipline and industry standards through regular faculty leadership, governance processes, and community partnerships ([2.2.1](#), [2.2.4](#)).

Curriculum is regularly reviewed and updated to reflect current knowledge, labor market needs, and transfer requirements, while integrating equity and accessibility principles ([2.2.6](#), [2.2.8](#), [2.2.9](#)). Program Review and assessment cycles provide a continuous feedback loop, enabling faculty to use disaggregated data to identify and address equity gaps ([2.2.12](#) (page 7), [2.2.17](#)). Collaborative structures—such as advisory boards and the Dual Enrollment Committee—connect the college to community and industry partners, ensuring that programs prepare students for success in transfer, career, and lifelong learning ([2.2.28](#), [2.2.29](#), [2.2.30](#), [2.2.31](#), [2.2.32](#)).

Conclusion: Through these integrated processes, CHC fulfills its mission to change lives by providing a transformational learning environment that supports equitable attainment of learning outcomes and achievement of educational goals.

Evidence

- 2.3. **All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)**

CHC requires GE completion for every degree it awards. The 2025–26 Catalog’s *Graduation Requirements* page states that students earning an associate degree must complete either the CalGETC (for transfer) or the Crafton Hills College Local GE pattern (for local degrees). This policy-level statement ensures that all degree pathways include a GE component that develops broad knowledge and skills across disciplines (2.3.1)-.

CHC implements the new statewide Cal-GETC pattern, with required areas in Oral Communication; English Composition & Critical Thinking; Mathematics/Quantitative Reasoning; Arts & Humanities; Social and Behavioral Sciences; and Physical & Biological Sciences. The catalog also references the American Institutions requirement and LOTE (Language Other Than English) expectations, aligning with CSU/UC breadth. Together, these areas explicitly build communication, critical thinking, and quantitative reasoning while grounding students in scientific inquiry and the humanities (2.3.2).

The local GE pattern emphasizes the same competencies and adds CHC-specific emphasis on citizenship and global awareness. The catalog explains that GE “develops student awareness of societal concerns and responsibilities of citizenship” and fosters a “global perspective,” directly addressing civic responsibility and engagement with diverse perspectives. Category A (Language and Rationality) requires English Composition and Oral Communication/Critical Thinking; Mathematics is required in Category B; additional categories span Natural Sciences, Social and Behavioral Sciences, Humanities & Arts, and American Heritage. Notably, LIBR 100 (Introduction to Library Research) appears among Area A options, embedding information literacy in the local GE options (2.3.3).

The catalog’s *General Education* overview reinforces this philosophy, describing GE as providing a fundamental learning foundation for all instructional programs offered by the college. These courses are “designed to stimulate the student’s intellectual curiosity, to introduce the student to the major broad domains of higher education, and to develop the student’s awareness of societal concerns and the responsibilities of citizenship.” Courses in this category identify problem-solving, communication, and quantitative/qualitative data analysis as expected competencies (2.3.3).

Institutional Learning Outcomes (ILOs) further codify GE competencies at the college level. CHC’s ILOs include critical thinking; written and oral communication; interpersonal and group skills; society and culture; information and literacy; and ethics and values, creating a shared-outcomes language across programs and the GE curriculum (2.3.4).

Chapter Four of District Board Policies establishes the governance framework that safeguards academic quality for GE:

- BP 4025 (Philosophy and Criteria for associate degree and General Education) articulates the purpose and scope of GE within degrees (2.3.5).
- BP 4020 (Program, Curriculum, and Course Development) defines rigorous curriculum approval processes (2.3.6).

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- BP 4100 (Graduation Requirements for Degrees and Certificates) operationalizes degree requirements (including GE) [\(2.3.7\)](#).
- BP 4105 (Distance Education) ensures DE course quality and equivalence of outcomes [\(2.3.8\)](#).
- BP 4040 (Library Services) affirms the information resources and services that underpin information literacy [\(2.3.9\)](#).
- BP 4220 (Standards of Scholarship) and BP 4250 (Probation, Dismissal, & Readmission) ensure academic rigor and integrity [\(2.3.10\)](#).

These policies are published by SBCCD on the Board Policies & Administrative Procedures site, where each policy number and title is listed for public reference [\(2.3.11\)](#).

Course Outline of Record (COR) requirements operationalize these policies. CHC’s Guide to Course Outlines requires that “all courses applicable to a college degree are required to demonstrate critical thinking,” and requires that critical thinking be evident in *Objectives, Methods of Instruction, and Methods of Evaluation*. It further requires measurable objectives and alignment between assignments and stated outcomes—key design features that sustain GE rigor across modalities [\(2.3.12\)](#).

Six-Year- Review Criteria used by the Curriculum Committee require assurance that assignments demonstrate assignments and outside work remain relevant—another quality checkpoint that preserves GE standards over time [\(2.3.13\)](#).

For distance education, the CHC Faculty Handbook requires separate review/approval and adherence to Title 5 and Academic Senate guidance on effective instructor-student contact, ensuring parity of learning outcomes for GE courses offered online [\(2.3.14, page 32\)](#).

Curriculum Committee minutes show GE alignment and transfer articulation in action. For example, the committee approved MATH 250E (Single Variable Calculus I Enhanced) to comply with AB 1705 and to strengthen success in quantitative reasoning. The minutes explicitly note that Calculus satisfies the associate degree GE requirement for computation and analytical thinking, the IGETC math/quantitative reasoning area, and the CSU GE mathematics area—clear evidence that GE learning outcomes and intersegmental transfer standards are enforced during curriculum actions [\(2.3.15\)](#).

Beyond the inclusion of LIBR 100 in GE, BP 4040 (Library Services) reflects institutional commitment to the collections, instruction, and research support that enable information literacy across the curriculum [\(2.3.9\)](#). CHC’s ILOs also make “information and literacy” an institutional outcome, so programs and GE courses can map, assess, and improve results over time [\(2.3.16\)](#).

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For civic responsibility and diverse perspectives, the local GE’s American Heritage and diversity-oriented categories (e.g., the catalog’s “global perspective” and lists that include Ethnic Studies, World Languages, -Geography, and Humanities) ensure that students become familiar with historical and contemporary civic issues and practice intercultural analysis (2.3.3). Curriculum minutes further display this emphasis—for instance, HEALTH 116: Women’s Health was approved with a rationale centered on analyzing health disparities across class, gender, religion, ethnicity, and race, providing opportunity for students to engage with diverse perspectives (2.3.15)-.

CHC’s Office of Institutional Effectiveness, Research & Planning (OIERP) maintains public dashboards—including Demographics, Course Success Rate, and Degrees & Certificates Awarded—with filters by race/ethnicity, gender, age, and other indicators. These dashboards are tools for decision-making (2.3.17)-.

To evaluate learning, CHC supplements those achievement dashboards with a public SLO dashboard; the “Competency by Demographic” view disaggregates learning outcomes by student characteristics, enabling faculty to see where disproportionate impact (DI) emerges within GE-relevant competencies and to plan interventions (2.3.1)-.

These data engender actions. CHC’s Planning & Program Review (PPR) system *requires* programs to summarize PLO/SLO results, identify DI by gender, age, and ethnicity where available, and—critically—to translate findings into objectives and action steps (2.3.19, 2.3.20). The PPR evaluation rubric (2.3.21, 2.3.22) awards the highest rating when PLOs are “assessed with an emphasis on disproportionate impact,” evaluated against targets, and used to inform instruction, with the program PLOs posted in the catalog (2.3.23 (page 16), 2.3.24, 2.3.25).

Commented [WK31]: Let's find a good PPR example and put in here

Commented [BS32R31]: Done

The rubric also compels units to set course success/completion targets and to craft strategies to reduce DI (2.3.21, 2.3.22, which must appear in the action plan (Question 10). This is the mechanism by which disaggregated data drive continuous improvement in GE bearing courses (2.3.23 (page 7)).

Commented [WK33]: Let's pull PPR that shows as well as feedback form to show a good PPR

Commented [BS34R33]: Done

Institutionally, CHC documents that ILOs and GE outcomes are assessed and used for planning; the IEAOC evidence identifies six ILOs (including information & literacy and society & culture) and notes that outcomes data are collected in the SLO Cloud and incorporated into integrated planning cycles (2.3.4, 2.3.23 (page 7), 2.3.26). The *Institutional Data* page frames the dashboards as resources for equity-minded program evaluation and for tracking awards and course success over time (2.3.17)-.

The following are examples of data-informed- refinement: In mathematics, equity gaps in gateway quantitative reasoning statewide prompted policy changes (AB 1705). CHC responded by adding MATH 250E, pairing Calculus I with *just-in-time*- support. The curriculum record ties this change to GE math requirements (local, CSU GE, IGETC) so that equitable attainment of the quantitative reasoning GE outcome is supported without compromising degree or transfer applicability ([2.3.27](#)).

Another example: The college has been aligning local (non-transfer) degrees with transfer-oriented pathways to simplify student choices and prevent excess unit accumulation. This work is influenced by Education Code §66749.8, which requires colleges to default transfer-intending students to ADT pathways on their mandatory education plans, thereby guiding the appropriate general education pattern, specifically the Cal-GETC framework. As shown in Slide 5 of the an All Departments Meeting presentation, the legislative update reinforced how Cal-GETC and ADT placement requirements will streamline transfer preparation and reduce excess units for students pursuing baccalaureate goals. These trainings ensure consistent campuswide understanding and reinforce how general education requirements remain central to degree integrity and student learning outcomes ([2.3.28](#)).

The Guide to Course Outlines requires that distance education offerings undergo separate approval and include effective instructor-student contact, preserving outcome equivalence for GE courses delivered online. This requirement aligns with BP 4105 (Distance Education) in the district policy framework ([2.3.12](#), [2.3.8](#)).

Commented [WK35]: Update with current COR handbook in the spring

The guide also details unit/assignment hour calculations and content alignment requirements, ensuring that GE courses maintain appropriate rigor and workload—whether lecture, lab, or hybrid—another quality safeguard that supports consistent attainment of GE competencies ([2.3.12](#), [2.3.29](#)).

Commented [WK36]: Let's provide a COR as an example

Commented [BS37R36]: Done!

Finally, the Six-Year Review checklist in the CHC Integrated Planning & Program Review Handbook ([2.3.23](#) (page 33)) and the Curriculum approval calendar enforce a rhythm of -evidence-based updates to keep GE courses current in content, methods, and assessment ([2.3.30](#); pending; have the Informer report but no calendar)-.

Conclusion

Across CalGETC and CHC Local GE, CHC's framework systematically cultivates communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and engagement with diverse perspectives, as codified in the catalog and mirrored in institutional ILOs (-. District board policies (e.g., BP 4025, 4020, 4040, 4100, 4105, 4220, 4250) and curriculum standards (COR design, six year- review) ensure GE integrity across courses and modalities. CHC publishes disaggregated dashboards (demographics, course success, awards) and a Competency by Demographic SLO dashboard. Its Program Review rubric requires DI analysis, targets, and action plans—and the College's recent math curriculum changes exemplify how equity data trigger GE-r-elevant refinements.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Ivan's Response:

Crafton Hills College provides students with accurate, current, and consistent information about academic programs, support services, and learning resources through multiple communication modalities. Student Learning Outcomes (SLOs) for degree programs are published in the college catalog ([2.4.1](#)), accessible online to all students, faculty, and the public. SLOs are also required to appear in course syllabi per Crafton Faculty Handbook ([2.4.2](#)) and on program websites ([2.4.3](#)), ensuring that students understand expected learning competencies in their courses and programs.

CHC uses its website, catalog, counseling resources, and a comprehensive set of student-facing tools to communicate clear and accessible information. The "2 Steps to Successful Enrollment" webpage ([2.4.4](#)) provides step-by-step pathways with integrated milestone indicators to support student onboarding. Counseling webpages ([2.4.5](#)), FAQs ([2.4.6](#)), Career and Academic Pathways ([2.4.7](#)), and Starfish ([2.4.8](#)) tools provide additional clarity on requirements, ed-planning, and progress toward completion.

Counselors assist students by developing individualized educational plans that outline program requirements and milestones. These plans are complemented by referencing college catalog ([2.4.9](#)), general education requirements ([2.4.10](#)), transfer pathways ([2.4.11](#)), and four-year articulation agreements ([2.4.12](#)). Strategic outreach campaigns ([2.4.13](#)) led by Completion Coaches, such as campaigns related to student educational plan completion, transfer deadlines, graduation checks, and registration, reinforce the importance of taking a proactive approach to ensure students are meeting key milestones. Extended service hours in Student Services ([2.4.14](#)) increase access and support diverse student schedules.

CHC employs multiple modalities to ensure students receive communication in formats aligned with their needs and preferences. These include the website ([2.4.15](#)), catalog ([2.4.16](#)), email, YouTube tutorial channels ([2.4.17](#)), Support Program Canvas Shells ([2.4.18](#)), and targeted communication from Counseling and Outreach services. CHC's Dual Enrollment program communicates with high school students and families. We hosts workshops and have robust webpage ([2.4.19](#)) with tailored informational materials in english and Spanish.

These communications were redesigned based on student and high school partner feedback, demonstrating responsiveness and commitment to clarity and accessibility.

The College regularly reviews its communication practices for clarity, accuracy, and relevance. Student Services Division and Instruction collaborate with our Public Relations Office to regularly evaluate and update departmental webpages to ensure accuracy. CHC learned through this review process that greater consistency in updating websites was needed, prompting changes in workflow and review expectations.

The college Student Equity Committee regularly reviews [\(2.4.20\)](#) identified equity gaps in participation among Black/African American and Latinx students. These improvements demonstrate that CHC uses data and stakeholder feedback to improve communication and support equitable student success outcomes.

Crafton Hills College meets Standard 2.4 by ensuring that information about programs, services, and resources is clear, accurate, accessible, and consistently reviewed, and by using this information to improve communication practices in alignment with student needs and institutional goals.

Other Response:

Crafton Hills College communicates essential academic and student support information in clear, accurate, and accessible ways across the catalog, website, Starfish, and outreach channels. These resources are designed to make enrollment understandable to the public, provide applicants with *next steps* and status checks, provide learning outcomes in student friendly language, and keep students continuously informed about their progress toward completion. Processes and responsibilities for maintaining accuracy are embedded in counseling practice, annual catalog production, and the college's integrated planning and program review cycle.

CHC invites admissions to the college in plain language via its *2 Steps to Successful Enrollment* website page—Apply and Meet with a Counselor—followed by a short *Register Today!* callout with direct links to Self Service (for registration, orientation, and printing a registration statement/receipt), a short walkthrough video, and *CCC MyPath*. This page includes a statement that an admitted student's placement in math and English classes is generated from the *CCC Apply* application and emailed to the applicant. Applicants are also directed to review their Financial Aid Self Service within three business days for *next steps*, providing a simple method to check application adjacent status items. [Crafton Hills College](#)

Admissions & Records keeps an *at glance* page with extended evening hours and clearly listed application periods by term, further supporting accessibility for working students and families. [Crafton Hills College](#)

Program pages in the current online catalog enumerate Program Learning Outcomes (PLOs) with direct, student friendly verbs (e.g., "Design, implement and evaluate environments and activities..." in Early Childhood Education). PLOs appear directly below program degree requirements. [Crafton Hills](#)

[College](#)

In addition, CHC has adopted practices to have SLOs prominently appear on syllabi and mapped to program and institutional outcomes (e.g., adoption of a common four point rubric, use of the SLO Cloud). A *Did You Know?* brief documents campuswide steps that led to a 97% course outcome assessment rate and created tools to ensure that SLOs appear on all syllabi—practices that make outcomes easy to find for students. [Crafton Hills College](#)

Also, counselors assist all newly enrolled students in creating their Student Educational Plans (SEPs) and keep SEP expectations prominent on the counseling site (“All new students are required to develop a SEP...”). The page provides direct contact methods for scheduling support. [Crafton Hills College](#)

In addition, students can check their degree progress and develop their plans using Starfish. CHC’s Starfish hub links tutorials such as *Create a Student Education Plan* and *Explore Starfish Degree Planner*, which help students visualize remaining requirements and sequence courses on a term-by-term path. [Crafton Hills College](#)

To align student planning with formal degree checks, CHC posts *Graduation Information* with a concise, step-by-step flow (i.e., preliminary requirement check, application, transcript verification, post application timeline), including clear expectations for evaluation and diploma mailing. [Crafton Hills College+2](#)[Crafton Hills College+2](#)

For transfer bound students, the University Transfer Center publishes seasonal Step-by-Step guides (Fall, Winter/Spring, and Summer) organized by month. These pages turn complex application cycles into digestible checklists and keep students apprised of crucial deadlines—another means by which progress is being actively communicated. [Crafton Hills College+1](#)

CHC’s Starfish Degree Planner tutorials support scenario planning so students can see how a different program path changes requirements and time to degree. Counseling reinforces this function through SEP updates when students change majors. [Crafton Hills College+1](#)

Career and Academic Pathways (CAPs) pages further support “major exploration.” Students who are undecided about their major can use the Exploratory CAP to attend *I Declare a Major* workshops, take assessments, and view structured exploratory maps. These resources help students gauge the implications of choosing a program or switching programs. [Crafton Hills College+1](#)

CHC maintains an annually updated catalog with program maps, award types, and transfer paths. The catalog also includes sections such as *What You Need to Know* and *What Are Your Options?* linking GE patterns, ADTs, and transfer guidance. [Crafton Hills College](#)

Consistency and currency are reinforced through the college’s integrated planning and program review infrastructure (handbooks, timelines, and **posted unit plans**). The current cycle materials show scheduled unit reviews, PPR coaching, and expectations to update goals, SLOs, and service delivery modes—mechanisms that prompt discipline faculty to update program and service pages to remain accurate. [Crafton Hills College+2](#)[Crafton Hills College+2](#)

Changes to any student services office or activity are announced on web pages that are easy to access

(e.g., evening hours in Admissions & Records and Financial Aid) through their web pages and planning documents, demonstrating that updates to information are both systematic and responsive to student need. [Crafton Hills College+2](#)[Crafton Hills College+2](#)

CHC's Brand Guide demonstrates the college's attention to accessible web banners by pathway and consistent visual identity—important for wayfinding as students navigate majors, support services, and deadlines. [Crafton Hills College](#)

Service directories and hours pages are centralized and updated for key student support offices (Counseling, Financial Aid, Library, Technology Success Center), with extended hours where needed—making access straightforward. [Crafton Hills College+1](#)

The college also augments communications via the University Transfer Center's *news updates* (workshops, “apply free” supports) and through the official YouTube channel and commencement communications, all of which help students and families understand steps and celebrate milestones. [Crafton Hills College+2](#)[Crafton Hills College+2](#)[YouTube](#)

CHC publishes clear dual enrollment options (standard dual enrollment and district partnerships) for students and parents, eligibility criteria, processing timelines, and contact routes. The partnerships pages explicitly list high school steps, district contacts, and “open classes” references, and the dual enrollment homepage [consolidates pathways and includes FAQs](#). [Crafton Hills College+1](#)

Public research briefs share outcomes in plain language. A “Did You Know?” report (Vol. 69) shows dual enrolled students had higher course success rates than peers age 18 and under in the same courses; it also notes gaps in participation for some groups, providing accessible evidence that informs outreach aimed at equity improvement. [Crafton Hills College](#)

CHC's Student Equity Plan includes actions designed to grow participation and retention of disproportionately impacted groups (e.g., African American/Black students) through coordinated outreach and marketing—again, publicly communicated. [Crafton Hills College](#)

Actions Taken and How They Support Equitable Success

Counseling led educational planning and progress communication

Counseling has streamlined key actions (i.e., orientation/placement via Self-service, SEP creation, degree planner tutorials) and expanded access through in person, virtual lobby with completion coaches, and online counseling, which lowers barriers for working students and caregivers. [Crafton Hills College+1](#)

Web, catalog, and “how-to” pathways refreshed on recurring cycles

Seasonal transfer timelines (Fall and Winter/Spring) and the annual catalog enable students to see where they stand and what comes next—especially important for first-generation and returning adult students who rely on clear instructions. [Crafton Hills College+1](#)[Crafton Hills College](#)

Extended service hours aligned to student demand

All student services offices maintain evening hours several days per week, and the Student Services directory publishes current hours and virtual options in one place—access for students balancing jobs and family. [Crafton Hills College+2](#)[Crafton Hills College+2](#)

Messaging and outreach improvements

The College's brand standards support readable, consistent banners by Career & Academic Pathway; transfer communications include fee waiver support and workshops; and dual enrollment pages provide clarity about eligibility and timelines for students and parents. [Crafton Hills College+2](#)[Crafton Hills College+2](#)

Continuous quality assurance through planning and program review

Units follow published review timelines, use PPR handbooks, and post plans that document adjustments (e.g., service hours, staffing), which drives regular content updates. [Crafton Hills College+1](#)

How we know

Utilization and outcomes data are public. Starfish survey summaries track use of Degree Planner and areas for improvement. "Did You Know?" briefs share dual enrollment outcomes, and Student Equity Plan goals define disaggregated enrollment targets. These means are evidence that communication changes are informed by data and equity goals. [Crafton Hills College+2](#)[Crafton Hills College+2](#)

Collectively, CHC's website, catalog, and counseling tools present admissions and completion information in concise, actionable steps. Applicants receive immediate placement and "what's next" emails from CCC Apply and are directed to Self Service for orientation, financial aid *to-dos*, and registration—providing a simple way for students to see their status and move forward.

