CRAFTON HILLS COLLEGE

# Institutional Self-Evaluation Report

2027



CRAFTON HILLS COLLEGE




**Institutional Self-Evaluation Report**

**in Support of an Application for**

**Reaffirmation of Accreditation**

Submitted by

Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399

to

Accrediting Commission for Community and Junior Colleges

December 2026

## Certification

To: Accrediting Commission for Community and Junior Colleges

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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:

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## Forward to the Institutional Self-Evaluation Report

Through its self-evaluation, Crafton Hills College (CHC) learned that its mission, planning processes, resource allocation, and participatory governance structures are closely aligned and regularly used to guide institutional improvement. Across the report, the college demonstrates a consistent practice of using quantitative and qualitative evidence, program review, outcomes assessment, committee review, and institutional data to evaluate progress, communicate priorities, and support continuous improvement. The self-reflection also confirms that equity, transparency, and shared responsibility are embedded across instruction, student services, professional development, technology, facilities, and governance.

The self-evaluation also shows that CHC's most effective work occurs when student learning, student support, and planning are intentionally connected. The college uses disaggregated data and student feedback to improve curriculum, scheduling, distance education, learning support, counseling, and opportunities for belonging and engagement. This work has contributed to measurable progress in equitable student outcomes, expanded Zero Textbook Cost access, strengthened multimodal student support services, and the development of spaces and programming that foster student connection and inclusion.

At the same time, the self-reflection identified important opportunities for continued institutional growth. Through this process, the college learned the importance of defining specific measurable equity targets, strengthening the consistency of outcomes review cycles, integrating equity outcomes more fully into institutional assessment, expanding student voice in planning, deepening analysis of persistent gaps, continuing to improve communication and content governance practices, and to improve the implementation of regular and substantive interaction in online classes. Moving forward, CHC will build on these lessons by strengthening coordination across planning, assessment, and improvement efforts so that the college continues to advance student learning, belonging, and success.

## A. Introduction: Institutional Context

Crafton Hills College (CHC) is a public community college located in Yucaipa, California, and one of two colleges in the San Bernardino Community College District. Located on rolling hills above the Yucaipa Valley and near the border of Riverside County, CHC serves students from both San Bernardino and Riverside counties through a broad portfolio of transfer, career education, workforce preparation, noncredit, and student support programs. The college's mission is "to change lives." Specifically, CHC seeks to inspire its students, support its colleagues, and embrace its community through a learning environment that is transformational. This mission—together with the college's vision of empowering the people who study here, work here, and live in the surrounding community through education, engagement, and innovation—provides an important frame for understanding the institution's current context.

Crafton Hills College was established in 1972. Its history, however, began several years earlier. In 1966, philanthropists Lester and Ruben Finkelstein donated land in Yucaipa to the district for a new college. In 1967, district voters approved construction funding, and in 1968 the Board selected the name Crafton Hills College. Site preparation began in 1969, construction moved forward in 1971, and the college opened its doors on September 11, 1972, as the ninety-sixth community college in

California's public system. By the time the campus opened, the original 163-acre gift had grown to 523 acres. From its earliest planning stages, CHC was envisioned as a college that would combine strong academic programs with a close-knit learning environment. Although the original cluster-college concept evolved over time, the college's commitment to meaningful student-faculty relationships, community connection, and a campus culture centered on learning has remained a defining institutional characteristic.

Over the last five decades, CHC has evolved from a small new campus into a comprehensive college with programs in liberal arts and sciences, public safety, health care, career education, and transfer preparation. At the same time, it has retained a strong sense of place. The physical setting of the college, its relatively intimate scale, and its emphasis on a supportive environment are frequently reflected in college planning documents, public materials, and institutional priorities. In this way, CHC's history is not simply background; it continues to shape how the college understands its role as a regional educational resource and community partner.

Crafton Hills College serves a 17-zip-code region that extends across east San Bernardino County and into neighboring areas of Riverside County. According to college demographic materials, the service area includes approximately 264,884 residents and 94,094 households, with a median age of 38.6. More than one-third of the service area population (36.4%) is Hispanic. Area employers are concentrated in retail, health care and social assistance, and accommodations and food services. The college's location in the Inland Empire also means that CHC serves many residents who commute for work or school and who seek access to postsecondary education closer to home. As a result, the college's role is both local and regional: it prepares students for transfer and employment while also serving as an accessible entry point to higher education for recent high school graduates, adult learners, and residents seeking career advancement or retraining.

Equally important, college planning data show that the service area presents both opportunity and challenge. Population and household growth are modest at approximately 0.5% per year. The younger age bands most directly associated with traditional community college enrollment—ages 15 to 19, 20 to 24, and 25 to 34—are projected to decline as a percentage of the overall population. This means that CHC cannot rely solely on demographic growth among recent high school graduates to expand access and enrollment. The college must continue to improve participation rates among younger residents while also serving older and returning students. In addition, one-third of the service area population age 25 and older (33.6%) has no college education at all, and regional adult education planning data indicate that 23% of adults in the broader region—more than 122,000 people—have less than a high school diploma. These conditions help explain CHC's emphasis on dual enrollment, enhanced non-credit occupational programs, language support, flexible scheduling, and clear academic pathways.

The service area also includes barriers that directly affect educational access. College planning data show that 11.4% of households in the service area do not have internet access at home. In addition, the college identifies the region as one in which poverty and unemployment exceed the state average. For CHC, these contextual factors are not abstract environmental conditions; they shape daily institutional decisions about course scheduling, online access, student services, financial aid outreach, and basic needs support. In this way, CHC's mission is implemented in a community where educational opportunity is closely tied to transportation, technology access, work schedules, housing stability, and family responsibilities.

These community characteristics are reflected in the student population CHC serves. In the 2024-2025 academic year, annual collegewide enrollment data showed 9,774 students. Of these students, 56% identified as Hispanic/Latine, 26% as White, 6% as Asian, 5% as Black/African American, 6% as two or more races, and smaller percentages identified as Filipino, Native American/Alaskan Native, Pacific Islander/Hawaiian Native, or unknown/unreported. The same data show that 55% of students identified as female, 43% as male, and 1% as non-binary. CHC also serves students across a wide age range, though a majority are traditional college age: 40% were age 19 or younger and 29% were age 20 to 24, while nearly one-third were age 25 or older. Taken together, these data show a college serving both recent high school graduates and a substantial population of adult learners, returning students, and students balancing college with employment and family responsibilities.

The college's student population also reflects the equity-centered focus visible throughout this report. College materials note that more than 70% of CHC students are first-generation college students. In 2024-2025, approximately 4,000 students received some form of financial aid, reflecting the college's ongoing service to low-income students. In addition, a college survey found that approximately seven out of ten CHC student respondents experienced at least one basic needs insecurity, with nearly half reporting food insecurity, three out of five reporting housing insecurity, and one out of five reporting homelessness during the prior year. These data help explain why CHC has prioritized wraparound student support, including counseling, financial aid, mental health services, basic needs assistance, tutoring, technology loans, student equity work, and efforts to strengthen students' sense of belonging.

In this context, CHC's mission is implemented through a combination of access, support, and innovation. The college's current portfolio includes transfer and associate degree pathways, career education, public safety and health-related programs, noncredit offerings, dual enrollment opportunities, online and hybrid learning, and a growing number of services intentionally designed to reduce barriers to student success. The college's emphasis on inclusivity, anti-racism, sustainability, and innovation is also visible in the way it has structured recent planning documents and student equity efforts. Rather than treating demographic change and student need as separate from mission fulfillment, CHC has increasingly made those realities central to planning, evaluation, and resource allocation.

Since the last comprehensive review in fall 2020, the college has experienced several important developments that help define its current institutional context. First, following ACCJC reaffirmation of accreditation in 2021, CHC engaged in a period of intentional institutional planning and recalibration. The college developed its 2023-2028 Educational Master Plan, which frames institutional work around increasing enrollment, prioritizing inclusivity, equity and anti-racism, increasing student success, strengthening engagement with employees and the broader community, and supporting inquiry, accountability, and sustainability. This period also reflected the college's continued work to align its mission, vision, and values with a stronger emphasis on transformation, community, and innovation.

Second, CHC expanded both its academic portfolio and its student success infrastructure. In January 2024, the college launched its Bachelor of Science in Respiratory Care, developed in response to workforce demand in health care. In May 2025, CHC awarded bachelor's degrees for the first time in college history, conferring seven baccalaureate degrees in respiratory care as part of the Class of 2025. The college also established and expanded the MESA program to provide academic and transfer support for students in calculus-based STEM fields, especially first-generation and economically

disadvantaged students. In addition, CHC has continued to expand distance education and online student services. By fall 2024, more than 50% of students were enrolled in at least one distance education course, reflecting the institution's ongoing response to student demand for flexible learning options.

Third, CHC has invested in initiatives designed to strengthen belonging, transfer, and campus culture while also deepening its equity and inclusion work with instructional faculty. In April 2025, the college entered into a formal transfer pathway partnership with California State University, San Bernardino through the "Coyotes on the Horizon" initiative, creating a smoother and more supportive transfer experience for CHC students. Equally important, CHC expanded its work with the University of Southern California (USC) Race and Equity Center to train instructional faculty to foster and sustain more inclusive classrooms for students of color and to become more equity-minded in their teaching. This work has centered on using disaggregated data to identify classroom equity gaps, implement inclusive pedagogical strategies, and respond more intentionally to the needs of disproportionately impacted students. Three cohorts of instructional faculty have participated in this effort, with 88 faculty involved and 76% of full-time instructional faculty completing the training, and the college has connected this work to a reduction in disproportionately impacted groups and improved course success rates for Black/African American and Hispanic/Latine students. In September 2025, the college also opened its Multicultural Center, a repurposed campus space designed to affirm students' cultural identities, amplify student voice, and strengthen community on campus. Together, these developments align with broader equity planning efforts, including the 2025–2028 Student Equity Plan, greater use of disaggregated data, and a stronger emphasis on targeted outreach, belonging, inclusion, and student-centered design.

Finally, CHC's recent accomplishments suggest an institution that is responding to change with both continuity and purpose. In 2025, the college celebrated the largest graduating class in its history, with 1,135 graduates earning 878 associate degrees and more than 980 certificates. Equally important, the College achieved it's highest overall course success rate, and the highest course success rates for African American and Latine students. These milestones occurred alongside continued work on facilities planning, online learning, basic needs support, and community partnerships. As the institution prepares for its next comprehensive review cycle, the college's context is defined by a combination of long-standing strengths and emerging responsibilities: a distinctive campus, a student-centered identity, a service area with significant educational need, and an increasingly diverse student body whose success depends on equitable access, flexible pathways, and sustained institutional support.

Taken together, Crafton Hills College's history, service area, student demographics, and recent developments help explain the environment in which the college implements its mission. CHC remains a community-rooted institution shaped by the Inland Empire, responsive to changing student and workforce needs, and increasingly intentional in how it links planning, equity, and student support. The self-evaluation that follows was written through a structured and collaborative campuswide process led by the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC). That process began in fall 2024 with an ISER kickoff, standard-review team assignments, committee-to-standard mapping, and the assignment of members to gather responses and evidence from existing campus committees. By December 2024 and January 2025, the committee had moved from planning into a common drafting method: it reviewed a "Gathering Narrative and Evidence" example, used ACCJC rubrics and review criteria, worked from a shared document organized by standard and suggested evidence, and IEAOC members to collect information and evidence to inform

the writing of the narrative for each standard. In spring 2025, members tested draft responses in working sessions, identified gaps or overly thin answers, and sent sections back to additional groups such as Curriculum, Academic Senate, Chairs, Distance Education, and program review-related bodies for broader input and stronger evidence. In fall 2025, the same process continued for Standards I and II while Standards III and IV were prioritized for information and evidence collection, and the committee built a review calendar that included Senate and Crafton Council presentation and Board of Trustees reads ahead of the December 15, 2026, submission date. The first complete draft was completed in March 2026. The draft was shared with the entire campus for feedback and input. In addition, a feedback survey was developed and distributed, and multiple open forums were held for the entire campus. This context is essential for understanding the self-evaluation that follows in the remaining sections of this report.

## B. Institutional Self-Evaluation of Alignment with Accreditation Standards

## 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.***

**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) and 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.

Lessons learned include the need for stronger data-sharing partnerships with ACUE and broader

integration of equity outcomes into institutional assessment. Moving forward, CHC will institutionalize equity training and increase student voice in planning.

### 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, the committee's review of key results 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, and classified staff, (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 a sense of 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 annually—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's Race and Equity training (completed by 76% of full-time faculty) and the 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 means for advancing student success and equity includes 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 annually review 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).

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.

Through this work, the college has learned that we are more effective when we clearly define the specific outcomes we want to achieve and identify measurable targets for disproportionately impacted student groups. Refining processes such as the Equity Champion Awards has strengthened how equity efforts are documented and elevated across campus. We also learned that equity work is happening in many areas of the college, and greater visibility and coordination of these efforts amplify that impact.

Moving forward, the college will continue to clarify specific action steps tied to key results and establish numeric targets wherever possible. We will deepen our analysis of equity data, particularly in math and

English, to better understand the root causes of gaps and respond with targeted strategies. The institution will also broaden participation in equity efforts by engaging affinity groups, encouraging cross-department collaboration, increasing cultural programming, pursuing equity funding, and centralizing resources to ensure sustained and coordinated progress.