As students progress, SEPs and Starfish Degree Planner make requirements and completion paths transparent; graduation pages and transfer timelines sustain momentum with clear, dated steps. The approach is student-centered (plain language, checklists, tutorials, videos), omnichannel (web, in person, virtual, and video), and intentionally expansive (evening hours; bilingual and equity oriented outreach in the Equity Plan). [Crafton Hills College+4](#)[Crafton Hills College+4](#)[Crafton Hills College+4](#)

The College also demonstrates a culture of monitoring and making adjustments. Annual catalog updates and visible PPR timelines keep program and service pages current; unit plans document service delivery changes (e.g., evening hours) tied to student need; and research briefs provide disaggregated results that inform next round communications (e.g., dual enrollment access by high school and student group). [Crafton Hills College+2](#)[Crafton Hills College+2](#)

Through committee reflection and routine feedback cycles, the College recognized the importance of consistency in updating webpages and aligning content ownership, particularly during system transitions (e.g., *WebAdvisor* to Self-service). The presence of "We're moving to Self-service" notices across pages underscores that when systems evolve, information governance must keep pace to prevent confusion. CHC has incorporated this lesson into planning conversations and unit reviews. [Crafton Hills College](#)

Next Steps and Ongoing Improvement

1. **Enable "Register from Plan."** The Committee will evaluate technology options that allow students to register directly from their Counselor approved plan (e.g., tighter integration between SEP/Degree Planner and Self-service), reducing friction between planning and enrollment and improving schedule accuracy. (Action referenced in committee notes; feasibility to be vetted through IT, Counseling, and A&R.)

2. **Expand parent friendly and bilingual communications, especially for Dual Enrollment.** Leverage Outreach & Educational Partnerships to standardize a parent orientation deck and short videos in English and Spanish that reiterate expectations, enrollment steps, and supports. Posting these on the DE landing pages and YouTube will increase their reach. [Crafton Hills College+1YouTube](#)
3. **Target equity gaps with clearer pathways content.** Use the Equity Plan’s DI goals to guide messaging and partnerships (e.g., focused outreach to Black/African American and Latinx students), embedding “how to get started” graphics and deadline reminders across CAP and DE pages. Track engagement via page analytics and workshop attendance. [Crafton Hills College](#)
4. **Deepen “progress signals.”** Add prominent “Where am I on my path?” widgets on Counseling and Graduation pages that point students to (a) Degree Planner, (b) SEP appointment, and (c) graduation application status, mirroring the monthly transfer checklists model. [Crafton Hills College+2Crafton Hills College+2](#)
5. **Sustain extended access.** Continue publishing and aligning evening/virtual hours for A&R, Financial Aid, and Counseling at semester peaks. Include “last updated” dates on hours pages. [Crafton Hills College+1](#)

Conclusion: CHC demonstrates a mature and student-centered approach to communicating program, service, and resource information. Admissions steps are brief and navigable, with built-in progress indicators (placement emails; Self-service *to-dos*). Learning outcomes are posted in the catalog in easy-to-understand language, and syllabi include SLOs. Students receive regular, actionable guidance about completion through SEPs, Degree Planner tutorials, graduation checklists, and seasonal transfer timelines. Evidence based planning and program review keep content current, while extended hours and outreach practices enhance equitable access. The college is committed to further closing the loop by enabling “register from plan,” tightening content governance, and amplifying communications for DI groups and dual enrolled students—ensuring that every student’s educational journey is supported by clear, accurate, and accessible information. [Crafton Hills College+3Crafton Hills College+3Crafton Hills College+3Crafton Hills College](#)

Representative Evidence (linked above):

- 2 Steps to Successful Enrollment; Admissions & Records hours; Financial Aid hours and workshops; Graduation Information. [Crafton Hills College+4Crafton Hills College+4Crafton Hills College+4](#)
- Catalog program pages with PLOs; Transfer step-by-step (Fall/Winter/Spring); CAPs and Exploratory maps. [Crafton Hills CollegeCrafton Hills College+2Crafton Hills College+2](#)
- Counseling SEP requirement; Starfish student tutorials; Student Services directory (hours). [Crafton Hills College+2Crafton Hills College+2](#)
- “Did You Know?”—Dual Enrollment outcomes; Student Equity Plan (2022–25); Planning & Program Review timelines/handbooks. [Crafton Hills College+3Crafton Hills College+3Crafton Hills College+3](#)
- Brand Guide illustrating accessible banners and web standards (marketing alignment). [Crafton Hills College](#)

2.5. The institution holds itself accountable for students’ success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Crafton Hills College (CHC) holds itself accountable for student success by aligning its schedule to clearly mapped programs and by running an inclusive, data informed governance process that

continuously optimizes when, where, and how courses are offered. The college organizes all majors into Career and Academic Pathways (CAPs) [2.5.1](#) and then builds a schedule—across day, evening, weekend, online, hybrid, and short-term formats—that lets students complete degrees and certificates in an established timeframe. Scheduling decisions are made collaboratively by faculty, deans, classified professionals, students, and researchers, and they are explicitly tied to disaggregated student achievement data reviewed through Program Review and college dashboards. This section summarizes the evidence that CHC meets the “Highly Developed” level of the rubric. [Crafton Hills College](#)

Commented [SJ38]: Do you want to delete all em dashes as that's a "tell for ChatGPT?"

Pathway-first planning that maps to the schedule

CHC organizes all programs into five CAPs (plus an Exploratory Pathway [2.5.2](#)), and it publishes those groupings on the college website so students and planners can see how programs fit together and sequence the right “first-year, gateway, and terminal” courses. An additional **Online Program and Certificate Pathways** [2.5.3](#) tile signals where 100% online completion is possible, a planning cue that is mirrored later in the schedule. [Crafton Hills College](#)

Commented [SJ39]: I didn't add this one - delete? As it's the same in 2.5.1?

Commented [KW40]: Add that counseling is leading the State on new GP counseling model 2022: 12-22-22 news on Crafton Website

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At the program level, CHC uses CurricUNET to publish **program maps** that identify course sequences and typical term loads (e.g., the Respiratory Care B.S. map [2.5.4](#) shows term-by-term planning and flags distance education availability with course markers and a note directing students to the live class schedule for up to date online options). Faculty and scheduling staff can use these maps to verify that the public schedule offers the courses, modalities, and time bands required for on time completion.

Data informed scheduling embedded in Program Review (PPR)

The backbone of CHC's scheduling process is Program Review. The **PPR Handbook** [2.5.5](#) requires every instructional unit to (a) use the Office of Institutional Effectiveness, Research & Planning (OIERP) dashboards [2.5.6](#) to analyze course (a) **completion and success** [2.5.7](#), (b) **identify disproportionate impact** by gender, age, and ethnicity, [2.5.8](#) and (c) attach a **scheduling matrix** [2.5.9](#) that shows when and how courses are offered over a multiyear period, with plans to reduce any DI noted.

Units also discuss **student performance by mode** (online/hybrid vs. in person) and **trends in evening and weekend offerings**, linking modality and timing choices to equity results and degree momentum. OIERP provides each unit a data packet [2.5.10](#) and offers training (see In-Service Day Two PPR Work with Research [2.5.11](#)) in how to interpret and act on the evidence.

Commented [SJ42]: Do we need a sample data packet in the evidence folder?

The PPR instrument further asks departments to describe **alternative schedules of delivery** (e.g., online, hybrid, early morning, evening) and to **attach the scheduling matrix** [2.5.9](#) (with a sample provided [2.5.12](#)), making the matrix a required artifact in the college's planning cycle. In short, the college's own rubric obligates programs to connect disaggregated outcomes to concrete, forward-looking scheduling choices.

Commented [SJ43]: Current PPR link for sample is broken

A separate **Program Course Matrix** tool operationalizes this requirement. It prompts departments to examine whether, based on the matrix, any programs will be hard for students to complete on time, whether any courses need different **timing or modality**, and which **time bands** are underrepresented. These assessments lead directly to schedule adjustments aimed at timely and equitable completion.

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An inclusive governance structure that connects curriculum to the clock

Scheduling at CHC is a whole college enterprise. The **Faculty Chairs Council** [2.5.13](#), authorized by the Academic Senate, is charged with scheduling processes, facilities use, and equity-encouraging practices. Regular agenda planning shows the Chairs Council coordinating “**Start Scheduling/Add pending classes (Feb/Sept)**” and revisiting the **course offerings matrix** at the **first meeting of fall**, ensuring routine, transparent timing for building multiterm schedules (pgs. 16-44 of Faculty Chairs Handbook [2.5.14](#)).

Broader adjustments to the academic calendar—which shape section blocks and thereby students’ ability to complete programs on time—have been handled through **districtwide participatory governance**. In 2023–24, the district’s Academic Calendar Subcommittee [2.5.15](#) met with **Academic Senate, Student Senate, Classified Senate, management, Chairs Council, and other bodies** at both colleges and conducted a districtwide survey before recommending a 161612 compressed calendar [2.5.16](#). The **application to the state [?]** [the application for CCC Chancellor’s Office approval of the CHC compressed calendar] summarizes this inclusive process and presents survey findings that informed the recommendation [2.5.17](#).

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Commented [SJ46]: Do we have the application to add to folder?

Locally, CHC documented broad campus discussion. Academic Senate minutes reference debate about the proposed calendar’s impact on **parttime students, dual enrollment alignment, financial aid, and success rates**, with commitments that included parttime faculty and the use of **student success rates** as the chief criterion (pgs. 6-8 of Senate Minutes [2.5.18](#)). **Student Senate** minutes reference the Vice President of Instruction briefing student leaders and inviting their input. Student leaders then discussed schedule flexibility and equity implications—exactly the kind of student voice expected in a “Highly Developed” scheduling process (pgs. 2-3 of Senate Minutes [2.5.19](#)).

A student class schedule that supports multiple pathways to finish on time

The **Class Schedule** [2.5.20](#) provides the full-term schedule and, crucially, **modality or -time specific- lists**: online sections, evening sections, weekend sections, short-term- sections, and late start- sections (beginning after the term starts). These curated lists help students filter by their circumstances without falling off path, and they guide chairs in balancing inventory across pathways and times of day. The same page links to a **Course Format Guide** [2.5.21](#) that defines codes such as ONLINE (fully online, asynchronous), ZOOM-RMTE (synchronous remote), and hybrid options—so expectations are clear before students enroll. [Crafton Hills College+1](#)

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The following live PDFs provide scheduling options:

- Weekend** list: Friday/Saturday/Sunday offerings across disciplines, including **English composition, Psychology, Child Development labs, Phlebotomy Theory, and Fire Inspector** modules—useful for working adults and public safety professionals. [Crafton Hills College](#)
- **Evening** list: Dozens of evening sections in Arts, STEM, CIS, and more; for example, **ASL101** meeting 6:00–8:05 p.m. and **Biology** with evening lecture/lab blocks extending to **9:40 p.m.**—critical for on time progress among students who work daytime. [Crafton Hills College](#)
- **Online** list: A broad inventory of distance education options, aligned with the Online Pathway noted on the CAPs page, allowing full or partial program completion online when mapped. [Crafton Hills College+1](#)
- Short-term and late start offerings add **onramps midterm**, letting students regain momentum without waiting an extra semester—another scheduling strategy known to support completion among parttime and stop out populations. [Crafton Hills College](#)

Commented [SJ48]: Unclear why blank report cited unless we are showing we can run the report, no? Same for other links in this bullet point section

Closing the loop with disaggregated outcomes and resource calibration

Program Review requires each unit to **set targets for course completion and success** using OIERP

data, describe **strategies to reduce DI** by gender, age, and ethnicity, and track **fill rate, WSCH/FTEF, and FT/PT faculty ratios**—the operational metrics chairs use to rightsize [determine?] section counts, adjust time bands, and decide which courses should be offered in evening/weekend or distance education formats. The PPR also directs units to compare **student performance by mode** and to plan for future alternative modes where gaps appear. This practice is the heart of the equity optimization called for in the rubric.

The **Program Course Matrix** instrument then asks departments to interpret the multi-year schedule to spot **bottlenecks** (e.g., courses offered too rarely, only at one time of day, or without an online option) and to propose specific scheduling changes so students can move through the sequence on time. Those reflective prompts make it routine to ask, “Given the matrix, which programs might be hard to complete, and what should we change?” [Document?]

At the operational level, the Chairs Council monitors pacing and targets. Minutes reference building a **Spring schedule timeline**, finishing **Summer staffing**, and moving toward **one-year planning**, giving departments a longer runway to have required courses appear with the sufficient frequency and balance for on-time completion. [Should we state that this outcome is a goal that we cannot always ensure? I changed the word “ensure” for this reason.]

Curriculum currency and quality safeguard the scheduled pathways

Because students finish faster when every scheduled section “counts,” CHC’s curriculum processes—~~and the schedule they feed~~—and resulting semesterly schedules emphasize quality and transferability. Course outlines and distance education addenda go through faculty review to ensure **effective instructor–student contact** and **comparable learning outcomes** across modes. Six-year review cycles [2.5.22](#) keep requisites and content current. Those structures allow CHC to schedule healthy online and hybrid inventories with confidence that students are making degree applicable progress, regardless of modality. [Should we concede that there are curricula where inventories are rather slim? I’m thinking of physics and engineering when I was interim dean. MS]

Example: equity driven scheduling features in the current schedule

Recent scheduling illustrates how governance practices and the use of data translate into equitable access:

- **Evening STEM:** Biology lecture/lab blocks run into the evening (e.g., 6:35–9:40 p.m.), serving working pre-allied health and STEM students who otherwise would be delayed. [Crafton Hills College](#)
- **Language access:** **ASL-101** is offered in the evening, broadening access for working learners and those with transportation constraints, and the Online sections PDF shows wide DE availability across disciplines. [Crafton Hills College+1](#)
- **Weekend acceleration:** Fire Technology’s **Inspector** series runs on Saturdays in short modular blocks, while **English** and **Psychology** appear in *Friday only* formats—flexible designs that help parttime students complete **sequenced requirements** without adding extra terms. [Crafton Hills College](#)

These are the results of Program Review’s scheduling matrix, equity analysis, and Chairs Council timeline for building the schedule.

Student voice and participatory calibration of time frames

When the district studied a compressed 161612 yearly calendar—an action directly affecting course

Commented [SJ49]: I think this is all redundant and could either be deleted or if you like paired down to one sentence or two and then inserted above in the paragraphs were we already talked about this. AS a stand alone section, I do not believe it provides much added value.

Commented [SJ50]: technically grammatically correct - but a bit too pedantic for my taste.

Commented [SJ51]: Wow. Sometimes ChatGPT ain't doing us no favors.

Commented [SJ52]: Again, I apologize, but I'm unclear on the citations/reports being referenced here. Do they need to be actual ones or just templates?

blocks and therefore time-to-degree—it **met with all constituency groups** and surveyed the colleges. The application packet sent to the CCC Chancellor’s Office documents the meetings (Academic Senate, **Student Senate**, Classified, management, enrollment management and equity committees, faculty chairs, and more) and summarizes survey results used in deliberation before a decision was finalized. Locally, **Student Senate minutes** show open discussion of equity and flexibility concerns, while **Academic Senate minutes** record a data focused commitment to center on **student success rates** and to align with K12 and transfer calendars. This process demonstrates CHC’s practice of **bringing critical stakeholders together** to make schedule-shaping decisions with consideration of students’ diverse needs.

Commented [SJ53]: Delete as we already covered this, no?