**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/Latinx 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) reports annually demographics 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 groups, 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:

- Association of College and University Educators (ACUE) Effective Teaching Practices: Implementation data show improvements in syllabi and pedagogy across multiple disciplines. For example, one microbiology instructor and one ASL instructor presented 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).
- University of Southern California's (USC's) 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 that encourages 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 Crafton's 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 students of color. As a result of those trainings, the vice president of instruction worked with academic senate leadership and a 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 program 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 led 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/Latinx students.

Specifically, in 2020-2021 four groups experienced disproportionate impact in course success rates 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 rates from four to two: Black/African American and Hispanic/Latinx 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/Latinx 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 the college 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 members of these areas work together, planned improvements more effectively address the student experience, 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 principle is achieved through a comprehensive, integrated planning system that is inclusive, 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 developed with links to each other 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 with collaboration among these groups (1.4.7).

Recommendations from PPR originate from the discipline (in the Instruction Division) or department level and move to the division level for approval 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, pp. 10-11 & 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, pp. 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) appear on the college calendar. Participation is broad, involving faculty, staff, administrators, and students through committees such as the 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 (OIERP) 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, pp. 2-3 & p. 24, 1.4.18, pp. 2-3 & p. 5). For example, disaggregated data for students who speak languages other than English led to the creation of targeted multilingual support services (1.4.22, p. 13).

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

- **ESL and Multilingual Program Development**: Development of a multilingual program focused on advancing equitable access and success for non-English speakers while promoting cultural and linguistic diversity (1.4.22, p. 13 & 1.4.22.1).
- **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 have significantly and substantially increased because of these efforts (1.4.22,p. 15).
    - The African American students course success rate 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 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, p. 4 & pp. 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, pp. 8-10 & p. 20). Funding programs like multilingual support and MESA are directly tied to this integrated planning and resource prioritization process.

CHC's mission is 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 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, under *About*, there appears a direct link to CHC's Institutional Data (1.5.1). The Institutional Data website was collaboratively developed by the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) 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 that anchor decision-making are shared with the college community.

The college's Educational Master Plan (EMP) is the central framework guiding strategic directions and Key Results (KRs) to support 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 college mission by documenting program level outcomes, improvement plans, and resource requests. These tools are updated annually 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 establish priorities by 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 IEAOC conducts data coaching initiatives to build campuswide data literacy, ensuring that faculty, staff, and administrators can interpret and apply findings to improve equitable outcome rates. Specifically, CHC and SBVC have partnered to create a data and equity coaching program for all college faculty and staff. The purpose of its 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). Student focus groups were launched in Spring 2025 to gather qualitative insights that complement quantitative dashboard information (1.5.28).

CHC 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 of Trustees reports (1.5.30).

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 announcements of 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. In this way, CHC encourages community input in 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 the 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 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 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.***

### 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 Crafton Hills 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, 2.1.3, 2.1.4) and all reflect the values of respect, integrity, diversity and inclusion, innovation, leadership, and sustainability (2.1.1). The Curriculum Committee (CRC) manages the curriculum review process to verify consistency with the college mission and requirements appropriate to higher education (2.1.5). The college's annual program review process evaluates how well its 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 assessing expected learning outcomes (2.1.6).

Descriptions of all the college's educational programs are available in the online catalog (2.1.3, 2.1.4). Programs of study are organized into six Career and Academic Pathways (2.1.7):

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.

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 (2.1.8). Students can assess a specific program from the list, such as Emergency Medical Technician – Paramedic Certificate (2.1.9), and get additional information, including award type (degree or certificate), program learning outcomes (PLOs), and program requirements. Additionally, the program map (2.1.10) provides a visual representation of a possible pathway (i.e., sequence of courses) through the program.

CHC's processes for curriculum design and development ensure that all academic programs align with the institution's mission (2.1.11). The curriculum review and approval process requires completion of

program templates in CurriQnet to ensure that all relevant standards, policies, and procedures are enforced (2.1.12). The course outline of record (COR) also promotes diversity, equity, inclusion, accessibility, and antiracism by identifying which COR components incorporate diversity, equity, inclusion, and access (DEIA) strategies (2.1.13). 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 (2.1.14, 2.1.15).

All new programs must be approved in accordance with AP 4020 – Program, Curriculum, and Course Development (2.1.16). The program viability (2.1.17) process is meant to assure that the college's instructional resources are used to support the college mission, its Comprehensive Master Plan, and the needs of students and the community. Program viability discussion may be initiated by any group. Regardless of where the discussion is initiated, the CHC Academic Senate makes preliminary recommendations. As an illustration, CHC completed a program viability process for the Bachelor of Science in Respiratory Care degree program (2.1.18, 2.1.19, Board minutes, 2.1.20, pp. 61-67).

Additionally, all CHC's courses have a course outline of record (COR) in CurriQnet. 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; satisfies an associate degree or certificate in ASL requirement; fulfills the associate degree GE requirement for humanities, diversity, and multiculturalism; and transfers to UC and CSU.

CHC'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 in the California Education Code, Title V, and federal regulations. For instance, curriculum review occurs in a six-year cycle (2.1.22, see p. 43) to ensure that course material is current and that programs remain relevant to larger state and national trends in education and careers. Each year the curriculum committee regularly reviews submissions of six-year curriculum revisions (2.1.23). In addition, program review requires each instructional program to describe how its curriculum is up to date, addresses equity and inclusion, and satisfies a need (2.1.24, see pp.15).

The curriculum committee co-chairs also provide numerous training opportunities and consistently support faculty in the curriculum development process (2.1.25). For example, the curriculum committee co-chairs and instructional faculty have completed implementing the Common Course Numbering Phase IIA and IIB in 2025 and 2026, one and two years ahead of schedule (2.1.26, 2.1.27, 2.1.28).

Distance Education (DE) courses undergo a thorough review using the same curriculum review process of course outcomes as those for corresponding face-to-face courses (2.1.29, 2.1.30). Board Policy (BP) 4105 (2.1.31), Distance Education, also states that all DE courses must adhere to the same programmatic requirements as traditional classroom programs. Moreover, Administrative Procedure (AP) 4105 (2.1.32) 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 (2.1.33) by completing distance education training (2.1.34).

**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)**

At Crafton Hills College (CHC), faculty design, deliver, and ensure the 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.

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, p. 43, 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 according to the California Community College Chancelor's Office Career Technical Education Program Advisory Committee Handbook, to validate that programs align with current workforce needs, emerging technologies, and industry certifications (2.2.10, 2.2.11*).*

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

Faculty respond to program review prompts specifically designed for them to address any curriculum

or equity gaps (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, pp. 10, 2.2.17).

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 (2.2.21.1, 2.2.21.2). Assessment data are then used to inform course and program modifications, pedagogical approaches, and student support services.

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

CHC's curriculum processes include 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 fulltime instructional faculty have completed this program, equipping them to analyze disaggregated data, identify classroom equity gaps, and implement inclusive pedagogical strategies.
- 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 Academic Senate for California Community Colleges DEI toolkit model (2.2.26). These sessions emphasize integrating culturally relevant examples, diverse perspectives, and accessible course materials (2.2.27 see pp. 13).

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 committee 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 encouraging early exposure to college-level coursework, particularly in math and English, CHC supports equitable

attainment of educational goals for disproportionately impacted students.

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).

CHC fosters innovation in program design to address emerging educational and workforce 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 programs 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 attainment of college credentials (2.2.33).

The integration of curriculum, assessment, program review, and governance oversight ensures that CHC programs remain current, rigorous, and equitable (2.2.12, p. 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 from 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 robust faculty leadership, governance processes, and community partnerships. Curriculum is regularly reviewed and updated to reflect current knowledge, labor market needs, and transfer requirements, while integrating equity and accessibility principles. Program Review and assessment cycles provide a continuous feedback loop, enabling faculty to use disaggregated data to identify and address equity gaps. 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. Crafton will continue to focus on not only incorporating Universal Design for Learning (UDL) into curriculum but also on the training needed by faculty to incorporate UDL strategies in the classroom.

**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 completion of a general education (GE) component for every degree it awards. The 2025–26 Catalog's *Graduation Requirements* 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 has implemented the statewide Cal-GETC pattern, with requires completion of courses in 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 and LOTE (Language Other Than English) requirements, aligning with CSU/UC breadth requirements. Together, these areas build communication, critical thinking, and quantitative reasoning while grounding students in scientific inquiry and 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. Category B requires mathematics. Additional categories include 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 describes GE as providing a fundamental learning foundation for all the college's instructional programs. 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).

Both the Institutional Learning Outcomes (ILOs) and the General Education Outcomes (GEO) further codify college-level GE competencies. 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, 2.3.4.1). Equally important, the CHC GEOs include general education outcomes in natural science, social and behavioral science, humanities, fine arts, written traditions, oral traditions, quantitative reasoning, critical thinking and information literacy, health and wellness, diversity and multiculturalism, and American heritage (2.3.4.2, 2.3.4.1).

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).
- 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 the district 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). The review criteria used by the Curriculum Committee require that the six-year review is a faculty-driven academic quality assurance process that confirms that each course under review reflects current disciplinary standards, maintains appropriate rigor, and continues to meet degree, certificate, and transfer requirements (2.3.13, p. 43).

For distance education, the CHC Faculty Handbook requires separate review/approval and adherence to Title 5 and Academic Senate for California Community Colleges guidance on effective instructor-student contact, ensuring parity of learning outcomes for GE courses offered online (2.3.14, p. 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 Committee actions (2.3.15).

Beyond including 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, 2.3.16.1, 2.3.4.1).

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 Committee minutes further display this emphasis. For instance, the committee approved HEALTH 116: Women's Health 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 to address DI (2.3.4, 2.3.4.1, 2.3.4.2).

OIERP 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 develop objectives to reduce or eliminate DI (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, p. 16; 2.3.24, 2.3.25).

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, 2.3.22.1). This is the mechanism by which disaggregated data drive continuous improvement in GE courses (2.3.23, p. 7).

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 , p. 7; 2.3.26). The *B.O.R.G. (Best Organizational Research Gauge) Data Cubes* page frames the dashboards as resources for program equity evaluation and for tracking awards and course success over time (2.3.26.1).

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).

The college has also aligned 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 associate degree for transfer (ADT) pathways on their mandatory education plans, thereby guiding the appropriate general education pattern (the Cal-GETC). As shown in Slide 5 of 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).

In addition, as explained above, 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).

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). Finally, the Six-Year Review checklist in the CHC Integrated Planning & Program Review Handbook (2.3.23, p. 33) supports regular evidence based updates to keep GE courses current in content, methods, and assessment.

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 (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-relevant 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)**

Crafton Hills College (CHC) provides students with accurate, current, and easily accessible 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 also appear in course syllabi per Crafton Faculty Handbook (2.4.2, p. 23, 2.4.3, 2.4.4, 2.4.5), ensuring that students understand expected learning competencies in their courses and programs.

CHC uses its website, catalog (2.4.6), counseling resources, and a comprehensive set of tools to communicate clear and accessible information. The *2 Steps to Successful Enrollment* webpage (2.4.7) provides step-by-step pathways with integrated milestone indicators to support student onboarding. Counseling webpages (2.4.8), FAQs (2.4.9), Career and Academic Pathways (2.4.10), and the Early Alert Starfish (2.4.11) tools provide additional clarity on requirements, ed-planning, and progress toward completion.

Counselors assist students by developing individualized educational plans (2.4.12) that outline program requirements and milestones. These plans include references to the college catalog, general education requirements (2.4.13), transfer pathways (2.4.6), and articulation agreements with four-year universities(2.4.14). Strategic outreach campaigns (2.4.15) led by Completion Coaches, such as campaigns related to student educational plan completion, transfer deadlines, graduation checks (2.4.16), and registration, reinforce the importance of taking a proactive approach to ensure students are meeting key milestones. Extended service hours in Student Services (2.4.17) increase access and support diverse student schedules.

CHC uses multiple modalities to ensure students receive communication in formats aligned with their needs and preferences. These include the website (2.4.18), catalog (2.4.19), email, YouTube tutorial channels (2.4.20), support program Canvas shells (2.4.21), and targeted communication from counseling and outreach services.

In addition, CHC's Dual Enrollment program communicates with high school students and families. The college also hosts workshops and has a webpage (2.4.22) with informational materials in English and Spanish. These communications have been redesigned based on student and high school partner feedback, demonstrating responsiveness and commitment to clarity and accessibility. Feedback resulted in the following improvements:

- **Dual Enrollment Outreach Materials**: Based on feedback from high school counselors that earlier materials were too text-heavy and unclear for first-generation students, outreach flyers and emails were redesigned to use simpler language, clearer step-by-step enrollment instructions, and additional visuals. Spanish-language versions were also expanded to better provide information to families.
- **Workshops and Presentations**: High school partners indicated that students needed more guidance navigating the enrollment process. In response, workshop content was restructured to include live walkthroughs (e.g., applying, registering, logging into Canvas) and more time for Q&As. Sessions were also offered in in-person and virtual formats to increase accessibility.
- **Website Updates (Dual Enrollment Page)**: Feedback from partners noted difficulty finding key deadlines and requirements. The webpage was reorganized to highlight with improved navigation and clearer headings critical dates, eligibility steps, and contact information.
- **Email Communication from Counseling/Outreach**: Emails were revised to be more concise and action-oriented after feedback that students were overwhelmed by long messages. Messaging now emphasizes key next steps, deadlines, and links to resources, often using bullet points for clarity.
- **Canvas Support Shells**: Based on student feedback, support shells were updated to include short tutorial videos and simplified modules instead of dense text instructions, making it easier for students to follow processes independently.