How this approach meets the “Highly Developed” standard

- **Inclusive process:** Scheduling is coordinated through Senate authorized Chairs Council and college/district committees, with **students** and all employee groups engaged as decisions scale from course timing to academic calendar.
- **Disaggregated data drive decisions:** Program Review requires units to **set targets** and **reduce DI** using OIERP dashboards; departments must analyze **mode specific** performance and patterns in **evening/weekend/online** offerings; a **scheduling matrix** is required. These requirements compel evidence-based schedule design and encourage continuous improvement.
- **Optimized for equity and timely completion:** The public schedule intentionally features **Online, Evening, Weekend, Short-Term, and Late-Start** inventories so students can keep pace despite work, family, or transportation constraints. The **Course Format Guide** removes ambiguity about modality. These design choices, reviewed and refined each cycle, are how CHC makes on-time program completion attainable for as many students as possible. [Crafton Hills College+1](#)
- **Pathway alignment:** CAPs and program maps keep the schedule aligned to what students need when they need it. Online pathway options and DE approvals expand feasible routes to completion without compromising standards. [Crafton Hills College](#)

Conclusion

Crafton Hills College demonstrates a mature, accountable scheduling ecosystem: programs are mapped and pathway-aligned; schedules are intentionally distributed across **time bands and modalities**; and decisions are produced through **inclusive, documented governance** that uses **disaggregated achievement data** to remove barriers and close equity gaps. The required **scheduling matrix**, OIERP dashboards, and regular Chairs Council timelines ensure that every cycle ends with tangible schedule adjustments—more sections where needed, more evening/weekend/online access where DI is observed, and clearer modality guidance for students. Together, these practices meet the **Highly Developed** level of ACCJC Standard 2.5: CHC holds itself accountable for students’ success by scheduling courses so that degrees and certificates can be completed **in the expected time**, equitably, by the full diversity of students it serves. [Crafton Hills College+1](#)

Commented [SJ54]: This reads like a conclusion - is it needed? If we are not using concluding statements, I would say delete.

Selected evidence (linked above):

- CAPs landing page (pathway structure and Online Pathway); Class Schedule hub (modality/time specific PDFs); Course Format Guide. [Crafton Hills College+2](#)[Crafton Hills College+2](#)
- CurricUNET program map example (sequence and distance education indicators).
- PPR Handbook (DI analysis requirements, OIERP dashboards, and **required scheduling matrix**).
- Program Course Matrix prompts (identifying completion bottlenecks and scheduling fixes).
- Chairs Council minutes (scheduling charge, matrix updates, and one-year planning); Academic &

Student Senate minutes (stakeholder input on calendar and scheduling).

- District compressed calendar application (constituency meetings and survey informing schedule blocks). {This summary of what is referenced above doesn't appear in other sub-standards above. Do we need to include it here and add it above? MS}

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Inclusive governance and evidence-based oversight.

Crafton Hills College (CHC) structures distance education (DE) as a collegewide, inclusive effort that brings together faculty leaders, instructional deans, and representatives from library, tutoring, student services offices, and students (2.6.1). The Distance Education Program Committee (DEPC) distributes its charge, minutes and agendas on its website (2.6.2).

The committee adjusts policy and practice in response to evidence and regulatory change. For example, at its December 11, 2024, meeting committee members reviewed revisions to the California Virtual Campus (CVC) Course Design Rubric that incorporate federally mandated *regular and substantive Interaction* (RSI), privacy/security, and equity criteria—demonstrating alignment between pedagogy, compliance, and equity-minded design. At the same meeting the committee advanced recommendations for faculty surveys and training planning, reflecting a cycle of evaluation and improvement (2.6.3).

Commented [KW55]: Rubric for RSI

The minutes of the February 2025 meeting document other workstreams on the DE website and “Pathways” information, a DE faculty survey, and training opportunities—again showing that planning is informed by data and end-user feedback (2.6.4).

Delivery modes intentionally matched to student and curricular needs.

CHC offers **fully online (asynchronous), remote synchronous (Zoom), hybrid, and in-person** modalities, each with clear definitions and expectations. The college’s class schedule and course format guide distinguish ONLI (asynchronous online), ZOOMRMTE (online with live meeting times), and hybrid formats, so students can choose the mode that fits their lives and learning preferences (2.6.5) Departments use these options strategically (e.g., late start and accelerated sections), and DEPC minutes and the DE Program Review describe how modality options expanded during and after the pandemic to meet demand, while maintaining quality (2.6.6 (page 26)).

The College **evaluates** whether these modes work for students. In its most recent DE Program Review, CHC set a Service Area Outcome target that **≥90% of students** would find online course components *adequate or very useful*. **Spring 2022 results were 89.8%**, with specific strengths (lecture materials, videos, links, Canvas gradebook) and identified improvement areas (study guides, Canvas calendar, student interaction) that directly fed the annual professional development plan (2.6.6 (page 27)).

Commented [KW56]: DE verification process

In addition, the DE Program Review documents multiyear growth in online/hybrid enrollment and reports that a recent student survey indicated **52%** preferred online or hybrid offerings, confirming the importance of maintaining sufficient DE options (2.6.6 (page 2)).

Innovative, equity-minded teaching methodologies.

CHC’s pedagogy work is notably innovative and equity centered:

- **Regular and Substantive Interaction (RSI).** CHC’s RSI guidance defines instructor initiated, frequent, and substantive interactions and clarifies instructor responsibilities in DE—positioning RSI as a baseline for student engagement and success rather than a mere compliance requirement (2.6.7). AP 4105 codifies RSI, accessibility, separate DE approval, and student authentication across the district, ensuring every online section integrates active, instructor-led learning (2.6.8).
- **Course design aligned to research.** The Online Course Reviewer Checklist operationalizes effective practices—explicitly calling for **student–teacher**, **student–student**, and **student–content** interaction—so online courses foster community, dialogue, and meaningful practice rather than passive consumption (2.6.9). DEPC also tracks statewide rubric changes (CVCOEI) to keep local expectations current with equity, security, and RSI best practices (2.6.10).
- **Targeted faculty development—with verification.** The DE Instructor Verification process and the Introduction to Online Teaching, Learning, and Accessibility course (plus micro course capstone) certify faculty in CHC’s evidence based online pedagogy, with reciprocity standards across the district (2.6.11, 2.6.12, 2.6.13, 2.6.14). Faculty also regularly receive “Tech Tuesdays,” “Bytesized Canvas,” “DE Teaching Tips,” [italics?] and in-service offerings to improve course design, RSI, and accessibility—explicitly derived from survey findings about what students value and where they need more support (2.6.6 (page 2, pages 5-8)). Another example of targeted faculty development includes use of *GoReact*. The Communication and Language Department uses *GoReact* to support skill-based learning through frequent video submissions and individualized, time-stamped feedback. This approach allows faculty to closely monitor student progress, provide targeted visual, auditory, and text-based guidance, and maintain a strong instructional presence in the online learning environment. In Spring 2026, a *GoReact* workshop will be offered to support faculty in increasing regular and substantive interaction (2.6.15). Online faculty also have access to Harmonize, which supports online instructors in Canvas by making meaningful, structured discussion easy to design, facilitate, and sustain without adding extra workload. Its built-in prompts, feedback tools, and analytics help faculty create more engaging, equitable interactions while gaining clear insight into student participation and learning. By pairing targeted faculty development through District DE training with this intentionally chosen teaching tool, we equip instructors with practical resources that strengthen online pedagogy and student success (2.6.16).
- **Equity training linked to course redesign.** Through the college’s equity strategy, faculty are given direct login access to **disaggregated course success data** (2.6.17) and **coached to apply equity strategies** (syllabi reviews, culturally responsive teaching, low stakes assessments, flexible deadlines, and structured opportunities to resubmit (2.6.18)). **Collegewide slides**[slides produced by the OERP?] document **measurable gains** in course success rates for **Black/African American** and **Latinx/Hispanic** students from 2021–22 to 2023–24, with examples of classroom strategies adopted after USC Race & Equity training (2.6.18 (slides 90-100)). The **Student Equity Plan** further commits to expanding equity driven pedagogy, classroom equity dashboards, and curriculum work (e.g., AA/Black Studies and DE-Infused COR and syllabi), thereby institutionalizing changes beyond isolated workshops (2.6.19 (page 13)). Equally important, the college participating in Leading from the Middle and developed the following documents to support and facilitate incorporating DEIA strategies into the curriculum: Course Outline of Record Help Sheet (2.6.20), Course Outline of Record Checklist (2.6.21) Classroom Equity Checklist (2.6.22), Inclusive Language and Syllabus Statements (2.6.23) DEI in Curriculum Model Principles and Practices (2.6.24), and Textbooks and Inclusive Education (2.6.25).

Commented [KW57]: Have Cynthia / Breanna add description of Harmonize and Go React

Commented [BS58R57]: 2.6.5.5 and 2.6.5.6 are on the Spring 26 in-service calendar yet to be published. Will update when available.

Commented [KW59]: ACUE and USC

Commented [KW60]: Have Cynthia add POCR

Commented [KW61]: ACUE and USC

Commented [BS62]: Pending; link when available

- **Peer Online Course Review (POCR).** Peer Online Course Review allows faculty teaching online to have their course reviewed by their peers. This local review process helps improve course content, design and accessibility, and serves to better align content with the CVC-OEI Course Design Rubric. Courses receiving a POCR aligned badge are noted in the CVC-OEI Course Exchange and are prioritized among other like courses because they received a POCR aligned badge ([2.6.26](#), [2.6.27](#))
- **Concrete examples of high engagement methods.** Faculty reflections in ILO reports highlight online discussion protocols, **Zoom breakout rooms**, collaborative artifacts in **Google Docs**, and Canvas-based writing/peer review workflows that were deliberately designed to maintain interaction and rigor online, reinforcing that **modality agnostic [? Unfamiliar term]** engagement is an instructional norm ([2.6.28](#)).

Ongoing alignment with federal and ACCJC requirements.

CHC demonstrates mature, **policy-to-practice** alignment:

- **AP 4105 Distance Education** (revised 6/2024) addresses **separate course approval**, **RSI**, **ADA/508 accessibility**, and **student authentication**, providing an enforceable framework for all DE sections ([2.6.8](#)).
- The **RSI website** translates regulation into everyday practice, clarifying instructor obligations for proactive, frequent, and content-substantive engagement ([2.6.7](#)).
- The **Substantive Change Application (2024)** compiles public evidence—AP 4105, RSI guidance, the Online Course Reviewer Checklist, DE training/verification, and student support services—demonstrating that CHC’s scaleup of online learning is intentionally built on compliance and quality ([2.6.29](#) (pages 4, 5 and 6), [2.6.30](#)).
- The District’s **DE Coordination Council** and its Technology and Educational Support Services (TESS) provide technical, training, and fiscal infrastructure that sustains compliance (e.g., Canvas, captioning, proctoring supports ([2.6.31](#)).
- Faculty are trained to **deter and report online fraud**—e.g., assigning early low stakes activities, monitoring Canvas activity, and routing concerns to Admissions & Records and TESS—integrating academic integrity and identity verification practices into everyday teaching ([2.6.18](#) (slides 6-12)).

Student support services scaled to online success.

CHC pairs instructional innovation with **equitable access to services** online:

- The library provides **24/7 “Ask a Librarian” chat**, research appointments, online instruction, and extensive databases—critical for DE and remote learners ([2.6.32](#)).
- **Tutoring** is available **in person and online** via Cranium Café, along with monthly workshops and study groups ([2.6.33](#)).
- **Mental health and wellbeing** are available **24/7** via **Timely Care**, ensuring remote students can access care irrespective of location or timetable ([2.6.34](#)).
- The **Online Teaching Resources** hub connects faculty to RSI best practices, academic integrity online, and DSPS accessibility guidance, so every course can embed universal design principles ([2.6.14](#)).
- The Substantive Change evidence set also points to **24/7 librarian chat**, **online counseling**, **online tutoring**, and Chromebook loans, documenting wraparound online support.
- All departments offer online counseling and ability for students to book appointments online ([2.6.30](#), [2.6.32](#), [2.6.33](#), [2.6.34](#), [2.6.35](#)).

Commented [KW63]: Add starfish auto flags for online classes

Regular evaluation—using disaggregated data—to guide improvements.

Evaluation is **systemic** and **disaggregated**:

- Embedded in the **Institutional Assessment Plan** and **Educational Master Plan (EMP)** are annual cycles for outcomes assessment and plan monitoring. EMPC minutes show the committee reviewing **Strategic Directions, Supporting Actions, and Key Results**, with updates captured in *Cascade* to keep a record of actions ([2.6.36](#) (page 12), [2.6.37](#) (page 20), [2.6.38](#), [2.6.39](#)).
- The **DE Program Review** commits to **student satisfaction targets**, reports multiyear trends, and names concrete training tied to survey findings (e.g., Canvas Studio, discussions, RSI coaching ([2.6.6](#) (page 6))).
- CHC’s collegewide slide deck used in new faculty orientation guides instructors to the **Completion & Success dashboard** and **Borg Data Cubes** to enable them to see course success **by student group** and identify disproportionate impact—and then to select and document instructional changes ([2.6.18](#) (slide 100)).
- The **Student Equity Plan (2022–25)** explains how CHC launched **classroom equity reports** and is building an **interactive dashboard** and **data coaching** model so more faculty can identify and respond to equity gaps in their classes ([2.6.40](#) (page 17)).
- Program Review, DEPC, and the Chairs Council also use **operational data** (e.g., **waitlist reports**) to adjust section offerings and formats to student demand—another feedback loop that supports equitable access to the right courses, in the right mode, at the right time ([2.6.41](#)).

Results—closing equity gaps while scaling quality online.

CHC can show early **measurable gains** connected to its equity-improvement pedagogy and modality work. From 2021–22 to 2023–24, **Black/African American** student course success increased from **65.1% → 67.2%** and **Latinx/Hispanic** from **69.6% → 72.7%**, with training informed changes like **low stakes testing, resubmission, and flexible deadlines** cited by faculty as strategies that improved engagement and performance. At the program level, DE’s Spring 2022 **SAO** results (89.8% rating online components *adequate/very useful*) triggered **targeted PD** on study guides, Canvas calendar use, peer-to-peer interaction, and discussion quality—tightening the loop between **student voice** and **course design** ([2.6.6](#) (page 6)).

How CHC meets the “Highly Developed” rubric.

The rubric asks colleges to **use innovative modes/methods** and **demonstrate that these achieve equitable learning and achievement**. CHC demonstrates success on these measures in many ways:

1. **Innovation in modes:** clear online/hybrid/remote definitions; late-start and accelerated offerings; continuous alignment with CVC/RSI standards; and faculty verification/training that normalizes high engagement practices in DE ([2.6.5](#), [2.6.11](#)).
2. **Innovation in methods:** RSI anchored instruction; -peer reviewed design expectations (interaction triad); -equity driven- classroom redesign (low stakes, flexible deadlines, resubmissions, culturally responsive materials); Canvas Studio and -discussion design coaching; collaborative Zoom pedagogies documented in ILO reporting ([2.6.9](#), [2.6.7](#)).
3. **Equity and effectiveness:** disaggregated dashboards, classroom equity reports, and data coaching; demonstrable course success gains for DI student groups; wraparound online services (24/7 library chat, online tutoring and counseling, TimelyCare) that remove access barriers ([2.6.17](#), [2.6.32](#), [2.6.33](#), [2.6.34](#), [2.6.35](#)).
4. **Continuous evaluation and governance:** DEPC and EMPC minutes document an **inclusive, iterative** process where **stakeholders review data, policy, and student feedback** to update training, course design expectations, and service delivery—then publish the work for transparency ([2.6.42](#), [2.6.43](#), [2.6.44](#)).

Commented [BS64]: Disaggregated success data pending

Conclusion.

Through coordinated governance (DEPC/EMPC), district policy (AP 4105), faculty certification and ongoing PD, and data driven course redesign, Crafton Hills College **uses delivery modes and teaching methodologies that are both innovative and effective**. College policy makers use disaggregated results of learning outcomes, listen to student voices, and invest in the supports that make online and hybrid learning truly equitable (24/7 research help, ubiquitous tutoring, mental health access, accessibility infrastructure).

The improvements in course success for disproportionately impacted groups, the high student ratings of online course components, and the documented cycles of evaluation → action verify that CHC meets the Highly Developed level of Standard 2.6 ([2.6.6](#) (page 6)).

Select evidence (illustrative):

- DEPC web pages and minutes (charge, agendas, Dec 11, 2024, and Feb 2025) show inclusive, data informed governance.
- CHC RSI site and AP 4105 document alignment to federal mandates.
- Online Course Reviewer Checklist and DE training pages operationalize pedagogy.
- DE Program Review provides outcomes/evaluation.
- Library/Tutoring/*TimelyCare* pages show scaled online supports.
- The Student Equity Plan and new faculty orientation slides show the connection between disaggregated data, equity-minded practice, and measurable gains.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Crafton Hills College (CHC) is committed to the success of every student by providing equitable, high-impact services that are tailored to their educational and personal journeys. The College integrates academic guidance with holistic support to ensure that both academic and non-academic needs are met through the following frameworks:

To maximize student potential, services are delivered through a flexible, multi-modality approach:

- On-Campus and Online: Comprehensive support services are available in-person and online via virtual platforms to ensure equitable access to support services for all learners. [Student Support Directory](#)
- Flexible Scheduling: Programs and services are designed to accommodate diverse lifestyles by offering services during daytime or evening hours to support working professionals, parents, and full-time students.

Crafton Hills College delivers effective services such as orientation, registration, counseling, educational planning, financial aid workshops, basic needs support to maximize preparation, success, and retention.

- CHC encourages every new student to complete a **Student Educational Plan (SEP)** with a counselor, aligning advising to completion. [Crafton Hills College+1](#)
- Undecided students are invited to participate in Pathways and Undecided Planning: Direct support for major selection and the development. [Explore your Career and Academic Pathway Options](#)
- Students needing support for their Academic Standing are connected to interventions aimed at restoring standing and building resilience.

The college also uses a reengineered counseling-and-completion model that sequences proactive advising by unit milestones. Students are grouped into coherent bands (e.g., 0–14, 15–29, 30–44, 45–59, 60+ units), so outreach (major exploration, full SEP, transfer planning, and graduation checks) is extended to students at the right moment. Planning materials for the “New Counseling & Tri-Centers Approach” reference these milestones and pair counselors with completion coaches to run targeted campaigns (e.g., grad checks, SEP completion, undecided/undeclared outreach).

The college proactively bridges the gap between community college and four-year universities:

- **Transfer Excellence:** Specialized guidance for seamless transitions to the California State University (CSU) and University of California (UC) systems, as well as private institutions.
- **Guaranteed Admissions:** Facilitation of **Transfer Admission Guarantee (TAG)** contracts, providing students with a clear and secure pathway to their bachelor’s degree. [TAG](#)

Building upon this commitment to student equity and holistic support, Crafton Hills College has operationalized its mission through a comprehensive network of integrated services. Aligning the wraparound services—Basic Needs, financial aid, mental health counseling, accessibility services, transfer/career support—reachable both in-person and online.

The **Student Equity Plan** details strategies to boost FAFSA/Pell participation, expand basic needs services, and normalize referrals to [SAS](#)—explicitly centering African American/Black, Latinx, LGBTQ+, and low-income students.

Extended Opportunity Programs and Services (EOPS) ensures student success through enrollment and retention of students disadvantaged by social, economic, educational or language barriers by offering several programs that provide additional assistance for Crafton Hills College students to succeed. EOPS services are available in person and online for CHC students who have applied to the program and met eligibility requirements. Services include priority registration, counseling, book vouchers, grants, and a free cap and gown upon graduation. These services are communicated to our students through our website, fliers, and the catalog.

Starfish serves as the college’s primary platform for delivering equitable and effective support services tailored to each student’s unique educational journey. By integrating academic planning with a holistic referral system, the platform ensures that both academic and non-academic needs are addressed proactively. Faculty utilize Starfish to identify barriers to success—ranging from mental health wellness to basic needs like food security, emergency loans—and provide seamless transitions to specialized resources such as the Food Pantry or counseling. This integrated approach connects students with a dedicated completion team, maximizing their potential for success through a coordinated network of coaches, counselors, and financial aid staff.

Crafton Hills College also designs and delivers effective learning support services around three centers: Library, Tutoring, and STEM/MESA. This design is reinforced by an implementation plan to “transform the Tri centers”—aligning hours, standardizing tutor training, expanding embedded/-discipline specific support, and formalizing -cross referral- so students can move seamlessly among centers.

- **Library.** The *library* page publishes hours, phone/email contacts, and research help. Students can access databases and librarian assistance online. The Chromebook/hotspot checkout process further reduces technology barriers for online and evening/weekend learners. [Crafton Hills College+2](#) Locally, the **Library Policy Manual** codifies service standards (e.g., access, instruction, privacy) that sustain quality regardless of staffing.
- **Tutoring Center.** Tutoring offers drop-in and -by appointment help in most subjects, with clearly posted *-in person-* hours and **Sunday online tutoring**. Students book sessions directly from the site. Faculty pages emphasize collaboration and remote options so instructors can confidently refer students. [Crafton Hills College+2](#)
- **STEM Center.** The STEM site centralizes tutoring, study groups, workshops, counseling, resources, and MESA programming with references to in person and online -supports that are available. [Crafton Hills College+1](#)

These publicized access points are reinforced internally through campus training. For example, **New Faculty Orientation** includes detailed slides on where and how to refer students (and how to preserve academic integrity online).

Learning and Service outcomes are identified, assessed, and used to improve services.

To ensure the college is effective, Crafton Hills College utilizes Outcomes assessment as a collegewide expectation. CHC’s **Institutional Assessment Plan (IAP)** requires all service areas to define SAOs, assess outcomes using disaggregation, discuss results, and document the “use of results” for improvement. The **IEAOC (Institutional Excellence and Accreditation Committee?)** monitors submissions and maintains dashboards to promote information sharing and transparency. [Crafton Hills College](#) To standardize this process, Student Services uses a **Qualtrics SAO/SLO submission form** (mirrored on the accreditation site) that collects outcomes, measures, findings, and improvements—including equity focused- reflection. [Crafton Hills College](#) The campus standard- **SAO/SLO form** itself (artifact) shows the rubric aligned- prompts used across non-instructional programs.

This infrastructure relies on *living*, digitized documents, not paperwork. The **Library PPR** and **Library Progress Report** illustrate how results (e.g., instruction assessment and satisfaction trends) drive concrete service changes. The **STEM PPR** updates SAOs and commits to targeted actions (e.g., mentorship and K–12 pipelines) based on disaggregated usage and effectiveness data. The **Tutoring Center PPR** ties survey method improvements and staffing stability to better student outcomes. At the institutional level, the Educational Master Plan Committee (EMPC) reviews objectives and key results in public meetings, ensuring that SAO findings inform priorities and resources in real time. Recent EMPC minutes show this continuous improvement- cadence. **(Document?)**

To further sharpen equity targeting, the college is building **Equity Dashboards** for Student Services—visualizing disproportionate impact and use patterns to shape campaigns for important activities (e.g., grad checks, SEP completion) and hours. In parallel, EOPS staff completed **VAR [Validate, Appreciate and Refer?]** training to strengthen data-informed, -high-touch support for disproportionately impacted- students.

Students are persistently informed—and faculty/staff actively refer students to services.

CHC saturates communications so students hear about services repeatedly and at the right time, from the right people:

- **Departmental newsletters.** Financial Aid’s **Fall 2022 newsletter** pushed FAFSA/Cal Grant timelines and one-to-one- help; MESA/STEM newsletters promote success plans, workshops, and research opportunities.
- **Campus-wide marketing.** A cross term- schedule organizes messages to students from Financial Aid, Veterans, MESA, and Basic Needs (two to three per term on average), reinforcing counselor and faculty referrals.
- **Faculty development.** The **PD Padlet (Standard 2.7)** curates practical tips and activities (e.g., *Get Help Now*, service hours, virtual options), while **New Faculty Orientation** coaches instructors on when and how to refer students and collaborate with support professionals, including remote options.
- **Center-to--center- alignment.** The tri-centers transformation plan standardizes tutor training and referrals across Library, Tutoring, and STEM, reducing friction for students who need multiple supports-.

Commented [KW65]: Add departmental orientations

Addressing academic and non-academic needs holistically

CHC also embeds discipline specific- supports: the **STEM Center** and Veteran Resource Center hosts a weekly **in-center counselor** for education planning- and transfer advising. The site lists STEM or Veteran tutoring, study groups, events, and internship resources. [Crafton Hills College+3](#)[Crafton Hills College+3](#)

Evidence of effectiveness and equitable impact

- **Transfer outcomes.** CHC’s integrated model supports meaningful results: the college led the region in UC transfer admission rates in 2023 and—per a 2025 update—sustained a top regional ranking. These public markers hinge on both academic preparation and wraparound advising (SEP completion, transfer application support, IGETC verification). [Crafton Hills College+2](#)[Crafton Hills College+2](#)
- **Library engagement and learning.** High satisfaction student survey **[POS?]** results (Fall 2022) and documented improvements in instruction and access signal that Library services are effective and improving.
- **Tutoring and STEM impacts.** The Tutoring Center’s plan ties survey/assessment upgrades and tutor retention to service quality. The STEM POS survey shows students feel more supported and are likely to recommend the center—predictors of persistence and course success.

Commented [KW66]: Add data on counseling, SAO progress: persistence and enrollment Report is RRN 3366

Continuous improvement: closing the loop with disaggregated data

CHC’s outcomes cycle is consistent and publicly available. The **IAP** requires each program to **disaggregate SAO results**, discuss disproportionate impact, and document improvements. The SAO/SLO form standardizes what gets reported and when (annual December deadline). [Crafton Hills College+1](#) EMPC minutes show regular review of Educational Master Plan objectives and key results,

aligning resources to what assessment reveals. The **Equity Dashboards** initiative and VAR training in Student Services further institutionalize the use of disaggregated data to target campaigns, hours, and modalities.

Regular, multi-channel outreach and referral in practice

The college's outreach calendar ensures students are contacted at key points each term. Messaging from Financial Aid, Veterans, MESA, and Basic Needs is coordinated centrally and echoed by classroom faculty, counselors, and completion coaches. Department newsletters (e.g., **Financial Aid—Fall 2022**) and **MESA Spring 2025** exemplify this cadence of reminders and opportunities. The Tutoring and STEM sites provide clear *how to get help* steps (including online appointment instructions), and counseling pages spotlight virtual lobbies and SEP requirements, turning awareness into action. [Crafton Hills College+3Crafton Hills College+3Crafton Hills College+3](#)

Conclusion

CHC meets the “highly developed” level for Standard II.7. Learning support practices are designed at both the program and institution levels. They are accessible in multiple modalities. Learning outcomes for support services are identified, measured with disaggregation, and used to drive improvements, and students are consistently informed and actively referred to services by faculty and advisors. The evidence base spans planning artifacts and public websites—tri-centers transformation, counseling/completion model, -center level- PPRs, SAO/SLO infrastructure, library policy and progress, POS surveys, PD resources, equity dashboards, and systematic marketing/newsletters—and is reflected in measurable results, including sustained regional leadership in UC transfer admission rates. [Crafton Hills College](#)

Artifacts referenced (17): a3.14-transforming-tricenters; CampusWideMarketingSM25; Equity Dashboards-; FA22_LibrarySatResults; 2025FA_NewFT_Orientation; 24-25 Library PPR; 24-25 STEM PPR; a.14-new-coun-approach-tri-centers; a2.6-eops-2024-VAR-training; a3.3-saoslo-form; Library Policy Manual; PD Padlet (Std 2.7); Library Progress Report (10-29-24); SP25 MESA newsletter; STEM Center POS Survey (6-23); TC 24-25 PPR; Financial Aid F22 Newsletter.

Hyperlinked evidence cited: CHC UC transfer news; Completion Coaches hub and intake; Library hours/databases/hotspots; Tutoring Center hours, online appointments, and remote options; Counseling hours and SEP policy; STEM Center hub, tutoring, study groups/events, in-center counseling; SAO/SLO Qualtrics form and IAP. [Crafton Hills College+15Crafton Hills College+15Crafton Hills College+15](#)

Crafton Hills College's model ensures that every student—across identity, program, and modality—can **find, use, and benefit** from high-quality, equitable- learning support.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Crafton Hills College (CHC) meets the “highly developed” level for Standard II.8. The College uses quantitative and qualitative evidence to understand student need, creates programs with student input, and engages in an explicit, ongoing cycle of self-reflection that reshapes services, spaces, and events to strengthen students' sense of belonging and engagement.

Understanding what students need: a disciplined use of evidence

CHC begins with data. A 2023–24 collegewide Student Satisfaction Survey probed the sense of belonging, safety, inclusion, and the campus experience, pairing ratings with open-ended responses that the college used to identify communication gaps and implement improvements. The report documents the instrument, participation, and the major themes the campus analyzed (e.g., fairness, welcome, access), establishing a baseline for ongoing assessment of students' sense of belonging.

Basic needs research quantifies many students' day-to-day struggles. Spring 2024 research findings show seven in ten CHC students experienced at least one basic needs insecurity: nearly half faced food insecurity, three in five faced housing insecurity, and one in five reported homelessness—trends mirrored in local and national studies. The same study disaggregates results by race/ethnicity and age and describes how the college used those findings to expand emergency aid, which includes gas cards and Coach's Cupboard outreach.

Equity work also relies on student voice. CHC's Student Equity Plan uses belonging related findings from focus groups and surveys—e.g., among African American/Black students, 65% reported feeling completely or moderately welcome and included, signaling the need for more identity affirming spaces and programming. The plan then translates those data into action items, such as professional development programs to reduce microaggressions and encourage leadership to become better aware of racial matters; safe space creation; and targeted wraparound services.

Finally, CHC uses *quickturn* inquiry to guide messaging and wayfinding. A 2025 student voice project (n=219) [Does this represent the number of students surveyed?] found 55% of respondents lacked awareness of available supports and preferred communication via email (85%) and Instagram (52%), leading to recommendations to centralize the event calendar, unify service messages, and improve campus signage—concrete steps to make **belonging easier to find [Unclear]**.

Students help shape programs—and sit at the tables where decisions are made

CHC includes student representation in shared governance and program development. The Educational Master Plan (EMP) Committee includes the Student Senate President as a voting member, ensuring student voice is present when strategic directions and key results are reviewed and updated. The Student Senate's minutes show administrators regularly visiting Senate meetings to discuss major initiatives (e.g., compressed calendar, facilities plan), with senators providing input and **taking actions [vague. An example here would help]**. —evidence of authentic engagement.

Program areas likewise solicit and apply feedback. The Professional Development (PD) Committee's Standard 2.8 **Padlet [?]** summarizes recent actions and learning: student panels (ESLN multilingual and cross identity), *Safe Space* trainings, and workshops on civil discourse. PD collects workshop evaluations and needs assessment data and reviews feedback that appear on offerings—improving the employee practices that shape students' day-to-day sense of feeling welcome.

Student Life's 2024–25 Program Review (PPR) describes mission driven engagement (e.g., Club Rush, monthly heritage celebrations, and civic/philanthropic partnerships) and documents how those activities connect students to peers, culture, and community service (e.g., Redlands Family Services). Minutes of college and district committees show the campus mobilizing around service (e.g., CHC volunteers helping sort 12,500 pounds of food for Redlands Family Services), connecting learning, service, and community identity.

Many ways to belong: engagement opportunities that reflect varied student needs

The Student Life website provides multiple onramps to engagement—current clubs, a Club Interest Form to launch new organizations, and a calendar of activities—so students can build micro communities around affinity, major, or other interests. Program Review underscores core events (e.g., Club Rush, Student Leadership, celebrations for Black History Month, Latinx/Hispanic Heritage, Women’s History, Pride *Gaypril*, and API Heritage) that create recurring, visible spaces where students can “find their people.” Flyers for Black History Month (Spring 2025) and Hispanic Heritage Month (Fall 2024) illustrate the depth and frequency of these cultural offerings. The “Roadrunner Scrapbook: Fall 2024” slideshow further documents the breadth of cultural and social events across the term.

Basic needs and wellbeing. Coach’s Cupboard (basic needs center) meets food security needs that are foundational to persistence, an approach aligned with CHC’s equity plan to integrate mental health supports, multilanguage outreach, and safe spaces.

STEM communities. The STEM Center builds a sense of belonging through peer study, tutoring/SI, mentorship, and research pipelines. Its PPR lists robust internal and external outreach: Transfer Fair collaborations, classroom visits, Women’s History Month events, K–12 partnerships, and the hosting of a district STEM Summit—with eight CHC students placed in summer research labs at CSUSB and UCR (astronomy/physics, bio, geology, human ecology, environmental science). Communication is proactive and multichannel (e.g., Discord, Canvas, Starfish, Instagram, newsletters). These efforts complement the public STEM Center Success dashboard, which the college uses to monitor engagement and achievement.

Pathways to what’s next: transfer and careers. The University Transfer Center and Career Services expand engagement beyond the classroom with university rep visits, application workshops, etiquette luncheons, job fairs, and networking, so students experience CHC as a launchpad, not a stopover. Strategic Direction 2 documents how the **University Transfer & Career Center (UTCC)** audited its services with an equity rubric and initiated new practices: streamlining web information, providing individual application support in addition to workshops, offering both in-person and online sessions, and even offering coffee and tea to foster a welcoming environment.

Whole college traditions and outreach. Events like Senior Day, SOAR, and the STEM Summit (now in its **second [update?]** year) allow prospective and current students to experience campus culture together. Chairs Council minutes show regular cross-unit communication promoting these events, which helps faculty and staff amplify participation.

Removing barriers: access in every modality and offering more times

Belonging requires access. CHC’s 2024 *substantive change* application documents that the district supports Zoom, Cranium Café, Starfish/eSARS, and Canvas so students can receive all face-to-face services online, including tutoring, counseling, financial literacy, and basic-needs information. It also details the technology resources that make “showing up” possible (e.g., laptops for student services staff, 70 library desktops, 36 instructional lab stations, Chromebook/hotspot loans, and semester calculator lending).

The EMP enshrines these access practices as strategy—improving communication with students (website, Canvas/Pronto/SMS), expanding basic-needs awareness, encouraging use of Starfish across

all courses, and building culture specific web pages where Black/African American and Hispanic/Latinx students can quickly find resources and communities.

Continuous institutional self-reflection: planning, PD, and the Multicultural Center

CHC's Educational Master Plan (Strategic Direction 4) commits the College to "develop a campus culture that engages students, employees, and the broader community." Key results include exploring development of a Multicultural Center (with programs like Puente, Umoja, and A2MEND), adding "linger and learn" spaces, and incorporating public art and the region's full Indigenous history into facilities—physical signals that students belong here. Strategic Direction 4 updates show the college advancing that plan in 2024–25: securing Division of the State Architect approvals, designing welcoming spaces, and preparing to gather student feedback in Fall 2025 to determine which learning community models best fit CHC. In September 2025, CHC opened its Multi-Cultural Center.

MP Strategic Direction 2 updates capture another dimension of reflection: CHC redesigned counseling around unit-milestone cohorts, tied early alert to timely outreach, and targeted DEI populations for key campaigns (major declaration, SEPs, transfer readiness). **These changes [where do they appear?]** with "Chancellor's Notes," next steps, and projected student impact narratives—making institutional learning visible.

Professional learning is treated as an engine of belonging. PD **Padlets [?]** (2.8 and 2.7) and in-service agendas document a cycle of needs assessment → offerings → evaluation → improvement, including Safe Space trainings, data coaching, accessibility sessions, and student panels that **center [?]** student voice. Strategic Direction 2 also commits to campuswide wellness themes for Fall 2025, grounding employee wellbeing as a precondition for the daily micro interactions that shape student belonging.

CHC's culture of reflection shows up in routine committee work, too. EMP Committee minutes record edits to strategic directions and "key results," while announcements highlight campuswide engagement (e.g., health and wellness fair, chili cook-off, community food drive). Academic Senate and Chairs Council minutes likewise show continuous discussion of data, student success patterns, and how faculty and chairs will adjust practices—e.g., using Starfish early alerts, planning events such as Women's History Month, and promoting participation in campus traditions.

Equity-minded communication and celebration

Recognizing that belonging is not just measured but felt. CHC saturates communication channels. Cultural celebration flyers (BHM, HHM) and Student Life PPR evidence show regular, well publicized heritage month programming that blends education with celebration. Strategic plans commit to collaborative marketing, to building identity specific web pages, and to campus beautification and wayfinding—practical moves that the student voice project also surfaced as belonging levers (centralized calendars, signage, and a unified message about services).

Results and momentum

The effects are visible across indicators:

- **Engagement and service.** Documented participation in philanthropy (e.g., food sorting event with ~50 CHC volunteers and 12,500 pounds processed) blends service learning, civic identity, and social connection.
- **STEM pathways and identity safe spaces.** Outreach, mentorship, and research placements (8 students into summer research labs) demonstrate a thriving academic community for STEM/MESA students.

- **Wraparound and modality parity.** Online access to counseling, tutoring, financial literacy, and basic-needs information means commuters, working learners, caretakers, and fully online students can participate in the life of the college.
- **Equity driven design.** The Equity Plan’s belonging findings and action steps—safe spaces, DEI PD, targeted outreach—anchor improvements to reduce disproportionate impact for Black/African American and Latinx students.