The college regularly reviews its communication practices for clarity, accuracy, and relevance (2.4.23, 2.4.24, 2.4.25, 2.4.26, 2.4.27, 2.4.28). Faculty from student services and Instruction

regularly collaborate with the Institutional Advancement Office to 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.

CHC also evaluates the accessibility and usability of its public website through automated scanning, targeted accessibility testing, content-management reports, and website-use analytics. An August 2026 domain accessibility scan evaluated approximately 7,937 webpages against Level A and Level AA accessibility criteria and identified errors, warnings, and items requiring human review (2.4.28.1). A subsequent axe Auditor assessment documented 251 findings across selected webpages and interface components; by August 31, 2026, 193 findings were closed and five were fixed, while 53 remained open for continued remediation (2.4.28.2). The college also uses website content-management reports to identify webpages, publishing activity, responsible users, and content groups, supporting accountability for maintaining accurate and accessible information (2.4.28.3, 2.4.28.4). In addition, Microsoft Clarity analytics provide information about how visitors use and navigate the website—including frequently visited pages, mobile and desktop access, dead clicks, rapid returns, and other navigation behaviors—which helps the college identify opportunities to improve the clarity and usability of online information (2.4.28.5). Together, these tools demonstrate an ongoing process of identifying accessibility and usability barriers, assigning responsibility, tracking remediation, and improving students' access to essential information.

CHC's Student Equity Committee regularly reviews (2.4.29, 2.4.30, 2.4.31) identified equity gaps in participation among Black/African American and Latinx students and suggests means to address these gaps. Results demonstrate how 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 to meet student needs and achieve institutional goals.

CHC demonstrates a comprehensive student-centered approach to communicating information about programs, student support services, and other resources. Admissions steps are brief and navigable, with built-in progress indicators (e.g., placement emails; Self-Service to-dos). Student learning outcomes (SLOs) are posted in the catalog in easy-to-understand language and appear in class syllabi. Students receive regular guidance about completion through SEPs, Degree Planner tutorials, graduation checklists, and 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.

**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 adjusts when, where, and how courses are offered to optimize accessibility for students. 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 allows students to earn degrees and certificates in an expected 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.

CHC organizes all programs into five Career & Academic Pathways (CAPs) and an Exploratory Pathway 2.5.2). Those groupings are published on the college website so students and planners can see how programs fit together and sequence the appropriate *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.

The CHC Counseling department currently leads the California Community Colleges system in developing a new approach to advising students in navigating the Career and Academic Pathways model that the college has instituted. This model includes assigning counseling team members to work proactively and strategically with students who have completed progressive unit counts (0-15, 16- 29, 30-44, 45-60+). This approach aligns with Guided Pathways and is designed to reach an increasing number of students with 15-45 units and help them select the classes and support services that will allow them to complete programs sooner than they do now on average (2.5.4).

At the program level, CHC uses CurriQnet to publish program maps (2.5.5) that identify course sequences and typical term loads. As an illustration, the Respiratory Care B.S. map (2.5.6) 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 required courses, modalities, and time bands for on-time completion.

CHC's scheduling processes ensure that students can complete programs in the expected period of time. An important component of the scheduling processes is Program Review. The Planning and Program Review Handbook (2.5.7, pp. 13 and 15) requires every instructional unit to provide a scheduling matrix (2.5.8) that shows when and how courses are offered over a multiyear period (2.5.9). Units also discuss student performance by mode (online/hybrid vs. In-person) and trends in evening and weekend offerings, linking modality and time choices to equity results and degree momentum (2.5.10). In short, the college's own rubric obligates programs to connect disaggregated outcomes to concrete, forward-looking scheduling choices.

In addition to program review, faculty department chairs, deans, and the vice president of instruction also have access to the Program Course Matrix tool (2.5.11). This tool is regularly reviewed at the faculty department chairs meetings (2.5.12, 2.5.13, 2.5.14) for content that needs revision. The tool

allows the user to examine whether courses are required for any program, the total awards students achieved in the last three years, enrollments, number of sections, the average number enrolled per section, and the three-year course success rate. This information is used to help determine whether additional sections are needed to help students complete their programs.

Scheduling at CHC is a whole-college enterprise. The Faculty Chairs Council 2.5.15, authorized by the CHC Academic Senate, is charged with scheduling classes, facilities use, and practices that expand equity where necessary. 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 (2.5.16, pp. 16-44). The Faculty Chairs Council annually reviews data that illustrates where the largest need for full-time faculty based on waitlist information, FTES, and efficiency (2.5.16.1, 2.5.16.2). In 2024-2025 the data showed a strong need for additional full-time faculty as well as feedback from counselors that students could not enroll in needed chemistry classes. As a result, in Fall 2025 a full-time chemistry faculty was hired and Crafton was able to increase the number of CHEM-101 sections from 15 to 20, a 25% increase to address a bottleneck area for students.

Broader adjustments to the academic calendar, which shape section blocks and thereby students' ability to complete programs on time and improve completion momentum, were developed with the move to the compressed calendar, implemented in Fall 2025. CHC has documented broad campus discussions about the compressed calendar with the Academic Senate (2.5.17), Classified Senate (2.5.18, 2.5.18.1, 2.5.18.2), Student Senate (2.5.19, 2.5.20), and the Department Chairs Council (2.5.21). Academic Senate minutes reference discussion about the proposed calendar's impact on part-time faculty, dual enrollment alignment, financial aid, and success rates (2.5.17). To address the concern raised by the Academic Senate about the impact of the new calendar on adjunct faculty, the district conducted a survey of all employees. Results revealed a majority, including adjunct faculty, preferred the sixteen-week compressed calendar (2.5.22, Q7-12).

At a Student Senate meeting on February 9, 2024, some of the senators expressed concerns about moving to a compressed calendar. The CHC Student Senate president provided a list of over twenty questions (2.5.23), which were addressed at the Student Senate's March 29, 2024, meeting. Minutes of that meeting reference the vice president of Instruction briefing student leaders and inviting their input. Student leaders then discussed schedule flexibility and equity implications (2.5.24).

Equally important, moving to a compressed calendar necessitated new scheduling blocks to ensure that degree and certificate programs could be completed in a timely manner (2.5.25). The scheduling blocks were adopted in October 2024 for the Fall 2025 and Spring 2026 semesters by the Faculty Chairs Council (2.5.26).

CHC's Class Schedule provides the full-term schedule with section modalities: online sections, evening sections, weekend sections, short-term sections, and late start sections (beginning after the term starts). These curated lists help students filter according to 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 (2.5.27) that defines codes such as ONLINE (fully online, asynchronous), ZOOMRMTE (synchronous remote), and hybrid options so students can understand expectations before they enroll. In addition, daily open section reports are generated for students by short-term, online, evening, weekend, and late start sections (2.5.28, 2.5.29).

Schedules are developed with input from counseling, scheduling surveys (2.5.30), and the use of multiple data sources including the district's Executive Information System (EIS) (2.5.31), the Program Course Matrix (2.5.11), Course Demand statistics provided by *CourseDog* (2.5.32), and daily Informer emailed reports that include low enrolled sections (2.5.33) and wait-list information (2.5.34). For example, the Program Course Matrix is utilized to identify classes that are not required for programs or classes that are not offered often enough to complete high demand programs. Moreover, the scheduling of classes is guided by the scheduling principles adopted by the faculty department chairs and reviewed regularly (2.5.35). The scheduling principles consider students' needs first and offer classes based on student needs, among other principles.

Current scheduling reflects equity-driven governance and data use by expanding access points for working and part-time students. For example, Biology lecture/lab blocks extend into the evening (6:35–9:40 p.m.), keeping pre–allied health and STEM students on track when enrolling in daytime sections isn't feasible. Also, language access is strengthened through an evening ASL 101 offering, alongside broad online (DE) availability across disciplines. Weekend and compressed options—such as Fire Technology's Inspector series on Saturdays and *Friday-only* formats in English and Psychology—help students complete sequenced requirements without adding extra terms.

CHC's schedule is built through an inclusive, transparent process—led by the CHC Academic Senate-authorized Faculty Chairs Council and informed by college and district committees—where students, faculty, classified professionals, administrators, and researchers engage as decisions scale from course timing to academic calendar design. Scheduling choices are explicitly driven by disaggregated evidence: Program Review requires a multiyear scheduling matrix, analysis of student performance by modality, and equity-focused targets supported by the Office of Institutional Effectiveness, Research & Planning dashboards, which together compel evidence-based adjustments and continuous improvement.

The published schedule is then designed for equity and timely completion by maintaining clear inventories of online, evening, weekend, short-term, and late-start sections and by using the Course Format Guide to remove ambiguity about modality, helping students persist despite work, family, or transportation constraints. Finally, CAP-aligned program maps keep offerings synchronized to what students need and when they need it, while online pathway options and DE approvals expand viable routes to completion without compromising standards.

CHC can make improvements by continuing to identify places in the schedule where classes can be spread out to afternoon and evening classes.

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

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, and students (2.6.1). The Distance Education Program Committee (DEPC) distributes its charge, minutes, and agendas on its website (2.6.2).

This committee adjusts policy and practice in response to evidence and regulatory change. For example, at its December 11, 2024, meeting (2.6.3), 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.

The minutes of its 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).

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 schedules and learning preferences (2.6.5). Departments use these options strategically (e.g., late-start and accelerated sections). 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).

In addition, the most recent scheduling survey indicates that 43% of the students surveyed prefer online classes, 47% prefer in-person, and 16% prefer hybrid classes, confirming the importance of maintaining sufficient DE options (2.6.6.1). Moreover, online classes often fill the fastest and generate the most use of waitlists. For example, in Fall 2025, 54% of the students on wait lists were on a wait list for an online section. Equally important, 35% of the Fall 2025 sections were online. The percentage is lower to account for the prospective students who did not enroll as well as a response to student demand. In addition, 89% of the students completing the Distance Education Survey felt that there were sufficient asynchronous course offerings to meet their needs (2.6.6.2).

The college evaluates whether these modes work for students. In its most recent DE Program Review, CHC set a Service Area Outcome target that at least 90% of students surveyed would find online course components *adequate* or *very useful (2.6.6)*. The Spring 2024 survey found that 93% of student respondents felt that the online learning components in their online classes were *somewhat* or *very easy* to complete (2.6.6.3).

The results of both the *Student Distance Education Survey* (2.6.6.3) and the *Faculty Distance Education Needs Survey* (2.6.6.4) are regularly used to improve the DE program. Improvements are illustrated in the DEPC minutes and lead to professional development and revisions to distance education processes (2.6.6.5). Equally important, the planning and program review process is also used to improve the DE Program (2.6.6.6). Specifically, based on the planning process, CHC has developed a DE Budget (2.6.6.7), provided disaggregated survey results to inform the improvement of the DE Service Area Outcomes (2.6.6.8), provides DE disaggregated course success rate data to address disproportionate impact (2.6.6.9), and developed a DE recertification process with the support of the Academic Senate (2.6.6.10, 2.6.6.11).

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). Administrative Policy (AP) 4105 codifies RSI, accessibility, separate DE approval, and student authentication across the district, ensuring that every online section integrates active, instructor-led learning (2.6.8).

To facilitate RSI, CHC has taken a multifaceted approach. The director of distance education provides multiple professional development opportunities. A regular RSI newsletter is distributed to all faculty

that includes the ACCJC RSI Chart (2.6.8.1) that instructors can use to facilitate RSI (2.6.8.2), the development of a Fundamentals of RSI micro-course in Canvas (2.6.8.3), and regular In-service professional development opportunities (2.6.8.4, 2.6.8.5, 2.6.8.6, 2.6.8.7). In addition, Instructional deans work with the director of distance education to provide professional development support during the faculty evaluation process. Equally important, CHC worked with a consultant to review a random sample of online classes from Fall 2025. The consultant provided an aggregated summary of what the college is doing well and where it needs to improve to help inform professional development activities in Spring 2026 (2.6.8.8). The feedback from the consultant informed the development of training emails (2.6.8.9, 2.6.8.10) and the framework for the DE newsletter (2.6.8.11). More importantly, the recommendations from the consultant informed the approach to develop an RSI module page where faculty could include examples of RSI in their 100% online sections during the fall 2026 semester and subsequent semesters (2.6.8.12).

The Online Course Reviewer Checklist operationalizes effective practice--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).

The DE instructor verification process and the Introduction to Online Teaching, Learning, and Accessibility course (plus a micro course capstone) certify faculty in CHC's evidence-based online pedagogy (2.6.10.1), 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*, 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, pp. 2 & 5-8).

Another example of targeted faculty development includes the use of *GoReact,* a program the Communication and Language Department uses 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 *GoReac*t workshop was offered to support faculty in increasing RSI (2.6.15).

Online faculty also have access to *Harmonize*, a program that 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 teaching tool, instructors are equipped with resources that strengthen online pedagogy and student success (2.6.16).

CHC consistently provides equity training guided by its Student Equity Plan (2.6.19). Professional development programs such as the University of Southern California (USC) Race and Equity training (2.6.16.1) and Association of College and University Educators' (ACUE's) evidence-based teaching courses reflect institutional investment in pedagogy designed to improve equity outcomes (1.2.8, 1.2.9). Eighty-four full- and part-time instructors participated in three cohorts of the USC Race and Equity training. That number includes 76% of the college's full-time faculty.

CHC has many recent PD presentations that emphasize equity (2.6.16.2, 2.6.17, 2.6.17.1, 2.6.18, slides

90-100). Ohe of the most important outcomes of this emphasis on equity is the dramatic increase CHC has seen in its course success rates. Specifically, the course success rates have increased from 73% in 2021-2022 to 79% in 2024-2025, the highest course success rate ever for the college. In addition, the African American student course success rate has 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. Equally important, the Latinx course success rate statistically significantly ($p < .001$) and substantially (ES = .09) increased from 73% in 2020-2021 to 77% in 2024-2025, an increase of four percentage points.

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, p. 13). Equally important, the college participated in the *Leading from the Middle* conference and developed the following documents to support and facilitate incorporating DEIA strategies into the curriculum, including the following documents: 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).

In addition, CHC's peer online course review process allows faculty teaching online to have their courses reviewed by their peers. This local review process helps improve course content, design, and accessibility, and helps to align course content with the CVC-OEI Course Design Rubric (2.6.25.1). Courses receiving a Peer Online Course Review (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).

CHC maintains ongoing alignment with federal regulations and ACCJC requirements through a policy-to-practice framework. AP 4105 Distance Education (revised 6/2024) establishes clear standards for separate course approval, Regular and Substantive Interaction (RSI), ADA/Section 508 accessibility, and student authentication, providing a comprehensive structure that governs all DE sections and ensures that regulatory compliance is embedded in course design and delivery (2.6.8). The RSI website further operationalizes these expectations by translating regulatory language into day-to-day instructional practice, clarifying faculty obligations for proactive, frequent, and content-substantive engagement with students (2.6.7). Together, these resources demonstrate that CHC's approach is not merely procedural but grounded in practical implementation and accountability.

CHC's expansion of online learning is deliberately built on compliance, quality assurance, and continuous improvement (2.6.29, pp. 4, 5 & 6 & 2.6.30). At the district level, the DE Coordination Council and Technology and Educational Support Services (TESS) provide the technical, training, and fiscal infrastructure necessary to sustain compliance, including support for Canvas, captioning, and proctoring solutions (2.6.31).

Faculty of DE instruction are trained to deter and report online fraud by incorporating early low-stakes assignments (2.6.31.1, 2.6.8.7, see slides 14-20), monitoring Canvas activity, and routing concerns to Admissions & Records and TESS, thereby integrating academic integrity and identity verification practices into everyday instruction (2.6.18, slides 6-12). Collectively, these structures reflect an institution-wide commitment to sustaining compliance while advancing high-quality distance education.

CHC has scaled student and instructional support services in ways that promote online student success by pairing instructional innovation with equitable access to essential resources. The library plays a central role in this support structure by offering 24/7 *Ask-a-Librarian* chat, research appointments, online instruction, and extensive database access--all of which are especially important for distance education and remote learners (2.6.32). Tutoring services have likewise been expanded to meet students where they are, with support available both in-person and online, supplemented by monthly workshops and study groups that strengthen academic engagement beyond the classroom (2.6.33). CHC also addresses student wellbeing through 24/7 access to Timely Care, ensuring that remote students can receive mental health support regardless of location or schedule (2.6.34).

This commitment to comprehensive online support extends beyond direct student services and into course design and instruction. The Online Teaching Resources hub connects faculty to RSI best practices, online academic integrity guidance, and Disabled Student Programs & Services accessibility resources so that courses can more consistently reflect universal design principles and support diverse learners (2.6.14). CHC demonstrates its commitment to online counseling by ensuring that all departments provide advising services online and allow students to schedule appointments electronically, reinforcing the institution's broader commitment to accessibility, responsiveness, and student-centered service in the online environment (2.6.35).

Regular evaluation, grounded in disaggregated data, is embedded across CHC's planning and improvement processes: the Institutional Assessment Plan and Educational Master Plan establish annual cycles for outcomes assessment and plan monitoring, with EMPC reviewing Strategic Directions, Supporting Actions, and Key Results and documenting progress in Cascade (2.6.36, see p. 12,; 2.6.37, see p. 20; 2.6.38, 2.6.39).

CHC has a multi-layered process to ensure quality in its modalities of instruction. The DE program review tracks student satisfaction, multiyear trends, and training needs tied to survey findings. Faculty are guided to the Completion & Success dashboard and Borg Data Cubes to identify disproportionate impact and document instructional changes. The Student Equity Plan expands classroom equity reports, dashboard development, and data coaching. And Program Review, DEPC, and Chairs Council use operational data such as waitlists to adjust section offerings and modalities in response to student demand (2.6.6, see p. 6), 2.6.18, see p. 100, 2.6.40, see p. 17, 2.6.41).

Crafton Hills College demonstrates a sustained, collegewide commitment to innovative and effective delivery modes and teaching methodologies through clearly defined online, hybrid, and remote modalities; late-start and accelerated offerings; ongoing alignment with CVC and RSI standards; and faculty verification and training that normalize high-engagement practices in distance education (2.6.5, 2.6.11). This work is reinforced through RSI-anchored instruction; peer-reviewed course design expectations centered on student-to-student, student-to-content, and student-to-instructor interaction; equity-focused classroom redesign strategies such as low-stakes assessments, flexible deadlines, resubmission opportunities, and culturally responsive materials, as well as targeted support for discussion design, Canvas Studio, and collaborative online pedagogies documented through ILO reporting (2.6.7, 2.6.9).

CHC further demonstrates effectiveness and equity by using disaggregated dashboards, classroom equity reports, and data coaching to guide instructional change, alongside evidence of improved course success for disproportionately impacted student groups and a strong network of wraparound

online services. These include 24/7 library chat, online tutoring and counseling, and TimelyCare, which reduce barriers to access and support student achievement (2.6.17, 2.6.32, 2.6.33, 2.6.34, 2.6.35). Taken together, DEPC and EMPC processes, district policy, faculty certification and professional development, and data-informed course redesign show that CHC's approach is both innovative and intentional, with governance structures that regularly review data, policy, and student feedback to strengthen course design, training, and student support in transparent and continuous ways (2.6.42, 2.6.43 2.6.44).

**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 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 various frameworks.

Services are delivered through a flexible, multi-modality approach called the New Counseling & Tri-Centers Approach. Comprehensive support services are available both on campus and online through virtual platforms, ensuring equitable access for all learners (2.7.1). In addition, programs and services are scheduled to accommodate diverse lifestyles by offering daytime and evening options that support working people, parents, and full-time students (2.7.2).

CHC delivers effective services to maximize student preparation, success, and retention, including orientation (2.7.3), registration assistance workshops (2.7.4), counseling, educational planning, financial aid workshops, and basic needs support (2.7.5, 2.7.6). The college also encourages every new student to complete a Student Educational Plan (SEP) that includes a completion goal with a counselor (2.7.7). In addition, students undecided about a major or career path are invited to participate in Pathways and Undecided Planning, which provides direct support for major selection and development (2.7.8).

The re-engineered New Counseling & Tr-Centers Approach that CHC counselors use sequences proactive advising by units-completed milestones. This model groups students into coherent bands of units completed (0–14, 15–29, 30–44, 45–59, 60+ units) so that outreach (e.g., major exploration, full SEP, transfer planning, and graduation checks) is extended to students at the right point (2.7.8.1, 2.7.8.2, 2.7.8.3). Planning materials reference these milestones and pair counselors with completion coaches to run targeted campaigns to encourage student participation in critical actions such as grad checks, SEP completion, and undecided/undeclared outreach (2.7.9).

The college proactively bridges the gap between community college and four-year universities by providing specialized transfer guidance that supports seamless transitions to the California State University (CSU) and University of California (UC) systems, as well as many private institutions (2.7.10). In addition, the college facilitates Transfer Admission Guarantee (TAG) contracts, giving students a clear and secure pathway to earning their bachelor's degree (2.7.11).

Building upon this commitment to student equity and holistic support, CHC has established a

comprehensive network of integrated services. These include basic needs (2.7.11.1), financial aid (2.7.11.2), mental health counseling (2.7.11.3, 2.7.11.4), accessibility services (2.7.11.5), and transfer/career support (2.7.11.6, 27.11.7), all available both in-person and online.

CHC's Student Equity Plan (2.7.12**)** details strategies to boost FAFSA/Pell participation and expand basic needs services—especially for African American/Black, Latinx, LGBTQ+, and low-income students.

CHC's Extended Opportunity Programs and Services (EOPS) contribute to 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 students to succeed. Services include priority registration, counseling, book vouchers, grants, and a free cap and gown upon graduation. These services are communicated to students through the website (2.7.13), fliers (2.7.14), and the catalog (2.7.15, 2.7.15.1, 2.7.15.2).

Starfish serves as the college's primary platform for delivering equitable and effective support services tailored to each student's unique educational journey (2.7.15.13). By integrating academic planning with a holistic referral system, the platform ensures that both academic and non-academic needs are addressed proactively. Faculty use Starfish to identify barriers to success—ranging from mental health wellness to basic needs like food security and money to cover financial emergencies—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 designs and delivers effective learning support services through three centers: the Library (2.7.16), the Tutoring Center (2.7.17), and the STEM/MESA Center (2.7.18). This design is reinforced by aligning hours, standardizing tutor training, expanding embedded and discipline-specific support, and formalizing cross-referral so students can move seamlessly among centers. The Library publishes hours, phone and email contacts, and research help, while also providing students with access to databases and librarian assistance online. The Chromebook and hotspot checkout process further reduces technology barriers for online and evening or weekend learners, and the Library Policy Manual (2.7.18.1) codifies service standards, including access, instruction, and privacy, to sustain quality regardless of staffing.

The Tutoring Center offers drop-in and by-appointment support in most subjects, with clearly posted in-person hours and Sunday online tutoring. Students can schedule sessions directly from the Center's website. Faculty pages also emphasize collaboration and remote options, so instructors can confidently refer students.

The STEM Center centralizes tutoring, study groups, workshops, counseling, and MESA programming, with clear references to both in-person and online support.

CHC ensures the effectiveness of its support services through a standardized, digitized infrastructure of Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) (2.7.19). By utilizing a central Qualtrics SAO/SLO submission form (2.7.19.1), non-classroom-instructional programs—including the Library (2.7.19.2, 2.7.19.3), Counseling (2.7.19.4), and Tutoring Centers (2.7.19.5)—systematically collect and reflect on findings to drive performance improvements. This "living" assessment cycle is evidenced in the Library (2.7.19.6), Financial Aid (2.7.19.7), and STEM (2.7.19.8)

Planning and Program Reviews (PPRs), where disaggregated usage data and satisfaction trends directly inform service changes, such as enhanced mentorship pipelines and staffing stability.

At the institutional level, the Educational Master Plan Committee (EMPC) reviews these results in committee meetings to ensure that resource allocation and institutional priorities remain aligned with student needs in real time (2.7.19.9).

To sharpen the impact of these services, CHC utilizes Equity Dashboards (2.7.20) to show disproportionate impact and usage patterns, allowing for targeted campaigns around critical milestones like educational plan (SEP) completion and graduation checks. This data-informed approach is paired with high-touch advocacy, such as the implementation of the Vision Alignment Report (VAR) (2.7.21) training for all learning and student support staff. This training strengthens the ability of staff to provide referral-based support for disproportionately impacted students (2.7.21.1). Furthermore, the Tri-Centers Transformation Plan standardizes tutor training and referrals across the Library, Tutoring, and STEM centers, creating an integrated support network that addresses both academic and non-academic barriers to success.

The college ensures that students are persistently informed through a "saturated" communication strategy. This includes departmental newsletters from Financial Aid (2.7.22) and MESA/STEM (2.7.23), campus-wide marketing schedules, and faculty referrals (2.7.23.1). The Professional Development Padlet (2.7.23.2) and New Faculty Orientation (2.7.23.3) further institutionalize this culture of support by coaching instructors on how to refer students to virtual and in-person resources. By aligning these multiple touchpoints, CHC creates a seamless environment where library and tutoring resources, academic counseling, and help with basic needs are accessible and integrated into every student's unique educational journey.

To ensure the college is effective, Crafton Hills College utilizes outcomes assessment as a collegewide expectation. CHC's Planning and Program Review (PPR) schedule requires all learning and service areas to define SAOs, assess outcomes using disaggregation, discuss results, and document the "use of results" for improvement (2.7.19, 2.7.21, 2.7.24). The PPR Committee (2.7.25, p.16); Institutional Effectives, Accreditation, and Outcomes Committee (IEAOC I) (2.7.26); and the Student Services Council (2.7.27) monitor submissions and maintain dashboards and reports of submissions to promote information sharing and transparency. In addition, the college proactively engages in effective review of equity gaps to ensure equitable and effective services and programs that support students, address academic and non-academic needs, and maximize students' potential for success.

CHC's Student Support Services and learning support practices are designed at both the program and institution levels and are accessible in multiple modalities. Learning outcomes for support services are identified, measured with disaggregation, and used to drive improvements, while students are consistently informed about and actively referred to services by faculty and advisors. The evidence base includes planning artifacts and public websites, such as the tri-centers transformation, counseling and completion model, center-level PPRs, SAO/SLO infrastructure, library policy and progress reports, POS surveys, PD resources, equity dashboards, and systematic marketing and newsletters.