Conclusion

CHC’s approach to students’ sense of belonging is systemic and iterative. The College **uses data** (satisfaction, basic needs, dashboards, and student voice projects) to understand students; **engages students** as cocreators (governance seats, Senate dialogues, program panels, and feedback loops); and **reflects formally and continuously** (Program Review, PD evaluations, committee cycles, and Strategic Direction updates) to redesign services, spaces, and communications. The result is a campus where students encounter many doorways into community—clubs and cultural celebrations; STEM cohorts, research, and summits; transfer and career networks; basic-needs care; and a Multicultural Center on the horizon—and where those doorways are increasingly visible online and on campus, at more times, and with fewer barriers. That is the practice of belonging at a “highly developed” level.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Crafton Hills College (CHC) sustains a mature, evidence driven quality assurance system that links outcomes assessment, program review, and governance to day-to-day decisions and long-range planning. Using an integrated set of dashboards, surveys, and structured reflection tools, the College continuously reviews academic programs, learning support, and student services, and then implements innovations that demonstrably improve equitable student achievement. This culture and infrastructure meet the “highly developed” rubric for Standard II.9.

A common assessment model with explicit use of results.

CHC’s Institutional Assessment Plan (IAP) defines the college’s five phase outcomes cycle—outcome, means of assessment, criteria for success, evidence, and use of results—an adaptation of the Nichols Model that applies to both SLOs and SAOs. The IAP requires programs to disaggregate results (e.g., by race/ethnicity, gender, age) and document improvements, with campuswide dialogue facilitated through governance and professional development. The college operationalizes the cycle through a standardized submission and review process that prompts units to set benchmarks, report findings, and declare specific improvements for equity gaps—ensuring evidence is translated into action and improvement.

Program Review: the hub where evidence meets resource decisions.

CHC’s Planning and Program Review (PPR) Handbook codifies a four-year, rubric based review for instructional and noninstructional programs (EVIDENCE PPR HANDBOOK). The handbook’s evaluation questions ask each unit to present disaggregated SLO/SAO results, reflect on “alternative modes and schedules of delivery,” analyze pattern of service, and state concrete actions tied to observed gaps before plans are eligible for resource prioritization—engineering equity into the review itself. PPR guidance also connects program level evidence to college dashboards and requires a clear “use of results” narrative, so assessment directly informs decisions about scheduling, staffing, and student supports. In practice, program plans routinely cite dashboards and *close the loop* changes (e.g.,

schedule adjustments, tutor deployment, workshop redesigns).

Dashboards and data tools that make equity visible.

To ground decisions in quantitative evidence, the college provides public and internal dashboards maintained by the Office of Institutional Effectiveness, Research & Planning (OIERP). These include **BORG Data Cubes** (enrollment, FTES, productivity), **Completion & Success Rates, Degrees & Certificates Awarded, SLO Dashboard – Competency by Demographics, Graduate Income (Equifax),** and **CTE Employment Outcomes.** (<https://www.craftonhills.edu/about-chc/research-and-planning/borg-data-cubes>; <https://www.craftonhills.edu/about-chc/research-and-planning/dashboards-links/completion-and-success-rates.php>; <https://www.craftonhills.edu/about-chc/research-and-planning/dashboards-links/degrees-and-certificates-awarded.php>; <https://public.tableau.com/app/profile/chc.research/viz/SLODashboard-Demographics/CompetencybyDemo>; <https://www.craftonhills.edu/about-chc/research-and-planning/dashboards-links/graduate-income-equifax.php>; <https://public.tableau.com/app/profile/chc.research/viz/CHCCTEDashboard/Story1>.) New faculty orientation includes detailed explanations for faculty and managers using these tools in assessment, program review, and pedagogy, reinforcing the norm of reading disaggregated results and acting on them. In parallel, CHC is expanding role-based Equity Dashboards to give frontline practitioners real-time views of service **uptake[?]** and course outcomes to target interventions for disproportionately impacted groups.

Vision Aligned Reporting (VAR): structured, equity-minded reflection.

Beyond static metrics, CHC uses Vision Aligned Reporting (VAR) as a guided, qualitative reflection method across student services and instructional support. Since Fall 2020, CHC has further advanced its race-conscious planning through participation in the Chancellor’s Office Streamlining Project Pilot. Through this initiative, the college conducted in-depth analyses of support service usage by African American/Black and Hispanic/Latinx students, benchmarking their representation in programs like tutoring, counseling, transfer services, food assistance, and access to assistive technologies. This disaggregated data allowed CHC to apply disproportionate impact methodologies to evaluate equity in service delivery and inform corrective action (Evidence:2025-2028 equity plan).

VAR is a leading equity-centered approach at Crafton Hills College (Evidence VAR Academy PPT). Specifically, VAR is included in Crafton’s Educational Master Plan, Student Equity Plan, Guided Pathways Work Plan, Program Review Coaching, and Service Area Outcomes. The focus is on how to use VAR to improve equity outcomes.

VAR tools prompt teams to analyze disaggregated services data and connect patterns to next actions, making equity analysis routine rather than episodic (evidence streamlining PPT and VAR dashboard). Professional learning artifacts show how units (e.g., EOPS) are trained to use VAR for continuous improvement. CHC’s cross-functional *streamlining* initiative—further standardizes how teams visualize bottlenecks and redesign processes, reinforcing a campuswide improvement culture.

Governance bodies that monitor results and iterate plans.

The Educational Master Plan Committee (EMPC) meets publicly to examine Strategic Directions, “key results,” and evidence. Meeting minutes document consensus based review of each Strategic Direction and ongoing edits to the living plan in Cascade so changes can be monitored and sustained. EMPC membership includes student, faculty, classified, and management representatives, underscoring participatory governance (EVIDENCE EMPC MEMBERSHIP).

The Enrollment Strategies Committee (ESC) offers a focused example of data-driven, equity emphasizing governance. ESC minutes (EVIDENCE) record charge/membership review, committee self-evaluation, and the use of a **QFE [I couldn't find this one in our list of dashboards on the website.]** The Enrollment Dashboard is used to track FTES against targets (EVIDENCE). They also document action planning on marketing, outreach, and goal-by-goal updates to the Enrollment Management Plan. The college's 2024–25 Enrollment Management Plan then turns those reviews into action, specifying responsible parties, timelines, and measures for strategies such as dual enrollment growth, modality balance (including asynchronous online), evening/weekend access, and one-year scheduling—each tied to equity and student progress milestones.

Systematic review to innovation: concrete examples

1) From disaggregated outcomes to classroom and services reform.

CHC's **Student Equity Plan (2025–28)** (EVIDENCE) synthesizes multiple data streams—Launch Board student success metrics, focus groups, and internal usage datasets—to identify friction points and set timebound targets for Black/African American and Hispanic/Latinx students across enrollment, retention, completion, and transfer. The plan records measurable gains and **hardwires [?]** race-conscious actions (e.g., embedded tutoring/SI; equity-minded professional development; classroom equity reporting), creating a direct line between evidence and practice. EMPC's Strategic Direction updates mirror this stance at the institutional level, documenting completed key results, revisions to language when technology or context changes (e.g., registration platform limitations), and the decision to keep historical accomplishments available for accountability.

2) Distance Education quality and parity embedded in assessment cycles.

When CHC completed its DE Substantive Change process, the college documented student services parity across modalities (e.g., Zoom, Cranium Café, Starfish/eSARS, Canvas) and folded **regular & substantive interaction checks**, vendor evaluation, and faculty DE training into ongoing governance and PPR—evidence that modality quality is reviewed alongside outcomes rather than separately.

Commented [KW67]: Talk about with Cynthia. Are doing in evaluation process

3) Tutoring redesign guided by pattern of service and SAO results.

The Tutoring Center's plans and faculty orientation materials show how CHC uses evidence to scale embedded tutors, diversify access (drop-in, appointments, online, including Sunday online), and improve tutor retention through tiered pay—an equity-minded design because stable peer tutors correlate positively with higher success for students who rely on free academic support. The Enrollment Strategies Committee and Chairs Council complement these efforts by monitoring scheduling constraints (e.g., compressed calendar effects) and data sources (e.g., Starfish waitlists) that inform when and where support is needed most.

4) Master planning with student voice and climate evidence.

CHC regularly collects and uses qualitative student voice and climate data. Student Satisfaction (EVIDENCE) results from 2023–24 indicate high overall satisfaction (85%), strong satisfaction with office hours (81%) and online course experience (80%), and clearer opportunities to improve (e.g., 57% satisfied with basic needs overall), pointing the college toward both strengths and targeted investments. SEAC minutes show the college embedding student voice into the next Equity Plan by recruiting students for focus groups—especially those not meeting milestones—and building a data coaching cohort to grow equity data literacy. Earlier SEAC meetings documented attention to safety and belonging (qualitative climate concerns) and transparency in tracking Equity Plan actions in Cascade, reinforcing an iterative, *evidence-to-action* loop.

Qualitative inquiry, equity literacy, and continuous reflection are embedded.

The Student Equity Plan and SEAC minutes together show how CHC integrates student focus groups, equity data coaching, and a structured review cadence (e.g., regular review of state metrics and local activities) to refine strategies and close gaps. Collegewide professional learning and onboarding reinforce these practices: new fulltime faculty are oriented to CHC’s assessment cycle, dashboards, and referral-to-support practices, so course level SLO work connects naturally to program review and student services improvements.

Institutional self-reflection through committee practice.

EMPC minutes illustrate a *living document* approach—regular review of Strategic Directions, consensus-driven revisions, and explicit tracking for the Chancellor’s Report—so that master planning remains responsive to emerging data and community feedback. ESC minutes include a committee self-evaluation, outreach timelines, and the creation of a centralized communications calendar—practices that tie process quality (how the college works) to outcome quality (how students fare).

Evidence of impact on equitable student achievement.

Quantitative gains documented in the Equity Plan—such as increases in transfer and in successful completion of transfer-level English and math—are substantial and tied to specific interventions (AB705 implementation supported by corequisites and embedded tutoring; targeted PD; service redesign). Complementary dashboards (**Completion & Success; Degrees & Certificates; Graduate Income; CTE Outcomes**) keep the college’s attention on longer-term indicators, and PPR requires units to use these data when justifying curricular changes, modality mix, and resource needs. (See dashboard links above.) Professional learning artifacts and onboarding materials further institutionalize the habit of reading disaggregated results and acting on them—down to practical matters such as academic integrity in online classes and course cost transparency that protect students’ progress.

What CHC learned and how it is evolving.

From enrollment and service-usage analyses, CHC learned that modality and timing matter greatly for working students; that consistent, proactive communication is essential; and that real-time equity dashboards empower frontline faculty and staff to intervene sooner. As a result, the Enrollment Management Plan embeds actions to increase asynchronous online offerings, extend evening and weekend access, and publish one-year schedules—paired with responsible parties and timelines so progress can be monitored. Student services teams learned—through VAR cycles and the Streamlining Project—that representation in service usage must at least match campus demographics. When it does not, teams adjust outreach and delivery and then reassess. Academic divisions learned, via SLO/SU data and classroom equity reports, to redesign assignments and pedagogy, expand SI/embedded tutoring in barrier courses, and use early alerts and degree-planning tools to reach at-risk subgroups earlier.

Continuous improvement, anchored by institutional plans.

Strategic Direction update reports (for SD1–SD5) document progress, student impacts, and next steps, signaling that CHC monitors what changes are producing gains and where additional innovation is needed. EMPC’s fall 2024 minutes show the committee keeping completed key results in the record for accountability while updating language based on evidence (e.g., technology constraints or new outreach realities). And SEAC’s spring 2025 minutes detail how OIERP, Student Services, and student ambassadors are partnering to collect qualitative data (focus groups) and to roll out data coaching—

capacity building that will improve the next cycle of equity-minded decision-making.

Conclusion.

Crafton Hills College’s ecosystem for review and assessment is systematic, participatory, and equity-centered. The IAP establishes a common outcomes method (with required disaggregation and “use of results”); PPR turns evidence into funded, timebound actions; dashboards and VAR make equity patterns impossible to ignore; and EMPC/ESC governance closes the loop through public monitoring and iteration. These processes have produced measurable gains (e.g., increased transfer and transfer-level completion) and have catalyzed innovations (e.g., modality mix and schedule design, embedded SI/tutoring, online service parity, faculty equity literacy). In short, CHC not only reviews and assesses; it learns and innovates in ways that lead to equitable student achievement—exactly what the “highly developed” descriptor for Standard II.9 requires.

Additional evidence cited: Student Equity Plan 2022–2025; Institutional Assessment Plan; PPR Handbook (2024–25); Enrollment Management Plan (2024–25); EMPC minutes (Aug., Sept., Oct., Nov. 2024); SEAC minutes (Nov. 2024; Feb., Mar. 2025); New Full-time Faculty Orientation (Fall 2025); Student Satisfaction Survey 2023–24; VAR materials.

[Note that we’re about 11 pages over the 20-page limit for this standard. MS]

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

Suggested length for Standard 3 is no more than 20 pages.

- 3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)**

The San Bernardino Community College District’s (SBCCD’s) Equal Opportunity Plan ([3.1.1](#)) reflects its commitment to equal consideration for all qualified candidates in hiring staff and aligns with its Equal Employment Opportunity (EEO) and Diversity, Equity, and Inclusion (DEI) goals. We understand that these efforts are critical for cultivating an inclusive climate at SBCCD. The Plan prioritizes equal employment opportunity in recruitment and hiring practices, adhering to Title 5 regulations (Section 53000 et seq., [3.1.1.1](#)) and outlines the steps the district takes to establish sound EEO strategies throughout the hiring process.

Key Components of the SBCCD Equal Opportunity Plan ([3.1.1](#)) include the following:

1. Compliance with Title IV Regulations: Adhering to EEO standards.
2. Methods for Supporting Equal Employment Opportunities: Ensuring fair access to job opportunities.
3. Strategic Selection Processes: Implementing specific EEO strategies during pre-hiring, hiring, and post-hiring phases.

SBCCD is dedicated to upholding the principles of equal employment opportunity and employs a program to put these principles into practice. The hiring policies ensure that all qualified applicants and employees benefit from equal access to employment opportunities, free from discrimination across all programs and activities ([3.1.1.2](#), [3.1.1.3](#)). The district has taken numerous steps to enhance workplace diversity, student equity, and inclusive practices, including the development of the Equal Employment Opportunity Plan, campus-specific Student Equity Plans, a commitment to diversity (BP 7100, [3.1.2](#)), and strategic goals outlined in the Districtwide Support Services Strategic Plan ([3.1.3](#)). As an illustration, this work is supported on the Crafton Hills College Campus through Crafton's Educational Master Plan ([3.1.3.1](#), see SD2, SA2, pg. 91), Crafton's Equity Plan ([3.1.3.2](#), see pg. 15), and efforts like the Multicultural Center and the Tenure Track Academy.

The district is actively working to become a model for equal employment opportunity best practices, addressing adverse impact through the integration of DEI principles across recruitment, hiring, professional development, and evaluation processes. This goal encompasses a focused approach to rectify recruitment deficiencies and fully embed DEI values into the selection processes for new hires. The district utilizes the following hiring and selection strategies in accordance with AP 7120 ([3.1.1.3](#)) and our EEO Initiatives:

- Equity Questions and Rubric Development: Creating equity-based questions and a rubric to be reviewed in applications for all faculty, classified professionals, and managerial positions.
- Interview Process Enhancements: Implementing an Equity Rubric for interviews across various job classifications.
- EEO Training: Including training on equity questions and rubrics in EEO training for hiring committees.
- Adverse Impact Analysis: Establishing a formal process for analyzing adverse impact within the hiring framework.

The district upholds a verifiable Equal Employment Opportunity recruitment program that focuses on qualified members of historically underrepresented groups across all job categories, including classified professionals ([3.1.4](#)) faculty ([3.1.4.1](#)) and all administrative and managerial ([3.1.4.2](#)) positions.

Job announcements clearly outline job specifications, including:

- A description of duties and responsibilities.
- Minimum qualifications.
- Additional desirable qualifications that relate to job responsibilities.
- Provisions for demonstrating qualifications equivalent to the minimum requirements.
- Information regarding testing requirements, if applicable.
- Legal qualifiers established by the Office of Human Resources in compliance with Federal, State, and District regulations (e.g., Title 5, Title VII, EEO, and ADA).

The district Office of Human Resources pre-screens applications to determine whether applicants meet the minimum qualifications in the job announcements. When necessary, the office consults with relevant experts as needed to certify applicant qualifications. Additionally, the Office conducts applicant pool reviews and handles any necessary actions in accordance with Section 53023 of Title 5 of the California Code of Regulations ([3.1.5](#)).

The San Bernardino Community College District has established specific hiring qualifications for all faculty positions in accordance with Administrative Procedure 7210 ([3.1.6](#)) that address equity,

minimum qualifications, and the opportunity to have qualifications for discipline expertise reviewed. Faculty candidates must demonstrate cultural responsiveness, showing sensitivity to the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, along with a clear commitment to addressing inequities in student outcomes through self-assessment and race-conscious awareness of exclusionary practices in U.S. higher education. Applicants must also meet the California Community Colleges Board of Governors' minimum discipline qualifications (or hold an appropriate California Community College Credential) and may have equivalent qualifications considered through an alternate means process that meets or exceeds those minimum standards.

All community college faculty should exemplify the qualities of a college-educated person. Pursuant to Education Code Section 87359 ([3.1.6.1](#)), The Governing Board must establish reasonable procedures that ensure it relies primarily on the Academic Senate's advice and judgment when determining whether individuals employed under these regulations meet qualifications equivalent to the required minimums. The district equivalency process, illustrated in AP 7211 ([3.1.6.2](#)), relies primarily on faculty appointed by the relevant college's academic senate to determine equivalency when an applicant for a faculty position lacks the specific degree or experience specified in the "Minimum Qualifications for Faculty and Administrators in California Community Colleges" Handbook ([3.1.7](#)).

The San Bernardino Community College District is committed to ensuring that its supervisors and managers are effective administrators—individuals who can lead, organize, plan, and oversee operations; who understand the needs of students, classified professionals, faculty, and the learning environment; and who value shared governance through genuine collaboration with faculty colleagues. The district's minimum qualifications for supervisory and administrative positions are designed to ensure the selection of individuals capable of performing essential administrative responsibilities, including supervision, organizational planning, and budget development and management ([3.1.1.3](#)).

The management equivalency process ([3.1.8](#)) allows the district to consider exceptionally strong candidates who have achieved, through various means, the equivalent of a master's degree. Equivalency determinations are made jointly by the college president or designee of the college where the management position exists and the Vice Chancellor of Human Resources or designee. The criteria used in these decisions must be reflected in the governing board's official actions if and when the individual is hired.

3.2. The institution supports its employees with professional learning opportunities aligned with mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

Crafton Hills College (CHC) prioritizes professional development (PD) opportunities aligned with its mission and values. It identifies employees' professional learning needs relevant to educational services and operational functions, including professional learning opportunities designed to support institutional efforts to close student achievement gaps.