CHC's student support services and learning support have had positive measurable results and have led to the college's repeated regional leadership in UC transfer admission rates.

**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) strives to create a sense of belonging for students and campus employees by providing opportunities for institutional engagement. The Educational Master Plan (EMP) has many strategic directions that support the planning and implementation of outreach/marketing for students, parents, and the community to have access to multilingual materials to communicate the value and affordability of college while also reflecting the college's commitment to linguistic diversity (2.8.1, pp. 90, 92-93). The EMP reflects the college's efforts to increase student success and equity by promoting Diversity Equity and Inclusion (DEI) social media, podcasts and videos to promote programs that increase student retention and success (2.8.1.1, 2.8.1.2).

In addition, CHC demonstrates adherence to Standard II.8 by using quantitative and qualitative evidence to understand student needs, develop programs with student input to meet those needs, and engage in an ongoing cycle of self-reflection that reshapes activities, services, spaces, and events to strengthen students' sense of belonging and engagement.

For example, in 2023-24, a collegewide student satisfaction survey probed students' sense of belonging, safety, inclusion, and their campus experience, pairing ratings with open-ended responses that the college used to identify communication gaps to implement improvements. Results were distributed in a May 2025 report (2.8.2). The college marketing team reflected on the student data and was able to address identified communication gaps by institutionalizing the practice of sending weekly campuswide emails to students and employees to promote campus engagement activities for the week (2.8.3). The CHC website also has a calendar of events (2.8.4) for community members to see the college's many engagement opportunities. The college has also updated its website to include a Google translator feature to promote a welcoming environment for those whose primary language is not English.

The student satisfaction report also documented the instrument, participation, and major themes the campus analyzed (e.g., fairness, welcome, access), establishing a baseline for on-going assessment of students' sense of belonging (2.8.2). The data was then used to guide strategic planning for engagement opportunities for students, facilitated by student services, academic departments, and student organizations. For instance, in Spring 2024, research findings showed seven in ten CHC students experienced at least one basic needs insecurity (2.8.4.1): nearly half faced food insecurity, three in five faced housing insecurity, and one in five reported homelessness—trends mirrored in local and national studies. CHC leadership reflected on the student voices and identified an opportunity to better serve students by expanding the Basic Needs Center in Fall 2025 and advertising its services on the college website (2.8.5).

CHC's EMP (Strategic Direction 4) (2.8.1, pp. 93-94) commits the college to "develop a campus culture that engages students, employees, and the broader community." In 2023, EMP 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 to increase students' sense of belonging.

Strategic Direction 4 updates show the college advancing that plan in 2024–25 by securing Division of the State Architect approvals for renovation designs for welcoming spaces. The campus recognized an opportunity to create a safe space for all students to feel a sense of belonging and celebrated. In Fall 2025, CHC had its grand opening of the Multicultural Center (2.8.6), a building repurposed to serve as a centralized hub offering cross-cultural learning, celebrations of cultural events, and related professional development. In general, it is intended as a space to amplify student voices and build community.

The students' voices and data also helped inform activities that foster a sense of belonging and campus engagement with CHC's equity efforts. The college used the Student Equity Plan metrics to conduct focus groups along with student surveys —e.g., among African American/Black students, 65% reported feeling *completely* or *moderately welcome and included.* These results signaled the need for more identity affirming spaces and programming. The plan then translated those data into action items, such as centralized cultural events and networking opportunities for American/Black, API and Hispanic/Latinx students with an email, call, or flyers to students (2.8.6.1, 2.8.7, 2.8.8). This action created multiple opportunities for peers to connect.

CHC has worked to design ways to increase its engagement activities, offer professional development programs to reduce microaggressions, and encourage college leaders to become better aware of racial matters. Efforts to increase students' sense of belonging include creating *safe* spaces and expanding wraparound services. (2.8.9), (2.8.10) (2.8.11) .

The Student Life department facilitates student engagement by providing multiple onramps designed to foster a sense of belonging and community. Through established student organizations and a responsive *Club Interest* mechanism for launching new affinity groups, the college empowers students to build small communities centered on academic majors, shared identities, and more special interests. This structural support is validated by the 2024–2025 Student Life Planning and Program Review (PPR, 2.8.12), which highlights core institutional events—such as Club Rush (2.8.13) and multicultural programming (2.8.14, pp. 28-30) as essential mechanisms for recurring, visible engagement. By creating these spaces, the college ensures that students can cultivate peer networks that support persistence and social integration.

CHC further demonstrates its commitment to equity and inclusion through a comprehensive calendar of cultural celebrations, including Black History Month (2.8.15), Hispanic Heritage Month (2.8.16), API Heritage (2.8.17), and Pride "Gaypril" (2.8.18). Documents, such as promotional materials from the 2024–2025 academic cycles and the "Roadrunner Scrapbook," confirm the depth and frequency of these offerings, which validate diverse student identities and enrich the campus climate. Beyond social connection, these initiatives connect learning and civic responsibility.

An important campus center that builds a sense of belonging for students is the STEM Center, where students have access to peer study groups, tutoring/SI, mentorship, and research pipelines. Its PPR lists internal and external outreach (2.8.19): 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 with the STEM Center is proactive and provided through various means (e.g., Discord, Canvas, Starfish, Instagram, newsletters). In addition, CHC uses a publicly accessible STEM Center Success dashboard to monitor engagement and achievement (2.8.19.1).

Another key campus center that provides students with a sense of belonging is its University Transfer Center and Career Services. This department strategically extends student engagement beyond the classroom by facilitating high-impact co-curricular experiences, including university representative visits (2.8.20), etiquette luncheons, and comprehensive job fairs (2.8.21). These initiatives provide invite students to transition from theoretical learning to practical application, fostering professional identity and social capital. By engaging directly with industry recruiters, students gain the essential networking skills, navigational capital, and career readiness necessary to ensure seamless academic articulation of completed coursework and successful workforce entry.

Recognizing that belonging requires consistent access, the college's 2024 Substantive Change Application (2.8.22) outlines a robust digital and physical infrastructure. CHC uses digital platforms like Zoom, eSARS, Cranium Café, and Starfish to provide students with a means to access traditional face-to-face student support services from off campus. The college also provides technological resources, including Chromebook/hotspot loans, and 70 library desktops, to ensure that every student has the tools necessary to engage fully with the campus community.

Based on the evidence provided above, Crafton Hills College (CHC) fully meets the requirements for ACCJC Standard II.8 by maintaining infrastructure for student engagement and belonging. Through the strategic execution of the Educational Master Plan and Student Equity Plan, the college utilizes a cycle of quantitative and qualitative data—such as the Student Satisfaction Survey and basic needs research—to broaden services, including the expansion of the Basic Needs Center and the grand opening of the Multicultural Center in Fall 2025. By providing diverse co-curricular programs through Student Life, the STEM Center, and Career Services, CHC fosters small student communities and professional identity for its diverse student body. This integrated approach, supported by robust digital access and identity-affirming programming for African American, Hispanic/Latinx, and API students, ensures that CHC sustains an inclusive campus climate that supports the unique educational journeys and holistic success of all students.

**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) conducts ongoing and systematic review of academic programs, learning support services, and student services to ensure quality and promote equitable student achievement. The college's Institutional Assessment Plan (2.9.1) establishes a structured outcomes assessment cycle that includes identifying outcomes, determining methods of assessment, establishing criteria for success, collecting and analyzing evidence, and using results to implement improvements. This model is applied across Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Institutional Learning Outcomes (ILOs), and Service Area Outcomes (SAOs). Faculty and staff document results and identify equity gaps with the planning and program review dashboards (2.9.2), the Instructional SLO Dashboard (2.9.2.1) and the SAO / SLO Non-Instructional Outcomes Reports (2.9.3), which require analysis of disaggregated data and identification of improvement strategies (2.9.4, 2.9.5, 2.9.6). Dashboards showing completion and success rates (2.9.7) demonstrate means departments (units) use to analyze results and implement program improvements.

Instructional programs regularly assess SLOs and PLOs through established assessment cycles coordinated by the Office of Institutional Effectiveness, Research & Planning (OIERP) and faculty

governance committees (2.9.4, 2.9.6), instructional rubrics from above reference). Outcomes are reviewed and updated through the curriculum review process, ensuring alignment with disciplinary standards and institutional priorities. SLOs are mapped to program-level outcomes, general education outcomes, and institutional learning outcomes. The process of mapping outcomes supports alignment between course-level learning and institutional competencies through the SLO Dashboard (2.9.2.1).

ILOs are assessed on a regular cycle using both direct and indirect measures. Results are summarized in institutional assessment reports (2.9.8, 2.9.9, ILO and GEO assessment reports) that inform program review and strategic planning (2.9.10, 2.9.11) and are reviewed by the Faculty Department Chairs (2.9.11.1). Curriculum Committee minutes demonstrate that outcomes assessment results are regularly discussed and used to inform curricular updates and plans for instructional improvements (2.9.12, 2.9.13).

Student support services and learning support programs also engage in systematic outcomes assessment through the development and evaluation of SAOs (2.9.14, 2.9.15). These outcomes are assessed using multiple measures, including service utilization data (2.9.16), student feedback surveys (2.9.17), and program performance indicators (2.9.18). Student support service areas analyze participation and outcomes data disaggregated by student demographics to identify disproportionately impacted groups and implement targeted improvements using the streamlining data dashboards (2.9.19) and other previously illustrated data (2.9.20, 2.9.21). For example, tutoring program analysis identified low participation among African American/Black students, leading to targeted outreach efforts and expanded embedded tutoring models (2.9.22). Student Support Services Program Review results for programs such as Student Accessibility Services (SAS) (2.9.23) provide additional feedback used by departments to improve service delivery and increase equitable access to support programs.

The Planning and Program Review (PPR) process centralizes assessment results that inform institutional planning and resource allocation. CHC's Planning and Program Review Handbook (2.9.24) establishes a comprehensive four-year program review cycle with annual updates for both instructional and non-instructional programs. Program review prompts require departments to analyze disaggregated SLO and SAO results, evaluate program effectiveness, identify equity gaps, and propose improvements linked to institutional goals. Resource requests must be supported by assessment findings and documented program needs (2.9.25). Sample program review reports under the Exemplary Program Review section (2.9.26) demonstrate how departments use assessment data to justify proposed improvements in scheduling, tutoring support, and student services.

To support evidence-based decision-making, CHC provides a set of institutional dashboards and data tools maintained by the OIERP that provide disaggregated data to support analysis of student learning and achievement outcomes. Available tools include the following dashboards:

- BORG Data Cubes dashboard for enrollment, FTES, and productivity metrics (2.9.27)
- Completion and Success Rates dashboard (2.9.7)
- Degrees and Certificates Awarded dashboard (2.9.28)
- SLO Dashboard displaying competency results by demographic group (2.9.2.1)
- Graduate Income dashboard using Equifax data (2.9.29)
- Career Technical Education Employment Outcomes (2.9.30).

These dashboards are used in program review, governance discussions, and professional

development activities to evaluate program performance and guide improvements that support equitable student achievement.

In addition to quantitative data analysis, CHC incorporates structured equity-focused reflection through Vision Aligned Reporting (VAR), which guides departments in analyzing service delivery patterns, identifying barriers to student success, and developing improvement strategies aligned with institutional priorities (2.9.31). Through participation in the California Community Colleges Chancellor's Office Streamlining Project Pilot (2.9.32), CHC conducted detailed analyses of service utilization by African American/Black and Hispanic/Latinx students across tutoring, counseling, transfer services, food assistance, and assistive technology programs (2.9.19). Findings from these analyses also informed the development of CHC's 2025–2028 Student Equity Plan (2.9.33), which outlines targeted strategies to address disproportionate impact and improve student success outcomes.

Through the integration of outcomes assessment, program review, institutional research, and equity-focused planning, CHC systematically evaluates program effectiveness and implements evidence-based improvements that support equitable student achievement. These processes demonstrate that the college meets Standard 2.9 by using systematic review and assessment to improve the quality of its academic programs, learning support services, and student support services.

CHC'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 the Educational Master Plan Committee governance closes the loop through monitoring and iteration (2.9.34, 2.9.35, 2.9.36, 2.9.37, 2.9.38, 2.9.39, 2.9.40). These processes have produced measurable gains, including statistically significant and substantial increases in course success rates for Latinx and Black/African American students and the highest UC Admission Rate in region 9 (2.9.41). CHC's efforts have led to innovations in modality mix and schedule design, embedded SI/tutoring where needed, online service parity, and increased understanding by faculty of equity. In short, CHC not only reviews and assesses but also learns and innovates in ways that lead to more equitable student achievement.

An area where the college can improve is the consistency with which outcomes are reviewed. As an illustration, ILOs and GEOs are reviewed annually, but they are not done consistently at the same time each year and in the same way.

## 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.***

**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. Crafton Hills College (CHC) leadership understands that these efforts are critical for cultivating an inclusive climate at SBCCD and its colleges. 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.

The SBCCD employs a program to reach its DEI hiring goals. Its 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 District Support Services Strategic Plan (3.1.3). As an illustration, this work is supported on the CHC campus through the college's Educational Master Plan (3.1.3.1, SD2, SA2, p. 91), its Equity Plan (3.1.3.2, p. 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 Administrative Policy (AP) 7120 (3.1.1.3) and its 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 all members of hiring committees.
- Adverse Impact Analysis: Establishing a formal process for analyzing adverse impact within the hiring framework.

The district has instituted a verifiable EEO 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 positions (3.1.4.2).
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 (HR) pre-screens applications to determine whether applicants meet the minimum qualifications in the job announcements. When necessary, the office consults with relevant experts (e.g., faculty of relevant discipline) to certify applicant qualifications. Additionally, HR conducts applicant pool reviews and initiates any necessary actions in accordance with Section 53023 of Title 5 of the California Code of Regulations (3.1.5).

The district has established specific hiring qualifications for all faculty positions in accordance with AP 7210 (3.1.6), which addresses equity, minimum qualifications, and the opportunity to have qualifications for discipline expertise reviewed. Applicants for faculty positions 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 to the required minimum or their equivalent. 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 seeking to fill the management position and the Vice Chancellor of Human Resources or designee. The criteria used in these decisions must be reflected in the governing board's official hiring actions.

**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 related to their duties, including 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, identifies 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 promote equity-driven practices. Specifically, in Spring 2025 the results from the annual 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 Week 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 opportunities for all employees to learn together through inclusive professional development events, such as In-Service (3.2.2) 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 on which their participation relies. 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 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, CHC 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 the University of Southern California (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 other core topics such as assessment methods, campus planning, Open Educational Resources (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, *Open for Anti-Racism* (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 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 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 California Teachers' Association (CTA) announcements, an introduction to *Regular and Substantive Interaction (*RSI) and distance education (DE) requirement compliance, accessibility requirements, and equity-minded teaching practices.

Adjunct faculty also receive guidance on identifying and reporting 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, procedures for student conduct matters, Title IX, and Behavior Intervention Team 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 strategies to address relevant problems (3.2.7). Specifically, in Spring 2025, CHC 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).

These training 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* (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 CHC has a classified professionals week focused on professional development for classified professionals (3.2.8).

To ensure that PD opportunities are 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 to support six fellows in Year 2, and ultimately building a formal hiring pipeline in Year 3. The Region 9 Rising Faculty Fellowship Program leverages partnerships between colleges and universities throughout the region to increase the number of diverse candidates within the applicant pool for faculty members, counselors, and administrators. Fellows selected for the program are prepared for careers within the California Community Colleges for a full academic year via real-world experiences, training, and professional development opportunities.

The district also compensates faculty for professional development (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 completion and submitting of a PD form (3.2.14). In addition, district activities also provide targeted in-service learning for classified professionals and leadership development for managers (3.2.15). Across all classifications, objectives and 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.

Crafton Hills College (CHC) 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, 3.3.6). The district chancellor is responsible 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.

The evaluation process begins when 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 that include the appropriate job description, AP 7150 – Evaluation (3.3.6), the NeoEd Quick Guide Memo (3.3.2.1), and the NeoEd Training Guide for Managers (3.3.2.2).

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 to be evaluated for that semester (3.3.4). A timeline is also developed for the faculty evaluations in collaboration between the division dean and faculty member being evaluated that includes the dates when the student evaluations must be distributed, administered, and returned for tabulation (3.3.5). In 2025–2026, 135 of the College's 299 adjunct faculty members were scheduled for evaluation, and 90% of those evaluations were completed (3.3.5.1). The remaining adjunct faculty members were not evaluated because they taught only during the summer and/or at off-campus locations. All outstanding adjunct faculty evaluations are scheduled for completion in Fall 2026. During the same year, 37 of the College's 73 full-time contract faculty members were scheduled for evaluation, and 86% of those evaluations were completed (3.3.5.2). The remaining faculty members were on leave or sabbatical and are scheduled to be evaluated in Fall 2026.

Evaluation criteria for managers and confidential employees are delineated 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). In 2025–2026, 12 of the College's 26 managers and confidential employees were scheduled for evaluation, and all 12 evaluations were completed (3.3.8.1).

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. In 2025–2026, 74 of the College's 105 classified professionals were scheduled for evaluation, and 92% of those evaluations were completed (3.3.9.1). The evaluations that were not completed involved employees who were on leave or in the process of transferring.

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 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, 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 problem areas are addressed through targeted support. Managers participate in self-evaluation and receive a supervisor assessment 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 (CHC) relies on fiscal resources from 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 for 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).

CHC 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 funds. The FMP plan was approved by the Board of Trustees on March 13, 2025 (3.4.7.1, 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 re-alignment 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.**

Crafton Hills College (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, 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 can understand how financial decisions support the college 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, 3.5.5.1, 3.5.5.2).

The district uses budget development software (i.e., *Questica*) as a tool to plan, detail, and develop the entire college 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 a proposed 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 manage their budgets throughout the year with oversight by their area vice president.

The college Budget Committee meets monthly to review recommendations on budget development and management (3.5.5). In addition, the district Budget Advisory Committee--made up of representatives from management, classified, faculty, and unions--meets regularly to review district office budgets and the developmental budget calendar, and share other relevant information (3.5.8, 3.5.9).

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 high-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* software programs, ensuring fiscal accountability and accuracy in all transactions and supporting transparent stewardship of resources that 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 approvals.

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 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 (3.6.1).

The district engages independent auditors annually to evaluate financial transactions, identify irregularities, and recommend corrective actions when necessary (3.6.2, 3.6.2.1). These processes apply to all financial resources including bonds and district or college grants. The 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 (3.6.3).

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 (3.6.4, 3.6.5).

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 district funds. Together, these practices safeguard fiscal integrity and support the college's ability to fulfill its mission 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 (CHC) 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 (3.7.1 pp. 10-15, 3.7.1.1 pp. 10-16, 3.7.1.2).

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, established an irrevocable Futurist Trust to fund future OPEB benefits (3.7.2).

The district has also created a Retirement Board of Authority, consisting of district personnel to oversee and run the district 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 (3.7.3, 3.7.3.1, pp. 39).

Additionally, the college completed a comprehensive Facility Condition Assessment (FCA) in 2024 to evaluate the condition of existing facilities and identify current and projected repair and replacement needs. The findings of the FCA directly informed the development of the 2025–2037 Facilities Master Plan, allowing the college to prioritize capital needs, estimate lifecycle costs, and plan funding requirements over time (3.7.4, pp. 280-295).

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 requires inventories of all spaces on campus, utilization analyses, and identification of 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 (3.8.1).

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 (3.8.2, 3.8.2.1) to ensure 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, record repairs, and provide work order summaries (3.8.3).

Facilities for dual-enrollment classes that CHC offers at various area high schools are maintained by their respective school districts and meet federal and state safety standards (3.8.4, 3.8.4.1).

Another means of ensuring 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 (3.8.5, 3.8.5.1).

CHC performs annual self-inspections for work and instructional spaces in accordance with its Injury and Illness Prevention Program (IIPP) and tracks whether a follow-up and work order is needed and when the work is completed (3.8.6, 3.8.6.1). 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 (3.8.7).

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 (3.8.8, 3.8.8.1).

The college also provides regular safety training and emergency preparedness activities (3.8.9, 3.9.9.1). It maintains building captain supplies, first aid supplies, and trauma kits. It also maintains a chemical inventory (3.8.10).

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 Facilities department (3.8.11). 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 (3.8.12).

To help facilitate adherence to procedures of the Campus Readiness Plan (3.8.13), the college posts emergency procedures through a mobile phone application called *SafeSBCCD*. 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 (3.8.9). Building captains receive training and lead building evacuations (3.8.14). Emergency notifications are sent through the RAVE emergency notification system (3.8.15).

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.**

The San Bernardino Community College District (SBCCD) implements and enhances its technology resources through a districtwide planning and program review process. Technology and Educational Support Services (TESS), along with San Bernardino Valley College Campus Technology Services (SBVC-CTS) and Crafton Hills College Campus Technology Services (CHC-CTS), develop and regularly update technology plans aligned with institutional goals and educational priorities. Annual planning and program review ensure that technology resources are continuously reassessed and adjusted to sustain instructional delivery and core operational functions (3.9.1, 3.9.2, 3.9.2.1).

To ensure technology services remain responsive to instructional, operational, and student needs, the district employs inclusive collegial consultation and clear communication channels. The CHC Technology Planning Committee (3.9.4) meets quarterly to review technology performance, gather feedback from all constituent groups, and recommend improvements (3.9.4.1). Input from this committee (and a similar committee at San Bernardino Valley College) directly informs district technology implementation and is communicated through quarterly technology newsletters (3.9.4.2).

Districtwide coordination is further strengthened through TESS participation and integration of feedback into the District Technology Master Plan (3.9.5) and Crafton Hills Master Plan (3.9.5.1), along with collaboration with districtwide committees such as the Institutional Effectiveness Advisory Committee, Distance Education Coordination Council, and District Applications Workgroup. Technology leadership meets monthly to ensure priorities remain aligned with evolving institutional needs.

SBCCD monitors and evaluates the effectiveness and reliability of its technology resources using multiple data sources. TESS uses Helpdesk metrics (3.9.5.2) and Canvas analytics (3.9.6) to assess service quality and system performance. In addition, TESS maintains a publicly available project dashboard (3.9.7) that allows users to submit requests, view prioritization, and track progress. Upon completion, major projects include documented knowledge transfer and training materials, ensuring continuity, sustainability, and effective long-term use of technology systems.

The district clearly communicates requirements for the safe, appropriate, and secure use of technology by abiding to its Board Policies and Administrative Procedures in BP/AP 3700 series (3.9.8). All students and employees are required to acknowledge and comply with the *Acceptable Use* Policy (3.9.9). SBCCD further protects institutional data and network infrastructure through comprehensive security protocols, including annual penetration testing, Gramm-Leach-Bliley Act

(GLBA) technology audits, Payment Card Industry (PCI) compliance audits, continuous network and log monitoring, routine system backups, and mandatory annual cybersecurity training for all employees (3.9.10).

SBCCD employs a comprehensive, multi-layered approach to safeguard its technology infrastructure, data, and user accounts. The district maintains enterprise-level security, logging and monitoring systems as well as a Security Operation Center that provides 24/7/365 monitoring of network, servers and computers (3.9.11). SBCCD enforces strong password standards and secure access protocols, including multi-factor authentication (MFA), to verify user identity and reduce the risk of compromised credentials (3.9.12). In addition, the district implements data encryption (3.9.13), role-based access controls, and ongoing security awareness training for employees to use technology responsibly (3.9.10).

To sustain reliable and current technology infrastructure, SBCCD maintains scheduled replacement cycles for instructional and non-instructional hardware, with flexibility to adjust based on emerging needs (3.9.14, 3.9.15, 3.9.16, 3.9.18). End users receive timely technical assistance through the TESS Helpdesk (3.9.5.2, 3.9.17), while SBVC-CTS and CHC-CTS provide ongoing maintenance, updates, and repairs across both campuses. Together, these practices ensure that technology resources remain secure, effective, and capable of supporting educational services and operational functions.

**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 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 requiring contractors to provide insurance certifications and indemnifications commensurate with the risks associated with their contracted service. As noted in the 2023-24 audit report, SBCCD has sufficient insurance to cover its needs in financial emergencies and is regularly reviewed (3.10.5, p. 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), which 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, pp. 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, pp. 57-58).

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

Beyond maintaining access to short-term financing, SBCCD addresses longer-term financial risks through multi-year forecasting, prudent reserves, expenditure management, and diversified revenue and investment strategies. The District prepares five-year financial projections that consider enrollment, state funding, compensation, employee benefits, pension obligations, and other factors affecting its fiscal condition. These projections, together with the reserve practices described in Standard 3.4, enable the District to identify emerging risks and consider corrective action before those risks significantly affect educational programs or services (3.10.5.1).

The District further mitigates long-term liabilities through its Other Post-Employment Benefits (OPEB) trust, which is funded above its actuarially determined liability. Although these assets are restricted to eligible retiree health-benefit obligations and are not available as general operating reserves, the trust's funded status reduces the likelihood that future obligations will place additional pressure on the unrestricted general fund. SBCCD has also diversified its financial resources by authorizing the Federal Communications Commission to sell the rights to SBCCD-owned digital radio frequencies in their 2017 broadcast incentive auction. SBCCD received approximately $157.1 million from this sale and in 2019, the Board allocated $41 million to establish a Pension Rate Stabilization Trust administered through PARS and $46 million for the acquisition of commercial properties. These assets are managed to generate long-term earnings or revenue and strengthen the District's capacity to respond to changes in state funding and pension costs (3.10.5.1).

The District generally limits distributions from these long-term assets to preserve their value. During a significant or sustained fiscal downturn, however, the Board may authorize distributions consistent with the funds' approved purposes, guiding principles, and applicable restrictions. Depending on the severity and duration of the disruption, the District may also phase expenditure reductions, limit hiring, defer nonessential expenditures, adjust operating budgets, pursue additional revenue, or strategically use available reserves. These measures would be considered through established budget-development and participatory-governance processes, with priority given to maintaining fiscal solvency, protecting essential educational services, and minimizing disruption to students. Regular reports to the Board on reserves, financial projections, retirement trust funding (3.10.5.2), investment performance (3.10.5.3, pp. 7-31), and commercial property (3.10.5.4, pp. 3-5) activity provide the information necessary to identify financial risks and determine when corrective or

recovery measures are warranted.