The Professional Development Committee (PDC), a participatory governance committee co-chaired

by faculty, administrative, and classified staff, is key in identifying professional learning needs (3.2.1). The PDC relies on research and evidence-based decision making to select professional development activities that encourage collaboration and conversations to promote equity-driven practices. Specifically, in Spring 2025 the results from the professional development survey showed that respondents wanted sessions on AI and Canvas (3.2.1.1, 3.2.1.2). As a result, in Fall 2025 Flex and In-Service included multiple sessions on AI and Canvas (3.2.1.3, 3.2.1.4). The committee also provides input on professional development opportunities and recommends funding for employees to attend conferences in their respective fields of expertise (3.2.1.5).

To support a culture of learning, CHC creates spaces for all employees to learn together through inclusive professional development opportunities. For instance, In-Service (3.2.2) provides opportunities for faculty and staff from all areas to participate in PD that addresses students' needs. Similarly, PD provides opportunities for district employees to realize their individual and collective aspirations, raise the quality of their reflection and conversation, and enhance their understanding of the system in which their participation functions. Preceding each semester, Flex Week offers an opportunity for all employees to both offer and attend workshops, fostering peer-to-peer learning.

Diversity and inclusion are core values at CHC (3.2.2.1). Accordingly, professional development opportunities for faculty help instructors develop as equity-minded educators to improve student success for all students (3.2.3, 3.2.4). These opportunities are designed to enhance inclusive teaching practices and promote cultural responsiveness within the classroom. In addition to In-Service, Crafton also regularly provides Association of College and University Educators (ACUE) training described in Standard 1.2 (above) and had three cohorts of 30 full-time and part-time faculty participate in USC Race and Equity Training, described in detail in Standard 1.3 (above).

Newly hired faculty participate in the Tenure Track Academy (3.2.5), which provides structured, yearlong professional development that introduces faculty to essential campus processes, teaching practices, and governance roles. Beginning with an August orientation covering contracts, Distance Education (DE) certification, student services, and instructional resources, faculty participate in twice-monthly sessions that address core topics such as assessment methods, campus planning, OER, curriculum development, end-of-semester documentation, equity-minded syllabus design, and the use of data to support equitable outcomes. Spring sessions expand into equity praxis, OFAR discussions, academic freedom, committee engagement, and best-practice roundtables. The program blends all-cohort learning with year-specific mentoring, culminating in a spring tenure celebration and a developmental progression in later years focused on equity praxis, personal mission, and leadership projects.

Adjunct faculty are also supported with an Adjunct Faculty Orientation that is offered twice a year during the evenings of Flex Week, to accommodate their often-multiple assignment obligations. The orientation is like the Tenure Track Academy training described above, covering both instructional and noninstructional aspects of being a campus faculty member (3.2.6). As an illustration, Adjunct Faculty Orientation provides newly hired part-time instructors with an overview of key instructional expectations, campus policies, and support resources. The session covers Academic Senate and CTA announcements, an introduction to *Regular and Substantive Interaction* (RSI) and DE compliance, accessibility requirements, and equity-minded teaching practices.

Adjuncts also receive guidance on identifying and responding to fraudulent students, understanding common course numbering, meeting finals-week obligations, and using Self-Service for roster

management, adding authorizations, and grading (3.2.6). The training highlights mental-health awareness, student support services, Book Saver, SLO reporting requirements, professional development and office hour compensation, and procedures for student conduct matters, Title IX, and BIT referrals. Overall, the orientation equips adjunct faculty with the foundational tools needed to teach effectively and navigate campus systems.

PD opportunities for all employees include diversity and inclusion issues and strategies to address relevant problems (3.2.7). Specifically, in Spring 2025, Crafton Hills College managers and classified professionals participated in USC Race and Equity training (3.2.7.1, slide 2). In addition, the college has initiated The Student Affairs Institute, a multi-session training series that builds staff and faculty capacity to recognize and actively address racism in college spaces using a race-conscious, equity-minded lens. Participants are introduced to core concepts such as racial equity, racism, and *whiteness*; examine student and practitioner narratives of racism; and practice *brave space* discussion norms to support honest dialogue (3.2.7.1, slide 3). They also learn to conduct equity-minded reviews of institutional guiding documents (e.g., mission, job descriptions), identify and collect *close-to-practice* data disaggregated by race/ethnicity, and interpret that data in ways that focus on institutional structures and practitioner practices rather than student “deficits” (3.2.7.1, slide 5). The sessions also develop skills for facilitating conversations about power and privilege, conducting race-conscious observations of campus spaces and interactions, and responding to common ideological discourses that undermine racial equity, such as colorblindness and deficit-mindedness (3.2.7.1, slide 7). The series concludes by outlining concrete strategies to sustain racial equity work overtime, emphasizing practitioner accountability, culturally responsive practice, and ongoing race-conscious inquiry. In addition to the above, each summer Crafton has a classified professionals week focused on professional development for classified professionals (3.2.8).

To ensure that PD opportunities are effectively supporting employees in improving equitable student success, these activities are regularly evaluated. For example, each year the PDC facilitates a Professional Development Needs Survey (3.2.9, 3.2.10), which is reviewed by the PDC (3.2.11).

The San Bernardino Community College District is committed to fostering a safe, inclusive, and wellness-centered learning environment where all members feel a sense of belonging. Aligned with its EEO Plan (3.2.12) and equity goals, the district, through Human Resources, leads participation in the Region 9 Rising Faculty Fellowship Program to strengthen diversity in the faculty and administrative pipeline by piloting a four-fellow cohort in Year 1, expanding in Year 2, and building a formal hiring pipeline in Year 3. The District also compensates faculty for professional development (up to four or eight hours depending on load) and supports continuous growth through the Learning Hub (3.2.13), the Professional and Organizational Development Department, campus-wide PD activities, and the required PD form (3.2.14), while also providing targeted in-service learning for classified professionals and leadership development for managers (3.2.15). Across all classifications, goals emphasize collaboration, skill development, shared problem-solving, career pathway strengthening, and equitable hiring and leadership practices.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution’s mission and goals.

The institution conducts regular and systematic evaluations of all employees using clear, role-appropriate criteria that reflect professional responsibilities and support the mission and goals of the district (3.3.0). The Chancellor holds responsibility for ensuring that faculty, managers, confidential

employees, and classified personnel are evaluated according to established timelines and procedures, reinforcing a culture of continuous improvement and institutional effectiveness. Managers are notified of employees under their supervision who are scheduled for regular evaluation ([3.3.1](#), [3.3.2](#)). Notifications include an evaluation timeline and a link to management evaluation resources.

Evaluations for contract and adjunct faculty are managed in Colleague by both the Instruction Office and Human Resources ([3.3.3](#)). Each semester an excel spreadsheet is generated from the information in Colleague that identifies the dean performing the evaluation and the faculty that are on the list to be evaluated for that semester ([3.3.4](#)). In collaboration, a timeline is also developed for the faculty evaluations that includes the dates when the student evaluations must be distributed, administered, and returned and returned for tabulation ([3.3.5](#)).

Evaluation criteria for managers and confidential employees are expressed in board policy ([3.3.6](#)), job descriptions ([3.3.7](#)), and performance goals developed collaboratively between the employee and their supervisor ([3.3.8](#)).

For employees represented by collective bargaining units, evaluation procedures follow the protocols outlined in the respective agreements to ensure clarity, consistency, and fairness ([3.3.9](#)). For California School Employees Association (CSEA) members, the evaluation process is designed to provide constructive and meaningful feedback that promotes ongoing professional growth and supports district performance standards. Permanent unit members are evaluated annually during their anniversary month unless circumstances such as emergencies or approved leave require adjustment.

The evaluation consists of two primary components: a self-assessment, which unit members may complete using the Employee Performance Evaluation Form during the month prior to their evaluation period, and an evaluator assessment using the same form. If performance is rated as “Performance Needs Improvement” or “Unsatisfactory Performance,” the evaluator, in consultation with Human Resources, will develop a written Performance Improvement Plan outlining needed steps for progress.

The institution maintains full responsibility for evaluating faculty performance, which is conducted to recognize exemplary work in teaching, counseling, and educational services; to reinforce and support satisfactory performance; to identify areas where improvement is needed; to document unsatisfactory performance; and to recommend and monitor improvement strategies. The timeline for evaluations is defined in the collective bargaining agreement and ensures that faculty receive regular, structured feedback consistent with institutional goals for instructional quality and student success ([3.3.10](#), see Appendix G).

Manager evaluations are similarly structured to promote open communication, role clarity, and professional development ([3.3.11](#), see VI). The process provides feedback that recognizes strong performance, identifies opportunities for growth, establishes clear performance expectations, and ensures that any challenges are addressed through targeted support. Managers participate in self-evaluation, receive a supervisor assessment, and are evaluated using behavioral ratings that provide a comprehensive picture of performance and effectiveness.

Across all employee groups, the evaluation framework advances the district’s mission by reinforcing high standards of professional practice, strengthening accountability, and supporting continuous

improvement. Through consistent application of evaluation procedures and alignment with role expectations, the institution ensures that its personnel remain effective in advancing student learning, institutional quality, and the broader goals of the district.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

Crafton Hills College relies on fiscal resources in the form of the State general fund allocation, grant and categorical allocations, capital improvement bond funds, and local revenues. The college uses these funds to develop, maintain, and enhance education services and operational functions in ways that directly support equitable student access, engagement, and success.

The general fund is budgeted each year to provide for the foundational educational and operational programs as shown in the disbursement of the funds through salaries, benefits, and the operational budgets ([3.4.1](#), [3.4.2](#)). The general fund allocation is disseminated throughout the college by program ([3.4.3](#)). Adequate state-required reserves are maintained to fund a minimum of two months of expenses, ensuring continuity of operations in support of the college's mission even during periods of fiscal uncertainty ([3.4.4](#)). Grant and categorical allocations are aligned with appropriate expenditures and reported as required by the source of the funding ([3.4.5](#), [3.4.6](#), [3.4.7](#)).

Crafton Hills continues to improve campus operations with the renovation and construction of several facilities that are planned for within the Facility Master Plan (FMP) and funded through both the Measure CC and Measure M capital improvement bond funding. The FMP plan was approved by the Board of Trustees on March 13, 2025 ([3.4.7.1](#), see pp. 214) and updates are regularly provided to the Board of Trustees ([3.4.8](#), [3.4.9](#)). Additionally, State deferred maintenance funding in former years provided funding for several maintenance projects included in CHC's submitted five-year scheduled maintenance plans ([3.4.10](#), [3.4.11](#)).

In addition, several programs have been enhanced with the support of resources and college commitment. For example, mental health support has been expanded with a reorganization within Student Services to better integrate mental health support across learning environments, reducing barriers to persistence, and improving student well-being outcomes. The reorganization includes the establishment of an associate dean position (formerly a coordinator position) to better provide mental health support to the students in the classroom ([3.4.12](#)). Also, the college has renovated available space to establish a Multi-Cultural Center to increase students' sense of belonging and provide additional spaces for student gathering ([3.4.13](#)).

Collectively, these resource investments demonstrate alignment among institutional planning, the Educational Master Plan ([3.4.14](#)), and the mission by directing funds to the area's most critical for equitable student achievement.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

CHC has established five strategic directions with supporting actions as part of its 2023-2028

Educational Master Plan (EMP, 3.5.1) to accomplish its mission: to “change lives” and “embrace our [diverse] community through a learning environment that is transformational.” The fifth strategic direction is to “Foster and Support Inquiry, Accountability, and Campus Sustainability.” This strategic direction includes several supporting actions related to financial planning:

- Supporting Action 2: Define and enhance budgetary guidelines and processes,
- Supporting Action 3: Evaluate and modify the Resource Allocation Model,
- Supporting Action 4: Expand implementation of efficient and sustainable services and practices,
- Supporting Action 5: Develop alternate revenue streams.

Each of these actions has defined measurable outcomes to assess its progress (3.5.2, see pp. 89-95). These actions ensure that financial planning is directly grounded in the institution’s mission and goals, prioritizing resource allocation that advances equitable student outcomes.

For example, *Key Result 1 to Supporting Action 2* is to “Develop budget reduction priority guidelines to make hard decisions during difficult budget times.” The CHC Budget Committee developed these guidelines for use in financial planning, which were reviewed and approved by the Crafton Council in May 2024 (3.5.3).

CHC is committed to transparency and broad participation in fiscal planning, ensuring that all members of the college community have the ability to understand how financial decisions support the mission and student success. Consistent with Administrative Procedure (AP 6200-Budget Preparation), the Board of Trustees provides staff with initial direction concerning the distribution of resources for the next fiscal year’s budget prior to March 1 (3.5.4).

SBCCD’s budget is prepared in accordance with Title 5 Regulations, the California Community Colleges Budget and Accounting Manual, and all other relevant State and federal requirements. To meet these mandates, the college works closely with District Fiscal Services while establishing the annual budget, which incorporates institutional plans and campuswide input (3.5.5).

The district utilizes budget development software (i.e., Questica) as a tool to plan, detail, and develop the entire campus budget. Historical budget information is readily accessible for managers and staff to analyze through the Financial 2000 software and through the Oracle budget management software. Department chairs, managers, and staff have access to these tools. At the beginning of each developmental budget period, the Vice President of Administrative Services distributes instructions about the procedure, timeline, and budget assumptions for each division and department to complete its budget or budgets (3.5.6).

During the developmental budget process, managers create budget projections based upon historical spending data and future anticipated needs then input the departmental budget into Questica. Once all budgets have been submitted, Administrative Services reviews developmental budgets and

develops comparison reports to review with the college president (3.5.7) before submitting the developmental budget to Fiscal Services for incorporation into the districtwide budget. Departmental managers are responsible for managing their budgets throughout the year with oversight by the area Vice President.

The College Budget Committee meets monthly to review recommendations on budget development and management (3.5.5). In addition, the districtwide Budget Advisory Committee, made up of representatives of management, classified, faculty, and union members, meets regularly to review District office budgets and the developmental budget calendar, and share other relevant information (3.5.8 SBCCD DBAC Website, 3.5.9 DBAC Agenda and Minutes).

In addition to the budgeting process, CHC has a comprehensive annual planning and program review (PPR) process that allows programs to identify financial resources needed to achieve their prioritized goals and objectives, including goals explicitly tied to access, equitable student learning, and program completion. These goals and objectives are each aligned with the Educational Master Plan as part of the PPR submission process, overseen by the Planning and Program Review Committee (3.5.10). Once all plans are submitted, objectives are prioritized and submitted as funding recommendations to the college president (3.5.11). As part of the budgeting process, the college uses budgetary savings and/or designated PPR funding for approved priority resource requests and reports on funded items to the campus (3.5.12).

Through planning and the resources prioritization process, CHC supports its mission and promotes student success. The planning and program review process -- coupled with the developmental budget process and the budget committees' contributions -- provides all campus constituencies opportunities to have input into their budgets and plans. Together, these processes ensure that the college's financial planning is inclusive, mission-centered, and aligned with institutional priorities for equitable student success.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

CHC upholds budgetary accuracy and financial integrity through the implementation of its comprehensive financial management systems, including Financial 2000, Questica, and Oracle, ensuring fiscal accountability and accuracy in all transactions and supporting transparent stewardship of resources that directly advance the institution's mission. These platforms support the systematic execution of fiscal processes such as purchase requisitions, budget transfers, and budget adjustments, each of which follows established procedures and approval hierarchies.

These systems have built-in limits that ensure integrity and responsible use of financial resources by automating the approval process through an established chain of command. Managers approve budget requests based upon the level of permissions, which are based upon the expense thresholds. Additionally, Oracle requires that all invoices be reviewed and approved by the originating

department prior to processing, then advances each expenditure request through District Fiscal Services, ensuring fiscal accountability and accuracy in all transactions. (Ev. Example of approval path for both invoices, PR's, spend authorizations)

The district engages independent auditors on an annual basis to evaluate financial transactions, identify irregularities, and documents corrective actions when necessary (Ev. Audit Reports 2022-23, 2023-24, 2024-25). These processes apply to all financial resources including bonds and district or college grants. Annual audit results consistently demonstrate that financial resources are appropriately allocated and utilized in accordance with governmental regulations, district policies, and generally accepted accounting principles. Audit findings are communicated to the appropriate oversight board/committee as well as District Fiscal Services. Any recommended corrective measures are implemented in a timely manner, and the audit report is formally presented during a public meeting to the Board of Trustees, reinforcing transparency and accountability in fiscal operations (Ev. Annual Audit Report to the BOT).

Through the regular process of this work, those involved discover how to improve fiscal operations. To establish procedural norms and provide training, Fiscal Services and Business Services have created several "How to Guides." Many of these guides have been created following questions or trainings that brought to light opportunities for improvement (Ev. Link to "How to" Guides;" these are on the District Wiki so we'll need to download some sample guides. [We should consider using just one in the interest of economy.--MS]).

CHC's integrated financial systems and approval processes ensure that resources are allocated accurately, transparently, and in alignment with institutional priorities. Annual independent audits and continuous process improvements further strengthen accountability, compliance, and responsible stewardship of all funds. Together, these practices safeguard fiscal integrity and support the College's ability to fulfill its mission effectively by ensuring that financial practices remain compliant, transparent, and student-centered.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

Crafton Hills College leverages financial planning tools, multi-year projections, and district reserves to support fiscal stability and sustainability. The district's annual budget includes a five-year, long-range financial plan that incorporates enrollment management projections, salary and benefits costs, and revenue projections based on the Governor's Enacted Budget. The Unrestricted General Fund Multi-Year Forecast includes a budget over the next five years that maintains a minimum Unrestricted General Fund balance of approximately two months of expenditures, ensuring long-term fiscal stability necessary for uninterrupted delivery of educational services (Ev. 2022-23, 2023-24, 2024-25 Multi-Year Forecasts).

Each year, the district Fiscal Services Office oversees the budget for the payment of liabilities and future obligations for Other Post-Employment Benefits (OPEB). The amount of these obligations is determined by the Governmental Accounting Standards Board (GASB) Statements 74 and 75 for public sector employers to identify and report their OPEB liabilities. To help meet these obligations, Fiscal Services, in collaboration with the District Budget Committee, and Board approval, established an irrevocable Futurist Trust to fund future OPEB benefits ([Ev. PARS Trust Fund Report to Board Finance Committee](#)).

The district has created a Retirement Board of Authority, consisting of district personnel to oversee and run the Futurist Trust. The district has a contract with the Benefit Trust Company as a fiduciary to manage its assets and investment policy development. Keenan & Associates is the program coordinator for the Futurist Trust, providing oversight of the Futurist program and guidance to the district. In 2024-25, this trust fund covered 100 percent of the district's anticipated total OPEB liability ([Ev. SBCCD Actuarial Study of Retiree Health Liabilities Under GASB 74/75, 1/21/25, p.11](#)).