Finally, SBCCD ensures readiness for unexpected events by adhering to the guidelines laid out in its 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 multi-factor authentication for all employees (3.10.8). Contracts with vendors that provide the district's student information system (SIS) and enterprise resource planning (ERP) specify backup frequency, retention schedules, and recovery periods. All components of these policies are formally approved and published as Administrative Procedures.

Collectively, SBCCD's layered insurance coverage, participation in multiple JPAs, short-term financing capacity, multi-year fiscal planning, long-term liability management, diversified assets, and formally established information technology protocols demonstrate that the District has appropriate strategies, policies, and procedures to manage risk and implement contingency and recovery 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.***

### 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 (CHC) are committed to academic freedom. Board Policy (BP) 4030 (4.1.1) supports academic freedom, making clear CHC's commitment to the free pursuit and dissemination of knowledge. Its *Freedom of Expression Statement*, recently approved by the CHC Academic Senate (4.1.2 p.5), demonstrates CHC's commitment to the principles of academic freedom, integrity, and inquiry (4.1.3).

CHC's academic freedom and freedom of inquiry policies, based on board policies, are published in its catalog (4.1.4) and Article 6 of the district-faculty association bargaining agreement (4.1.5). Item A of the Academic Freedom section of the bargaining agreement reinforces the college's commitment to the free pursuit and dissemination of knowledge. It 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."

CHC also publishes clearly established policies and procedures that promote honesty, responsibility, and academic integrity in its catalog (4.1.6) and the CHC Academic Integrity Online webpage (4.1.7), which includes recommendations on academic freedom and inquiry policy for professors to include in their syllabi.

BP and AP 5500 (4.1.8 & 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. All 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, pp. 27-28) contain formal statements on *academic integrity* (p. 28) and a*cademic freedom* (p. 27), ensuring widespread access to expectations.

CHC's commitment to academic integrity is further strengthened by its commitment to professional development in 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 to teaching online classes, "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 California Virtual Campus-Online Education Initiative (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.**

Crafton Hills College (CHC) 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 satisfaction with CHC's governance and decision-making structures, among other matters. The survey evaluates employee satisfaction with the following governance and decision-making structures and processes: planning and program review, shared governance bodies, and the resource allocation processes. It also measures employee confidence in outcomes consistent with CHC's stated values.

The results of the survey are reported campuswide (4.2.1) and as part of various presentations (4.2.2). As an illustration, at the Spring 2026 In-Service, the results of the campus climate survey were reviewed, and the campus engaged in a small group activity to collect suggestions for improvement in

areas where responses revealed such need (4.2.3). That information is reviewed by the Educational Master Plan Committee and incorporated into the Educational Master Plan.

In Fall 2024 a training session on CHC's shared governance processes as delineated in the Organizational Handbook (4.2.3.1) was facilitated by the dean of institutional effectiveness, research, and planning; the Classified Senate president; and the CSEA president and second vice president. Session hosts recorded feedback. This training was offered to both educate and provide an opportunity to sign up to participate in shared governance committees at the college. It also results in feedback on how the college can better support students (4.2.4).

Every spring the Crafton Council also administers the Committee Self-Evaluation Survey to evaluate CHC's participatory governance and decision-making committees (4.2.5, 4.2.6). The Crafton Council uses the results of this survey to improve and update training of the committee chairs and to improve the college's participatory governance processes (4.2.8). 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 (4.2.9, 4.2.10).

The development and implementation of the college's Student Equity Plan (SEP, 4.2.11, pp. 5-6) illustrates the structured and collaborative decision-making process at CHC. This process is both data informed and inclusive, with multiple opportunities for cross-campus engagement and accountability. The college's Student Equity and Achievement (SEA) committee, in partnership with the Office of Institutional Effectiveness, Research & Planning, leads the ongoing review of SEP progress. This team includes faculty, classified professionals, administrators, and student representatives to ensure that diverse perspectives guide evaluation and refinement efforts (4.2.12).

The SEA committee conducts formal evaluations of the SEP activities and outcomes at the end of each semester. These reviews include updates on progress toward metric-specific goals, identification of new or persistent equity gaps, and recommendations for course corrections or new strategies (4.2.13, 4.2.14, 4.2.15, 4.2.16). Equally important, the SEP was reviewed by the SEA committee (4.2.17), the Academic Senate (4.2.18), the Classified Senate (4.2.19), the Student Senate (4.2.20), Crafton Council (4.2.21), and the San Bernardino Community College Board of Trustees (4.2.22).

The SEP is aligned with Crafton's Educational Master Plan (4.2.23) and the college's planning and program review process (4.2.24, 4.2.25). Specifically, departments reflect on equity goals and integrate those goals into their unit-level improvement plans (4.2.26), ensuring that equity remains embedded throughout the institutional planning.

Moreover, in Spring 2026, the college rolled out equity dashboards that allow faculty and staff to view disaggregated course-level (4.2.27) and service-area data (4.2.28, screenshot of dashboard). This empowers instructional and student services personnel to make informed decisions and track equity progress at the classroom and program level.

This structured cyclical process ensures that the SEP remains a dynamic, evolving document, reflective of student needs and institutional goals. A diagram of how the process works across campus efforts appears below.




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 a*cademic and professional matters*, such as curriculum, to committees of faculty, which may also include administrators and students as non-voting participants.

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 use self-evaluation to assess committee effectiveness. Also, employees participate in surveys to express their 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 (CHC) ensures that its decision-making structures are used consistently and effectively via clear, transparent, and timely posting of agendas and minutes of all bodies with a role in governance 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 use standardized templates for agendas and minutes. Minutes for governance bodies include a *Further Action* column so that tasks are clearly assigned to a person or group 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).

CHC employs clearly defined and well-documented shared and participatory governance 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, pp. 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 that establish 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 they are given to the college president for final decision-making (4.3.6).

Institutional decision-making is grounded in evidence and continuous improvement (4.3.5, p. 11). Committees and college management rely on institutional research, program review findings, student learning outcomes assessment, and equity data to guide planning and resource allocation as articulated in program reviews of units (4.3.7). The Planning and Program Review process identifies needs, evaluates effectiveness, and aligns initiatives with strategic priorities (4.3.8, p. 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 CHC are aligned with the college's mission, values, and strategic directions (4.3.5, p. 9). Governance bodies prioritize initiatives that support student success, completion, and transfer, with particular attention to disproportionately impacted student populations. Examples of these initiatives include encouraging and advertising Open-Educational-Resources and Zero- Textbook-Cost sections in the class schedule and incorporation of fully online degrees and certificates into the college's career and academic pathways (4.3.10, 4.3.11).

Crafton Hills College prioritizes student outcomes through governance structures that explicitly address equity. The Student Equity and Achievement Committee plays a vital role in analyzing disaggregated student data, identifying equity gaps, and recommending targeted strategies and resource allocation (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 p. 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... [and strive to] fully close the achievement gap" (4.3.13, p. 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.

One concrete example of how Crafton's participatory governance structures translate equity data and

student voice into institutional action is the development and implementation of the Multicultural Center. The College's Fall 2019 student focus groups (4.3.14.1), which intentionally included students from populations that had historically experienced lower course-success rates, identified a need for greater campus diversity and stronger opportunities for students to develop a sense of community and belonging. The 2022–2025 Student Equity Plan incorporated these findings and results from the Spring 2021 National Assessment of Collegiate Campus Climates survey, completed by 504 students, which identified continued opportunities to improve feelings of belonging, inclusion, welcome, and safety among African American/Black students (4.3.14.2; pp. 5 and 9). Additional student voice was collected through the Spring 2022 campuswide planning survey documented in the 2023–2028 Educational Master Plan (4.3.14.3, pp. 62). Of the survey's 208 respondents, including 157 students, diversity-related spaces and programs—including a diversity, equity, or multicultural center—were the most frequently requested additions to College services and facilities. In response, the Educational Master Plan established a measurable key result under Strategic Direction 4 to explore the feasibility of creating a multicultural center that could encompass programs such as Puente, Umoja, and A2MEND (p. 94). The Student Equity Plan (4.3.14.2) and its Executive Summary (4.3.14.4) further reinforced this institutional direction by identifying the need for safe physical spaces that support community and belonging and by including the creation of a Multicultural Center among the College's equity initiatives. The September 23, 2024 Student Equity and Achievement Committee minutes document the transition from planning to implementation through the formation of a campus workgroup, consideration of the former Student Services Building as the center's location, identification of available facilities funding, and establishment of a Fall 2025 opening goal (4.3.14.5). The September 9, 2025 Educational Master Plan Committee minutes subsequently announced the center's September 18 grand opening (4.3.14.6), and the Multicultural Center ribbon-cutting record (4.3.14.7) confirms that Crafton met this goal by opening a renovated, dedicated space designed to value cultural identities, amplify student voices, and strengthen connections across the campus community. This process demonstrates that Crafton's decision-making structures are not only inclusive and data informed, but are used effectively to move an identified equity need through institutional planning, participatory governance, resource allocation, implementation, and evaluation.

CHC regularly evaluates the effectiveness of its decision-making structures through committee self-evaluations, feedback mechanisms, and review of governance documentation (4.3.5, p. 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).

### 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 of Trustees (BOT), whose primary responsibility is established by Board Policy, 2200, Board Duties and Responsibilities (4.4.1). This policy outlines board member duties to ensure accountability for academic quality and successful outcomes for all students. In 2022, the BOT adopted a Strategic Plan that includes four goals to ensure the overall effectiveness of the district (4.4.4):

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 BOT 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: successful enrollment, completion of both transfer level math and English, persistence, program completion, and transfer (4.4.3).

The BOT monitors progress toward these goals 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 district chancellor also updates the BOT at monthly meetings on ways the district is meeting its goals (4.4.7, pp. 2 & 24-25). In addition, a weekly *RoundUp* is distributed to the BOT that includes information regarding how the campuses and overall district are working to support students and serve their community (4.4.8).

The Board also regularly receives Strategic Plan Goal updates. For example, updates for Goal 1 provides actions taken to eliminate barriers to student access and success, including improving enrollment processes, expanding academic programs, strengthening outreach, and supporting underrepresented student groups (4.4.9, pp. 3 & 239-240).

In addition, the BOT 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 presidents' 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 BOT with institutional plans designed to enhance academic quality, reduce equity gaps, and support student success (4.4.11).

The BOT adopts an annual budget that aligns with its four goals. On January 09, 2025, BOT members received a presentation on the prioritized board directives and the Strategic Plan Summary (4.4.12). In addition, the BOT receives monthly budget reports as part of its regular board meetings (4.4.13, pp. 4 & 332-334). In addition, the Board conducts at least two strategy sessions per year to review proposed tentative budgets, final budgets, and related fiscal 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 its monthly meetings (4.4.16, p. 2).

The BOT receives multiple annual presentations of the apportionment attendance reports (CCFS-320), which provide disaggregated full-time enrollment data, year-over-year trends, and analyses of enrollment management, budgeting, and strategic goal setting (4.4.17, pp. 4 & 242-245, 267). These reports allow the BOT to monitor the overall financial health of SBCCD and make recommendations to ensure its ongoing fiscal health. Additionally, the Board Legislative Committee regularly updates trustees on legislative priorities, budget advocacy, and external policy developments that affect fiscal stability, facilities, and student access. The BOT oversees and adopts districtwide legislative and budget priorities aligned with the district Strategic Plan and provides direction for communicating institutional priorities and impact to policymakers and the public (4.4.18).

The BOT regularly assesses 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, a body that includes faculty, staff, and student 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 BOT approved over 90 board policies and procedures that directly support the goals and fiscal health of SBCCD (4.4.21 pp. 2 & 28-93, 4.4.22, pp. 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.**

At the district/system level, the Chancellor serves as SBCCD's chief executive officer (4.5.1.1). The Board of Trustees (BOT) has established board policies (BPs) that outline a process to hire and evaluate the district's chief executive officer, BP 2431, Chancellor Selection (4.5.1), and BP 2435, Evaluation of the Chancellor (4.5.2). Administrative Procedure (AP) 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 on December 12, 2025 (4.5.7).

The chancellor provides the BOT reports on progress on the Strategic Plan goals (4.5.8). The chancellor has a timeline that ensures the BOT receive updates on all goals throughout the year (4.5.9, pp. 248-251, 4.5.10). For example, during 2024-25, the district expanded its dual enrollment offerings from 260 in Spring of 2023 to 687 in Spring of 2025. These efforts support the BOT's 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 (above), 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 colleges. In addition, the BOT 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 relate to educational programs and services, personnel and human resources, and fiscal health and stability (4.5.13). 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 BOT priorities.

SBCCD's governance structure includes two related executive levels. At the district/system level, the Chancellor receives authority directly from the Board. BP 2430 delegates to the Chancellor executive responsibility for administering Board policy and gives the Chancellor full authority to ensure effective operations and fulfillment of the institutional mission (4.5.12). At the college level, AP 2430 delegates full responsibility and authority to the College Presidents to implement and administer delegated policies and holds them accountable for college operations (4.5.12.1). Consistent with this delegation, the Board-approved College President job description identifies the President as the College's Chief Administrative Officer, reporting directly to the Chancellor, with responsibility for the College's programs, personnel, budgets, planning, and accreditation (4.5.13.1). The Board's authority to employ and approve the College President is implemented through BP and AP 7250, which establish a

broadly representative presidential screening committee, standardized interviews, finalist consideration, and Governing Board approval (4.5.13.2, 4.5.13.3). The appointment of the current President also demonstrates implementation of this process through a search committee recommendation and Board approval at a public meeting (4.5.13.4). The President is evaluated under BP 7150 and the Management Personnel Plan through a supervisor-led process. Because the President's job description establishes a direct reporting relationship to the Chancellor, the Chancellor serves as the supervising manager for the evaluation; a constituency-based committee contributes feedback, and the Board may review the results when appropriate (4.5.13.5, 4.5.13.6, pp. 23-25). BP 2210 provides that the Board Chair is elected from among the trustees and that the Chancellor serves separately as Secretary to the Board. The district and college organizational charts further distinguish the Board Chair, Chancellor, and CHC President as separate positions, and a signed certification confirms that neither the Chancellor nor the College President serves as Board Chair (4.5.12.2, 4.5.12.3, 4.5.13.7, 4.5.13.8).