Additionally, the support of the local community through bond initiatives has allowed CHC to enhance facilities by implementing projects in the Facilities Master Plan. Currently, CHC is implementing projects funded with the passage of Measure CC in 2018. These projects were carefully identified and prioritized in the 2017-2022 Facility Master Plan with consideration to total cost of ownership. Thus, these replacement and renovation projects protect against overspending CHC's limited operational budget and ensure that financial resources remain sufficient over the long-term while improving the space utilization of the college ([Ev. FMP approved Bond Construction Project List 2017 and reprioritized 8/12/21, and Total Cost of Ownership Calculations FMP 2017-2022](#)). Through these practices, the college demonstrates a proactive, mission-aligned approach to fiscal solvency that supports both current operations and long-term institutional sustainability.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

As part of the strategic planning process, the college uses the educational directions identified in the Educational Master Plan (EMP) to inform the needs of the Facility Master Plan (FMP). In 2023, the College updated the Educational Master Plan. Subsequently, the college collaboratively developed a Financial Master Plan (FMP) to support the EMP. The FMP inventories all spaces on campus, analyzes utilization, and identifies projects to enhance the campus infrastructure and facilities through upgrades and renovations. Physical improvement projects are designed to ensure ongoing access, safety, security, and a healthy learning and working environment. Each identified project in the FMP has a section describing its alignment with the EMP ([Ev. FMP alignment to EMP Doc, FMP.p.62-70, 80-104](#)).

Once projects are identified and funded, the college contracts with design professionals to create the project plans and submits them to the Division of State Architects (DSA) to assure compliance with codes for building structures, fire-life safety, and the Americans with Disabilities Act (ADA). At the completion of each project requiring DSA approval, the project is certified by DSA ([Ev. #DSA Certification Letter of CNTL2, ADA Walkway Improvements Project](#)) to assure the project is completed to all required

standards and design.

Once projects are constructed, along with the existing facilities, they are maintained by the college Maintenance and Operations department. The college uses a work-order management system, Maintenance Connection, to identify and record repairs (Ev. [MCC Report in PPR?](#)).

Facilities for dual-enrollment classes that CHCt offers at various area high schools are maintained by their respective school districts and meet [State \[?\]](#) safety standards (Ev. [Redlands USD Safety Documents](#), Yucaipa USD Safety Documents).

Another means of assuring safety is the regular inspections and permitting requirements of equipment and facilities. Permitted equipment includes gasoline pumps, conveyances, fire suppression systems, boilers, generators, backflow devices, and hazardous materials removal. Permits are obtained from agencies that include Southern California Air Quality Management District (SCAQMD), California Unified Protection Agency, San Bernardino County Department of Public Health, and the California Department of Industrial Regulations (EV. Permits). CHC performs annual self-inspections for work and instructional spaces in accordance with its Injury and Illness Prevention Program (IIPP) (Ev. IIPP and filled out inspection reports). In addition, the college uses the bi-annual Statewide Association of Community Colleges Joint Powers Authority (SWACC) campus-wide risk-assessment inspections to validate annual departmental inspections ([EV#2023 SWACC inspection](#)).

The CHC Safety committee meets each month to discuss health and safety issues and recommend solutions to any identified problems. Committee agendas include various safety projects, training reports, status of safety plans and records, condition of facilities, emergency preparedness drills, reports on safety related issues from Maintenance and Operations, Police activity, and the student Health and Wellness Center program (Ev. [Agenda and Minutes](#)).

The college also provides regular safety training and emergency preparedness activities (Ev. [Great Shake Out planning 2025](#), [CERT Training 2023](#)), and a hazardous materials removal program. It maintains building captain supplies, first aid supplies, and trauma kits. It also maintains a chemical inventory (Ev. [Chemical Inventory](#)).

CHC also complies with environmental regulations for hazardous material removal. Licensed contractors regularly remove industrial, chemical, and biochemical wastes from the campus in accordance with applicable laws, regulations, and the college and district safety plans. These operations are managed by the CHC's Custodial department (Ev. [Email to Depts calling for HazWaste, and HazWaste Manifests](#)). When required, hazardous materials -- such as asbestos, lead, and PCBs -- are removed by certified and licensed abatement contractors in accordance with applicable laws and regulations (Ev. [Hazmat Waste Manifests](#)).

To help facilitate adherence to procedures of the Emergency Operations Plan (Ev. [SBCCD Emergency Operations Plan 2024](#)), the college posts emergency procedures through a mobile phone application called [SafeSBCCD](#) [[Check name with Mike Strong](#)]. This app also provides quick access to security options for both students and employees such as information about emergency contact and transmissible disease, campus maps, and a "friend walk" if desired. In addition, each year the college participates in *The Great Shakeout* evacuation drills (Ev. [2025 Great ShakeOut Guide](#)). Building captains receive training and lead building evacuations (Ev. [Building Captain List](#), [Building Captain Responsibilities](#)). Emergency notifications are sent through the RAVE emergency notification system

(Ev.)

Finally, a security officer and a police officer are on patrol duty during all hours of operation. The district police department operates 24 hours a day, seven days a week.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

San Bernardino Community College District (SBCCD) maintains a consistent, districtwide planning and program review process that guides technology planning. Through this process, Technology and Educational Support Services (TESS), San Bernardino Valley College Campus Technology Services (SBVC-CTS), and Crafton Hills College Campus Technology Services (CHC-CTS) develop, and update technology plans aligned with institutional goals. Annual planning and program review ensure these goals are regularly reassessed to support SBCCD's educational and institutional outcomes (3.9.1, 3.9.2).

SBCCD relies on broad collegial consultation to keep technology planning responsive to campus and student needs. The SBVC Technology Planning Committee (3.9.3) meets monthly and the CHC Technology Planning Committee (3.9.4) meets quarterly to review progress, gather feedback, and incorporate input from all constituent groups. A TESS representative participates in each committee, and the District Technology Master Plan integrates this feedback along with the work of districtwide groups such as the Institutional Effectiveness Advisory Committee, Distance Education Coordination Council, and District Applications Workgroup (3.9.5). Technology leadership also meets monthly to adjust priorities as campus needs evolve.

SBCCD evaluates the effectiveness of technology services through annual surveys (3.9.6, most current was 21-22, requested from Christopher) and by maintaining a public project dashboard managed by TESS (3.9.7). This dashboard allows users to submit requests, view prioritization, and track project status. Major projects conclude with documented knowledge transfer and training materials to support long-term sustainability.

Board Policies and Administrative Procedures (BP/AP 3700 series) clearly define the appropriate and secure use of SBCCD technology resources (3.9.8). All users must agree to the Acceptable Use Policy (3.9.9). SBCCD also maintains robust security practices, including annual penetration testing, GLBA and PCI compliance audits, continuous network and log monitoring, regular system backups, and mandatory annual cybersecurity training for all employees.

To ensure technology remains current, instructional and non-instructional hardware follows a scheduled replacement cycle, with additional adjustments based on evolving needs. The TESS Helpdesk provides timely support to end users, while SBVC-CTS and CHC-CTS maintain, update, and repair technology across both campuses.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

San Bernardino Community College District (SBCCD) has policies and procedures in place that will mitigate emergencies and unforeseen occurrences that would significantly impact availability of its resources. SBCCD board policies and administrative procedures that govern risk and emergency response are the following:

- BP / AP 3505 Emergency Response Plan ([3.10.1](#) / [3.10.2](#))
- BP / AP 6540 Insurance ([3.10.3](#) / [3.10.4](#))

SBCCD mitigates these risks through structured insurance coverage, participation in statewide joint powers authorities (JPAs), and by requiring contractors to provide insurance certifications and indemnifications commensurate with the risks associated with their service. As noted in the 2023-24 audit report, SBCCD has sufficient insurance to cover its needs in financial emergencies ([3.10.5](#), pg. 57-58).

To manage property and liability risks, SBCCD contracts with the Statewide Association for Excess Risks (SAFER), which provides excess property and liability insurance tailored to California K-12 and community college districts. The district has not experienced claims exceeding coverage limits during the past three fiscal years. Additionally, there has been no significant reduction in insurance coverage year over year, demonstrating SBCCD's commitment to maintaining adequate protection for District assets and operations ([3.10.5](#), Independent Auditor's Report, pp.57, "Note 12 – Participation in Public Entity Risk Pools and Joint Powers Authorities").

SBCCD further strengthens its risk management framework through participation in the Statewide Association of Community Colleges (SWACC). SWACC arranges and administers comprehensive property and liability protection for its member districts and participates in collective decision-making that enhances fiscal resilience and supports coordinated responses to potential emergencies ([3.10.5](#), pg. 57-58).

Employee-related risks are addressed through SBCCD's membership in the Schools Alliance for Workers' Compensation Excess II (SAWCX II) Joint Powers Authority. This self-insurance pool provides workers' compensation coverage and related services, allowing the District to effectively manage employee injury claims while maintaining financial predictability. Governance through a representative board ensures transparency, accountability, and adherence to best practices in risk mitigation and claims management ([3.10.5](#), pg. 57-58).

To mitigate financial risk, SBCCD participates in the California Community College Financing Authority (CCCFA), which provides access to short-term financing when needed. This capability enhances the District's readiness to respond to financial emergencies or cash-flow disruptions ([3.10.5](#), pg. 57-58).

Finally, SBCCD ensures readiness for unexpected events by adhering to the guidelines laid out in our policy for Security Incident Response AP 3732 ([3.10.6](#)), which outlines the district's approach to responding to a cybersecurity incident. To prevent such incidents, District

Technology Support Services conducted a cybersecurity audit to identify internal and external vulnerabilities and developed a corresponding corrective action plan. The implementation of this plan drives annual cybersecurity training for staff (3.10.7) and the implementation of additional measures such as the implementation of multi-factor authentication for all employees in Fall 2023 (3.10.8). Contracts with the District's student information system (SIS) and enterprise resource planning (ERP) hosting vendors specify backup frequency, retention schedules, and recovery timeframes. All components of these policies are formally approved and published as Administrative Procedures.

Collectively, SBCCD's layered insurance coverage, participation in multiple JPAs, access to financing mechanisms, and formally established information technology protocols demonstrate that the district has appropriate strategies, policies, and procedures in place to manage risk and implement contingency plans consistent with the standard.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

Suggested length for Standard 4 is no more than 12 pages.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

The San Bernardino Community College District and Crafton Hills College is committed to academic freedom and has instituted BP 4030 (4.1.1) to support academic freedom, making Crafton's commitment to the free pursuit and dissemination of knowledge clear. The Crafton Hills College Freedom of Express Statement, recently approved by the CHC Academic Senate (4.1.2), demonstrates Crafton's commitment to the principles of academic freedom, integrity, and inquiry (4.1.3).

Crafton's academic freedom and freedom of inquiry policies, based on board policies, are published in the CHC Catalog (4.1.4) and Article 6 of the bargaining agreement (4.1.5). Item A of the Academic Freedom section of the bargaining agreement reinforces Crafton's commitment to the free pursuit and dissemination of knowledge, which states, "The District and the Association recognize that bargaining unit members have a legal right to academic freedom in terms of the exercise of their professional responsibilities in the classroom."

Crafton Hills College also publishes clearly established policies and procedures that promote honesty, responsibility, and academic integrity in the Catalog (4.1.6), and the CHC Academic Integrity Online webpage (4.1.7), which includes recommendations for professors to include in their syllabi.

BP (4.1.8) and AP 5500 (4.1.9) cover student conduct including a list of offenses that could lead to disciplinary action. Academic honesty is addressed in the first item, Academic Misconduct. In addition, AP 5520 (4.1.10) describes the Student Conduct Hearing Procedures in step-by-step detail. The forms to report student conduct and academic integrity are posted on the Student Conduct and Discipline Due Process website (4.1.11).

The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry by clearly communicating expectations to students and employees and consistently enforcing published Board Policies and Administrative Procedures. During the 2023–2024 academic year, the Student Conduct Office processed 42 cases of academic dishonesty, all of which were adjudicated using AP 5500 (Standards of Conduct, 4.1.12) and AP 5520 (Student Discipline Procedures, 4.1.13), demonstrating consistent application of institutional policies. 100% of those cases were resolved through established Board Policies & Administrative Procedures (BP/AP 5500 and AP 5520). The 2025–2026 Crafton Hills College Catalog (4.1.14) and Faculty Handbook (4.1.15, see pages 27–28) both contain formal statements on Academic Integrity (pg. 28) and Academic Freedom (pg. 27), ensuring widespread access to expectations. Together, these practices demonstrate that Crafton Hills College meets ER 13 and actively upholds a campus culture that protects inquiry, ethical scholarship, and academic freedom.

Crafton’s commitment to academic integrity is further strengthened by its commitment to professional development on addressing plagiarism. As an illustration, in Fall 2025 one of the In-Service trainings included a session on AI and plagiarism (4.1.16). The institution upholds an explicit commitment to academic freedom, academic integrity, and freedom of inquiry by clearly communicating learner-success policies and by establishing transparent expectations for ethical scholarship in online learning environments (4.1.17). As noted in the introduction email, “Course policies that support student success, such as academic honesty, withdrawal, late work, communication, and participation, are clearly stated and easy to find,” aligning with the CVC-OEI Course Design Rubric expectation that these policies be visible and accessible. This commitment is operationalized in the DE Certification course through an Academic Integrity section that models ethical inquiry—emphasizing exemplary citation/attribution, open sharing when possible, and treating mistakes as learning opportunities—while reinforcing that all sources (including images) must be cited (4.1.18).

Together, these practices protect freedom of inquiry by encouraging students to engage broadly with ideas and resources, while safeguarding academic freedom by maintaining faculty control over course content and pedagogy within an institutionally supported, secure, and compliant learning environment

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution’s structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

The College has many mechanisms for evaluating the institution’s governance and decision-making structures and processes. Most important is the Employee Campus Climate Survey, administered biennially and used to measure employee perception of and satisfaction with CHC’s governance and decision-making structures, among other matters. The results of the survey are shared with the campus in a report, and various presentations at committee meetings (4.2.1, Fall 2023 results, 4.2.1.1 Add In-Service PPT). The survey evaluates the following governance and decision-making structures and processes: outcomes, inclusiveness, planning and program review, shared governance, and the resource allocation processes.

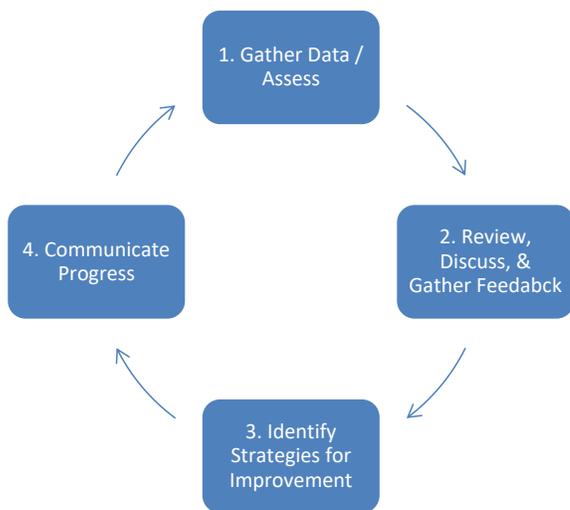
The Outcomes category, with six items, assessed perceptions of the student learning/service area outcomes assessment, a critical component of educational effectiveness. Inclusiveness, encompassing 25 items, sought to measure the extent to which employees felt there was equal opportunity for involvement and that their contributions were valued, reflecting the college’s commitment to diversity and equal representation. Planning & Program Review (PPR), with 13 items, aimed to evaluate the transparency, structure, and efficacy of the college’s planning and program review processes. Shared Governance, through 8 items, examined the perceived opportunities for involvement across the college and clarity in communication, important for fostering a collaborative environment. Lastly, Resources, with 11 items, probed into perceptions of resource allocation and management, crucial for maintaining a supportive infrastructure for students and staff.

The results of the Campus Climate Survey are reviewed by multiple committees, including the Institutional Effectiveness, Research, and Planning Committee (EAOC), which may use the results to recommend improvements to decision-making processes (4.2.2, IEAOC 1-23-25 minutes). For example, the results from Fall 2023 indicated that

In Fall 2023 the EMPC discussed a decrease in employee satisfaction with planning and decision-

making, participatory governance, and resource allocation. The EMPC noted a smaller than usual response rate as well as the existence of interim executive leadership during the last administration of the survey, an issue that would be resolved with new permanent leadership. Nevertheless, EMPC suggested strategies for addressing concerns.

The survey results are also presented to the Crafton Council, charged with overseeing issues related to accreditation and integrating plans, and serving as the advisory body to the President on issues of planning, program review, and relationship resource allocation (Ev. 05, Ev. 06, Ev. 07). In Fall 2019 the Crafton Council developed strategies to help address concerns identified in the Campus Climate Survey results that had specifically to do with planning and program review. This process of continuous institutional improvement is also described in Standard IA (Ev. 08). A diagram of how the process works appears below.



Every spring the Crafton Council also administers the Committee Self-Evaluation Survey to evaluate the participatory governance and decision-making committees (Ev. 09). The Crafton Council uses the results of this survey (Ev. 10) to improve and update training of the committee chairs (Ev. 11) and to improve the College’s participatory governance processes (Ev. 12). The disaggregated results for each committee are distributed to the committee chairs, who discuss them with the rest of their committee at one of the first meetings of the school year to determine what changes that committee should consider regarding its charge, processes, and means of communication (Ev. 13, Ev. 14).

The Planning and Program Review Committee (PPRC) also uses the same continuous institutional improvement process described in the above figure to review its structures and processes annually to assure their integrity and effectiveness (Ev. 15). For example, in Spring 2018 the committee reviewed the program review survey results and found that the PPRC needed to improve the process for prioritizing unit objectives (Ev. 16). In addition, the committee also discussed revising the rubric item requiring programs to have program learning outcomes in the Catalog. In Spring 2019, the PPRC reviewed the budget categories and the instructional questions and agreed to minor changes to

improve how the objectives were prioritized within budget categories ([Ev. 17](#)).

CHC uses surveys and discussion in participatory governance committees, especially Crafton Council, to evaluate and improve its decision-making processes and assure their integrity and effectiveness. The College communicates the results of these evaluations and uses them to improve the effectiveness of decision-making processes.

Decision-making at Crafton Hills College occurs through a collegial system of participatory (or *shared*) governance by which decision-making committees composed of members from administration, faculty, classified staff, and students provide input on matters pertaining to student success and advancing the College mission. Crafton Council committees are organized by and report their actions to the Crafton Council. The Academic Senate delegates work on academic and professional matters, such as curriculum, to committees of faculty, which may also include non-voting members of administration and students.

Board policy defines governance roles, structures, processes, and practices for administrators and faculty. The district has policies and practices that delineate functions of the District and the colleges.

CHC committees publish their actions in minutes that are available to all from the College website. To improve performance, they engage in self-evaluation to assess committee effectiveness. Also, employees participate in surveys to express their level of satisfaction with College governance. CHC continuously works to improve its governance system.

4.3. The institution’s decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

Crafton Hills College ensures its decision-making structures are used consistently and effectively via clear, transparent, and timely posting of agendas and minutes in accordance with the Brown Act ([4.3.1](#)). Taskforces, councils, and committees that do not fall under the purview of the Brown Act also publicly post agendas and minutes so that any interested party can view them ([4.3.2](#)). Committee chairs make use of standardized agenda and minutes templates that include a “Further Action” column so that tasks are clearly assigned to a member for follow-up action. The templates also include the college’s mission, vision, and values, which serve as a reminder of our shared purpose that directs action ([4.3.3](#)). Annual committee membership is publicly posted so that all constituencies (students, faculty, staff, and managers) can have access to their representatives for various committees ([4.3.4](#)).

Crafton Hills College employs clearly defined and well-documented shared governance and participatory decision-making structures that are consistently used across the institution. These structures are outlined in the college’s Organizational Handbook and include the Crafton Council as the primary integrative body for participatory governance, along with standing shared governance committees focused on planning, budget development, institutional effectiveness, technology, and student equity and achievement ([4.3.5](#) (pages 22-24)).

Shared governance committees are composed of representatives from all campus constituencies, and meetings are open to the campus community. This structure fosters meaningful dialogue, shared responsibility, and trust, ensuring diverse perspectives informing institutional priorities. Through these collaborative processes, the college builds broad engagement in decision-making and reinforces

a culture of shared ownership for institutional outcomes. For example, the Planning and Program Review Committee's broad membership across campus ensures that resource prioritization lists are thoughtfully and critically reviewed before presenting to the President for final decision-making ([4.3.6](#)).

Institutional decision-making is grounded in evidence and continuous improvement ([4.3.5](#) (page 11)). Committees and leadership rely on institutional research, program review findings, student learning outcomes assessment, and equity data to guide planning and resource allocation as articulated in areas' program reviews ([4.3.7](#)). The Planning and Program Review process serves as a central mechanism for identifying needs, evaluating effectiveness, and aligning initiatives with strategic priorities ([4.3.8](#) (page 5)). This evidence-based approach supports innovation by encouraging units to propose and refine strategies that respond to data-identified challenges and opportunities ([4.3.9](#)).

Decision-making practices at Crafton Hills College are intentionally aligned with the college's mission, values, and strategic directions ([4.3.5](#) (page 9)). Governance bodies prioritize initiatives that support student success, completion, and transfer, particularly for disproportionately impacted student populations, such as encouraging and advertising OER/ZTC sections in the class schedule and incorporation of fully online degrees and certificates into our career and academic pathways ([4.3.10](#), [4.3.11](#)).

Crafton Hills College prioritizes equitable student outcomes through governance structures that explicitly address equity. The Student Equity and Achievement Committee plays a central role in analyzing disaggregated student data, identifying equity gaps, and recommending targeted strategies and resource investments ([4.3.12](#)). Equity planning is developed collaboratively and embedded within institutional decision-making processes, ensuring that equity considerations are not isolated initiatives but core drivers of planning and innovation. As an example, on page 15 of the current Educational Master Plan, student equity is to be threaded through all six of the college's goals, as Goal 5 articulates that the institution will seek to "Reduce equity gaps across *all measures (goals)* among traditionally underrepresented student groups – fully close the achievement gap" ([4.3.13](#) (page 15)). Additionally, the Dual Enrollment Task Force monitors success for our disproportionately impacted groups (Latinx and African American students) to demonstrate how dual enrollment closes equity gaps ([4.3.14](#)) and thus encourages departments to increase dual enrollment offerings.

The college regularly evaluates the effectiveness of its decision-making structures through committee self-evaluations, feedback mechanisms, and review of governance documentation ([4.3.5](#) (page 11)). Findings from these evaluations inform revisions to governance processes and roles, supporting continuous improvement and responsiveness to institutional needs ([4.3.15](#), [4.3.16](#), [4.3.17](#)). This reflective approach ensures that decision-making structures remain effective, inclusive, and aligned with evolving priorities.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

The San Bernardino Community College District (SBCCD) is governed by a seven-member board, whose primary responsibility is established by Board Policy, 2200, Board Duties and Responsibilities ([4.4.1](#)). This policy outlines the duties that board members have to ensure accountability for academic quality and successful outcomes for all students. SBCCD's Board of Trustees regularly

reviews key indicators of student learning and achievement and evaluates institutional plans to improve academic quality and student outcomes (4.4.2). As outlined in the Student Equity Plan, the college monitors five equity measures on an annual basis to address equity gaps (4.4.3).

The Board of Trustees adopted its Strategic Plan that includes four goals to ensure the overall effectiveness of the District (4.4.4). The Board Goals are to 1) Eliminate Barriers to Student Access and Success, 2) Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution, 3) Be a Leader and Partner in Addressing Regional Issues, and 4) Ensure Fiscal Accountability and Sustainability. The Board monitors progress by reviewing disaggregated success metrics that include enrollment and achievement data, and districtwide strategies for improving academic success on an annual basis (4.4.5, 4.4.6) The Chancellor also updates the Board of Trustees on a monthly basis to discuss how SBCCD is meeting the District goals (4.4.7, see pgs. 2, 24-25). In addition, a weekly RoundUp with information regarding how the campuses and overall district are working to support students and serve its community are distributed to the Board of Trustees (4.4.8).

The Board also regularly receives Strategic Plan Goal updates. For example, Goal 1 focused on eliminating barriers to student access and success, including actions to improve enrollment processes, expand academic programs, strengthen outreach, and support underrepresented student groups (4.4.9, see pgs. 3, 239-240). In addition, the Board reviews reports and presentations that highlight direct evidence of student learning and achievement, such as Honors Program outcomes, accreditation mid-term reports, AB705 throughput data, sabbatical research impacting curriculum and instruction, and President's Reports containing student completion milestones (4.4.10). Presentations such as the districtwide DEIA initiatives and the National Conference on Race and Equity (NCORE) further provide the Board with institutional plans designed to enhance academic quality, reduce equity gaps, and support student success (4.4.11).

The Board of Trustees (BOT) adopt a budget on an annual basis that aligns directly with its four goals, on January 09, 2025, the Board Members received a presentation on the prioritized board directives and the Strategic Plan Summary (4.4.12). In addition, the BOT received monthly budget reports as part of their regular board meetings (4.4.13, see pgs. 4, 332-334). The Board conducts at least two strategy sessions per year to review proposed tentative budget, final budgets, and/or other fiscal related items (4.4.14, 4.4.15). Moreover, the Board Finance Committee (BFC) provides monthly verbal reports to the full board regarding the work conducted at the monthly BFC meeting (4.4.16, see pg. 2).

The Board of Trustees receive multiple annual presentations of the Apportionment Attendance Reports (CCFS-320), which provide disaggregated full-time enrollment data, year-over-year trends, and analysis connected to enrollment management, budgeting, and strategic goal setting (4.4.17, pgs. 4, 242-245, 267). These reports and information allow the Board of Trustees to monitor the overall financial health of SBCCD and make recommendations to ensure the overall fiscal health of the District. Additionally, through the Board Legislative Committee, Trustees receive regular updates on legislative priorities, budget advocacy, and external policy developments that affect fiscal stability, facilities, and student access. The Board oversees and adopts districtwide legislative and budget priorities aligned with the Strategic Plan and provides direction for communicating institutional priorities and impact to policymakers and the public (4.4.18).

The Board of Trustees regularly assess its policies for effectiveness in fulfilling the District's mission as outlined in Board Policy, 2410, Board Policies and Administrative Procedures (4.4.19). Board policies

are reviewed on an ongoing basis through the District's Policy and Procedures Advisory Committee that has constituency representation and follows the vetting procedures outlined in Administrative Procedure, 2410, Board Policies and Administrative Procedures (4.4.20). During the 2024-2025 academic year, the Board of Trustees approved over 90 board policies and procedures that directly support the goals and fiscal health of SBCCD (4.4.21 see pgs. 2, 28-93, 4.4.22, see pgs. 2, 35-58).

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The Board of Trustees (BOT) has established policies that outline a process to hire and evaluate SBCCD's chief executive officer BP 2431, Chancellor Selection (4.5.1), and BP 2435, Evaluation of the Chancellor (4.5.2). Administrative Procedure 2435, Evaluation of the Chancellor (4.5.3), states that the Chancellor will be evaluated at least annually (4.5.4, 4.5.5, 4.5.6). The Chancellor also has an informal mid-year evaluation to receive feedback. The most recent informal evaluation was conducted in December 12, 2025 (4.5.7). SBCCD's Board of Trustees has regular reports on the Board of Trustees Strategic Plan goals from the Chancellor (4.5.8). Throughout the year, the Chancellor has a timeline that ensures the Board of Trustees receive updates on all goals (4.5.9, pgs. 248-251). On an annual basis, the Board of Trustees received an update on the progress that SBCCD has made in meeting its goals for the year (4.5.10). For example, during the 2024-25 SBCCD expanded its dual enrollment offerings from 260 in Spring of 2023 to 687 in Spring of 2025. These efforts support the Board of Trustees' Goal 1 to ensure access and give more high school students free access to college courses, helping them build confidence, save money, and succeed (4.5.11).

As described in Standard 4.4, the BOT regularly assesses its policies for effectiveness in fulfilling the district's mission as outlined in BP/AP 2410, Board Policies and Administrative Procedures. Moreover, the BOT establishes policies that set standards for the quality, ethics, and prudence of overall operations of the institutions. In addition, the Board of Trustees delegates to the Chancellor the executive responsibility for administering Board-adopted policies and implementing all Board decisions that require administrative action as outlined in BP 2430, Delegation of Authority to the Chancellor (4.5.12). The Chancellor is expected to perform the duties in the Chancellor's job description and fulfill other responsibilities that include educational programs and services, personnel and human resources, and fiscal health and stability. Consistent with this delegated authority, the Chancellor is also authorized to represent the district in state and regional policy forums, legislative advocacy, and intergovernmental partnerships that advance workforce development, facilities planning, and student support services in alignment with Board priorities. In addition, specific assignments for the Chancellor may be identified during the evaluation or goal-setting process. For example, the Board of Trustees adopted Board Policy 6100, Delegation of Authority, Business and Fiscal Affairs (4.5.14), that delegates the authority to the Chancellor to supervise the general business procedures of the District. The Chancellor ensures that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion. SBCCD submits annual fiscal reports to the California Community Colleges Chancellor's Office within the required timeline of submission (4.5.15, 4.5.16, 4.5.17). The Board of Trustees approves an annual budget calendar (4.5.18, see pg. 3) as required by AP 6200, Budget Preparation (4.5.19), that states the Board will adopt a budget calendar prior to February 1 each year.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an

ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The San Bernardino Community College District Board of Trustees governs on behalf of the citizens in accordance with the authority granted and duties defined in Education Code Section 70902. They work as a collective unit to support the mission [\(4.6.1\)](#) to “positively impact the lives of and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities.” The Board of Trustees adhere to their duties and responsibilities as outlined in BP 2200, Board Duties and Responsibilities [\(4.6.2\)](#). They are responsible for balancing and integrating the wide variety of interests and needs into policies that benefit the common good and the future of the region. This is demonstrated through various actions taken during board meetings that support the greater good of the institution, for example, during the December Board Meeting, the Board of Trustees took action with a unanimous vote, to support SBCCD’s 2026 Legislative and Budget Priorities that support workforce development and community prosperity [\(4.6.3\)](#). As illustrated previously in standard 4.4 and 4.5, the Board’s legislative and budget priorities are informed by districtwide data, community input, and regional workforce trends, and are advanced through coordinated government relations and communications efforts that support the District’s Strategic Plan goals. Trustee engagement in state and regional conferences, legislative briefings, and budget-related discussions further demonstrate the Board’s collective role in advancing institutional priorities.

The Board of Trustees maintain high ethical standards of conduct and follow BP 2715, Code of Ethics/Standards of Practice [\(4.6.4\)](#). Annual training is provided to ensure that board members uphold their areas of responsibility [\(4.6.5\)](#). In addition to this training, the Board of Trustees is committed to its ongoing development as a board and engages in strategy sessions, conferences, and other activities that foster trustee education. During the 2025-26 academic year, board members participated and represented SBCCD in HACU’s Annual Conference, ACCT Leadership Congress, CCLC Annual Convention, and CCLC Legislative Conference. During these trainings/conferences Board members are able to obtain updates related to current topics that impact local and state decisions [\(4.6.6\)](#), legal updates [\(4.6.5\)](#), and innovation and high impact practices that support student success [\(4.6.7, 4.6.8\)](#). Another example includes the presentation on EEO Hiring Practices and Student Impact Analysis that took place on February 27, 2025, Strategy Session [\(4.6.9\)](#). Board members access online educational resources such as the Board Orientation Handbook [\(4.6.10\)](#), Trustee Handbook [\(4.6.11\)](#), Trusteeship [\(4.6.12\)](#), Board Chair Handbook [\(4.6.13\)](#), and Student Trustee Handbook [\(4.6.14\)](#).

The Board of Trustees is committed to assessing its performance as a Board to improve its effectiveness. Ongoing evaluation of the Board of Trustees is outlined in BP 2745, Board Self-Evaluation [\(4.6.15\)](#). The Board of Trustees conduct a self-evaluation and discuss the results during their annual board retreat [\(4.6.16, 4.6.17\)](#). There is an opportunity for discussion to identify strengths and areas in which there are opportunities. The results are used to identify goals for the upcoming year.

C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

Insert a hyperlink (or hyperlinks) to documentation for each required checklist item below. Be sure to provide a clear, descriptive name for each document listed. Your institution may have included some of this documentation as part of the supporting evidence for your narrative responses above. If so, please link to the page in the ISER where the item is discussed so your team can see the item in context.

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	[Insert document name(s) and link(s)]
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	[Insert document name(s) and link(s)]
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	[Insert document name(s) and link(s)]
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	[Insert document name(s) and link(s)]
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	[Insert document name(s) and link(s)]

Standard 2: Student Success

Required Item

- i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including:
- Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees
 - Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities
 - Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10)

(See Commission [Policy on Credit Hour, Clock Hour, and Academic Year](#))

- ii. Documentation that the institution's transfer of credit policies include the following:
- Any established criteria the institution uses regarding the transfer of credit earned at another institution
 - Any types of institutions or sources from which the institution will not accept credits
 - A list of institutions with which the institution has established an articulation agreement
 - 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

See [Policy on Transfer of Credit](#)

- iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the [Policy on Institutional Advertising and Student Recruitment](#) (ER 16)
- iv. Documentation of clear policies and procedures for handling student complaints, including:
- Evidence that these policies/procedures are accessible to students in the catalog and online;
 - Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs
- v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating:
- Accurate and consistent implementation of complaint policies and procedures
 - No issues indicative of noncompliance with Standards
- vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup
- vii. Documentation of the institution's policies and/or practices for the release of student records

Documentation

[Insert document name(s) and link(s)]

No link required; to be verified by the team during in-person site visit

No link required; to be verified by the team during in-person site visit

[Insert document name(s) and link(s)]

Required Item

Documentation

viii. Documentation that the institution’s policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination

[Insert document name(s) and link(s)]

FOR TITLE IV PARTICIPANTS:

ix. Documentation of institution’s implementation of the required components of the Title IV Program, including:

- Findings from any audits and program/other review activities by the U.S. Department of Education (ED)
- Evidence of timely corrective action taken in response to any Title IV audits or program reviews

[Insert document name(s) and link(s)]

See [Policy on Institutional Compliance with Title IV](#)

FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:

x. Documentation of institution’s :

- Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit
- Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)
- Policies regarding protection of student privacy

[Insert document name(s) and link(s)]

See [Policy on Distance Education and on Correspondence Education](#)

REQUIRED ONLY IF APPLICABLE

xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum

[Insert document name(s) and link(s)]

xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit

[Insert document name(s) and link(s)]

xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services

[Insert document name(s) and link(s)]

xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs

[Insert document name(s) and link(s)]

Standard 3: Infrastructure and Resources

Checklist Item

- i. Written policies and procedures for human resources, including hiring procedures
- ii. Employee handbooks or similar documents that communicate expectations to employees
- iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)
- iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)
- v. Policies guiding fiscal management (e.g., related to reserves, budget development)
- vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems

Documentation

- [Insert document name(s) and link(s)]

FOR TITLE IV PARTICIPANTS:

- vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue

[Insert document name(s) and link(s)]

REQUIRED ONLY IF APPLICABLE

- viii. Documentation of any agreements that fall under ACCJC's *Policy on Contractual Relationships with Non-accredited Organizations*
- ix. Written code of professional ethics for all personnel including consequences for violations

[Insert document name(s) and link(s)]

[Insert document name(s) and link(s)]

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	[Insert document name(s) and link(s)]
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	[Insert document name(s) and link(s)]
iii. Governing board policies/procedures/bylaws related to Board Ethics	[Insert document name(s) and link(s)]
iv. Governing board policies/procedures/bylaws related to conflict of interest	[Insert document name(s) and link(s)]

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation:
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up	[Insert link to documentation]
See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions , Section D	
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page	[Insert link to documentation]

See [Policy on Representation of Accredited Status](#)

D. Appendix 1: Verification of Catalog Requirements (ER 20)

ER 20 requires colleges to provide specific information in their official catalog. In the table below, list the location in the current catalog where each element can be found. Your team will verify the locations in the current catalog that you submit with this ISER as part of their review process.

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	
Educational Mission	
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	
Course, Program, and Degree Offerings	
Student Learning Outcomes of Programs and Degrees	
Academic Calendar and Program Length	
Academic Freedom Statement	
Available Student Financial Aid	
Available Learning Resources	
Names and Degrees of Administrators and Faculty	
Names of Governing Board Members	
Requirements	
Admissions	
Student Tuition, Fees, and Other Financial Obligations	
Degrees, Certificates, Graduation and Transfer	
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	
Nondiscrimination	
Acceptance and Transfer of Credits	
Transcripts	
Grievance and Complaint Procedures	
Sexual Harassment	
Refund of Fees	
Locations or Publications Where Other Policies May be Found	
[Insert additional rows as needed]	

E. Appendix 2: Organizational Structure

Provide organizational charts for the major functional areas to help readers understand the institution's structure. For institutions with a corporate structure or reporting relationship to another external body, also include charts that show the relationship between the corporation/external organization and your institution.

[Insert organizational information.]