In addition, specific assignments for the chancellor may be identified during the evaluation or goal-setting process. For example, the BOT 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 (4.5.15, 4.5.16, 4.5.17). The BOT approves an annual budget calendar (4.5.18, p. 3) as required by AP 6200, Budget Preparation (4.5.19), which 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 (BOT) governs on behalf of the citizens in accordance with the authority granted and duties defined in Education Code Section 70902. Members of the BOT 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 adheres to its duties and responsibilities as outlined in Board Policy (BP) 2200, Board Duties and Responsibilities (4.6.2). Members 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 responsibility is demonstrated through various actions taken during board meetings that support the greater good of the institution. For example, during the December 2025 BOT meeting, the BOT voted unanimously to support SBCCD's 2026 Legislative and Budget Priorities that support workforce development and community prosperity (4.6.3). As illustrated above (Standard 4.4 & 4.5), the BOT's legislative and budget priorities are informed by districtwide data, community input, and regional workforce trends. They are advanced through coordinated government relations and communications efforts that support district 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 BOT adheres to high ethical standards of conduct expressed in BP 2715, Code of Ethics/Standards of Practice (4.6.4). Annual BOT member training is provided to ensure that members understand their responsibilities (4.6.5).

In addition to this training, the BOT 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 the district at conferences or conventions of the following organizations: Hispanic Association of Colleges and Universities, Association of Community College Trustees, and Community College League of California. During these trainings and conferences, Board members get information 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 of BOT participation in impactful processes includes the presentation on Equal Economic Opportunity (EEO) Hiring Practices and Student Impact Analysis that took place at the BOT Strategy Session on February 27, 2025 (4.6.9). Board members also have access to 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 BOT is committed to assessing its performance as a Board to improve its effectiveness. Ongoing evaluation of the Board is outlined in BP 2745, Board Self-Evaluation (4.6.15). The BOT conducts a self-evaluation and discusses the results during its annual Board retreat (4.6.16, 4.6.17), where members identify strengths and potential opportunities to enhance district performance. The results of these reflective activities 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.

### 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) | • ACCJC Reaffirmation Letter 02/01/2021<br>• ACCJC Action on Midterm Report 01/25/2025 |

| | |
|---|---|
| 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 | • BP 1200 (District Mission Statement)<br>• BP/AP 3250 (Institutional Planning)<br>• Academic Senate November 3, 2021, Minutes<br>• Crafton Council January 25, 2022, Minutes<br>• Crafton Hills College Process for Adopting New Mission, Vision, and Values<br>• Educational Master Plan Review of Mission, Vision, and Values December 9, 2025, Minutes |
| iii. Documentation of the governing board's approval of the institutional mission (ER 6) | • SBCCD BOT Minutes February 10, 2022 |
| 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 | • Educational Master Plan 2023-2028, p. 8 |
| 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) | • Institutional Set Standards<br>• Educational Master Plan 2023-2028, pp. 89-95 |

## Standard 2: Student Success

| Required Item | Documentation |
|---|---|
| i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including:<br>• Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees<br>• Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities<br>• Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10)<br><br>(See Commission *Policy on Credit Hour, Clock Hour, and Academic Year*) | • CHC College Catalog – Academic Program Award Types<br>• CHC B.S. Respiratory Care Degree Catalog Program Requirements<br>• BP4020 – Program, Curriculum, and Course Development<br>• AP4020 – Program, Curriculum, and Course Development |
| ii. Documentation that the institution's transfer of credit policies include the following:<br>• Any established criteria the institution uses regarding the transfer of credit earned at another institution<br>• Any types of institutions or sources from which the institution will not accept credits<br>• A list of institutions with which the institution has established an articulation agreement<br>• 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<br><br>See *Policy on Transfer of Credit* | • CHC Catalog - Completing a Transfer Path<br>• CHC University Transfer Center<br>• CHC Articulation Agreements<br>• CHC Catalog - Credit for Prior Learning<br>• CHC Course Substitution Form<br>• BP4050 - Articulation<br>• AP4050 - Articulation<br>• BP4235 - Credit for Prior Learning<br>• AP4235 - Credit for Prior Learning<br>• CHC Catalog - Transfer of Credit from Other Institutions |
| iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16) | • BP5010 - Admissions Concurrent Enrollment<br>• AP5010 - Admissions Concurrent Enrollment<br>• AP5011 - Admission and Concurrent Enrollment of High School and Other Young Students<br>• BP5052 - Open Enrollment<br>• BP5055 - Enrollment Priorities<br>• AP5055 - Enrollment Priorities<br>• CHC Outreach and Educational Partnerships Website<br>• CHC News and Public Relations Website |

| Required Item | Documentation |
|---|---|
| iv. Documentation of clear policies and procedures for handling student complaints, including:<br>• Evidence that these policies/procedures are accessible to students in the catalog and online;<br>• 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 | • BP5500 - Standards of Student Conduct<br>• AP5500 - Standards of Student Conduct<br>• AP5520 - Student Discipline Procedures<br>• BP5530 - Student Rights and Procedures<br>• AP5530 - Student Rights and Procedures<br>• CHC Catalog - Standards of Student Conduct and Disciplinary Procedures<br>• CHC Catalog - Student Grievance Procedure<br>• CHC Student Complaint Website<br>• CHC Student Complaint Form |
| 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:<br>• Accurate and consistent implementation of complaint policies and procedures<br>• No issues indicative of noncompliance with Standards | • **No link required; to be verified by the team during in-person site visit** |
| vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup | • **No link required; to be verified by the team during in-person site visit** |
| vii. Documentation of the institution's policies and/or practices for the release of student records | • BP5040 - Student Records, Directory Information, and Privacy<br>• AP5040 - Student Records, Directory Information, and Privacy<br>• CHC Access to Student Records Website<br>• CHC FERPA Authorization - Student Release of Records Form |
| 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 | • AP4021 Program Discontinuance (Program Viability)<br>• Crafton's Program Viability Process<br>• Crafton's Program Discontinuance Process |
| **FOR TITLE IV PARTICIPANTS:** | |
| ix. Documentation of institution's implementation of the required components of the Title IV Program, including:<br>• Findings from any audits and program/other review activities by the U.S. Department of Education (ED)<br>• Evidence of timely corrective action taken in response to any Title IV audits or program reviews<br><br>See *Policy on Institutional Compliance with Title IV* | • 2024-2025 Audit Report<br>• Cross-Check Verification in Colleague<br>• National Association of Student Financial Aid Administrators Training |

| Checklist Item | Documentation |
|---|---|
| **FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:** | |
| x. Documentation of institution's :<br>• 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<br>• Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)<br>• Policies regarding protection of student privacy<br><br>See *Policy on Distance Education and on Correspondence Education* | • BP5040 - Student Records, Directory Information, and Privacy<br>• AP5040 - Student Records, Directory Information, and Privacy<br>• BP4105 - Distance Education<br>• AP4105 - Distance Education<br>• Fraudulent Email to Instructors<br>• Catalog - Notification of Rights Under FERPA<br>• Catalog - Directory Information<br>• CHC Privacy Policy Website |
| **REQUIRED ONLY IF APPLICABLE** | |
| xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum | • AP 4222 Remedial Coursework<br>• Catalog – Numbering of Credit Courses<br>• Catalog – Numbering of Non-Credit Courses |
| xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit | • BP4235 – Credit for Prior Learning<br>• AP4235 – Credit for Prior Learning<br>• Catalog – Credit for Prior Learning<br>• CHC CPL Website |
| xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services | • Community College League of California<br>• CourseDog Board of Trustees Minutes (p. 153)<br>• CourseDog Contract<br>• Library Database EBSCO Board Minutes (p.315)<br>• Kanopy Digital Video Content Contract<br>• Library Databases Website<br>• NetTutor Website<br>• Starfish Contract<br>• Starfish Website<br>• Timely Care BOT Minutes (pp. 164-165)<br>• Timely Care Contract<br>• Timely Care Website |
| xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs | • BP3050 – Institutional Code of Ethics<br>• AP3050 – Institutional Code of Ethics<br>• BP5500 – Standards of Student Conduct<br>• AP5500 – Standards of Student Conduct<br>• BP7100 – Commitment to Diversity<br>• AP7100 – Commitment to Diversity<br>• CHC Organizational Handbook (pp. 13 and 15)<br>• SBCCD CTA Bargaining Agreement Article 6.B (p. 7)<br>• SBCCD CSEA Bargaining Agreement 17.4.3 (pp. 71-72) |

## Standard 3: Infrastructure and Resources

| Checklist Item | Documentation |
|---|---|
| i. Written policies and procedures for human resources, including hiring procedures | • BP3420 – Equal Employment Opportunity<br>• AP3420 – Equal Employment Opportunity<br>• BP7100 – Commitment to Diversity<br>• AP7100 – Commitment to Diversity<br>• BP7120 – Recruitment and Hiring<br>• AP7120 – Recruitment and Hiring<br>• BP7210 – Academic Employees<br>• AP7210 – Academic Employees<br>• AP7211 – Faculty Service Areas, Minimum Qualifications, and Equivalences<br>• BP7230 – Classified Employees<br>• BP7236 – Substitute and Short-Term Employees<br>• AP7236 – Substitute and Short-Term Employees<br>• BP7240 – Confidential Employees<br>• BP7250 – Educational Administrators<br>• AP7250 – Educational Administrators<br>• BP7260 – Classified Supervisors, Managers and Administrators<br>• BP7270 – Student Employees<br>• AP7270 – Student Employees<br>• Equal Employment Opportunity Plan |
| ii. Employee handbooks or similar documents that communicate expectations to employees | • Management Personnel Plan<br>• Confidential Employee Handbook<br>• Faculty Handbook<br>• Faculty Chair Handbook<br>• CSEA 2023-2026 Bargaining Agreement<br>• CTA 2025-2028 Bargaining Agreement<br>• POA 2023-2026 Bargaining Agreement |
| iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5) | • SBCCD Audit 2024-25<br>• SBCCD Audit 2023-24<br>• SBCCD Audit 2022-23 |
| iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems) | • BP6200 – Budget Preparation<br>• AP6200 – Budget Preparation<br>• Budget Allocation/Multi-Year Forecast (pp. 14-19)<br>• PPR Handbook (see p. 37) |
| v. Policies guiding fiscal management (e.g., related to reserves, budget development) | • BP6200 – Budget Preparation<br>• AP6200 – Budget Preparation<br>• BP6250 – Budget Management<br>• AP6250 – Budget Management<br>• BP6300 – Fiscal Management<br>• AP6300 – Fiscal Management<br>• AP6305 - Reserves |
| vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems | • BP3720 – Computer and Network Use<br>• AP3720 – Computer and Network Use |

| FOR TITLE IV PARTICIPANTS: | |
|---|---|
| **Checklist Item** | **Documentation** |
| 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 | • Cohort Default Rate is 0 |
| **REQUIRED ONLY IF APPLICABLE** | |
| viii. Documentation of any agreements that fall under ACCJC's *Policy on Contractual Relationships with Non-accredited Organizations* | • Not Applicable |
| ix. Written code of professional ethics for all personnel including consequences for violations | • BP2710 – Conflict of Interest<br>• AP2710 – Conflict of Interest<br>• AP2712 – Conflict of Interest Code<br>• BP2715 – Code of Ethics / Standards of Practice<br>• BP3050 – Institutional Code of Ethics<br>• AP3050 – Institutional Code of Ethics<br>• Management Statement of Values<br>• Academic Senate Ethics Statement<br>• Classified Senate Code of Ethics |

## Standard 4: Governance and Decision-Making

| Checklist Item | Documentation |
|---|---|
| i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer | • BP2200 – Board Duties and Responsibilities<br>• BP2431 – CEO Selection<br>• AP2431 – CEO Selection<br>• BP2432 – CEO Succession<br>• BP2435 – Evaluation of the Chancellor<br>• AP2435 – Evaluation of the Chancellor |
| ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4) | • BP2210 – Officers<br>• BP2430 – Delegation of Authority to the CEO<br>• AP2430 – Delegation of Authority to the CEO |
| iii. Governing board policies/procedures/bylaws related to Board Ethics | • BP2715 – Code of Ethics / Standards of Practice |
| iv. Governing board policies/procedures/bylaws related to conflict of interest | • BP2710 – Conflict of Interest<br>• AP2710 – Conflict of Interest<br>• AP2712 – Conflict of Interest Code<br>• Conflict of Interest List of Designated Positions per AP2712 |

## 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<br><br>See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions*, Section D | • Crafton Hills College Accreditation Website (bottom of page) |
| 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<br><br>See *Policy on Representation of Accredited Status* | • Crafton Hills College Homepage |

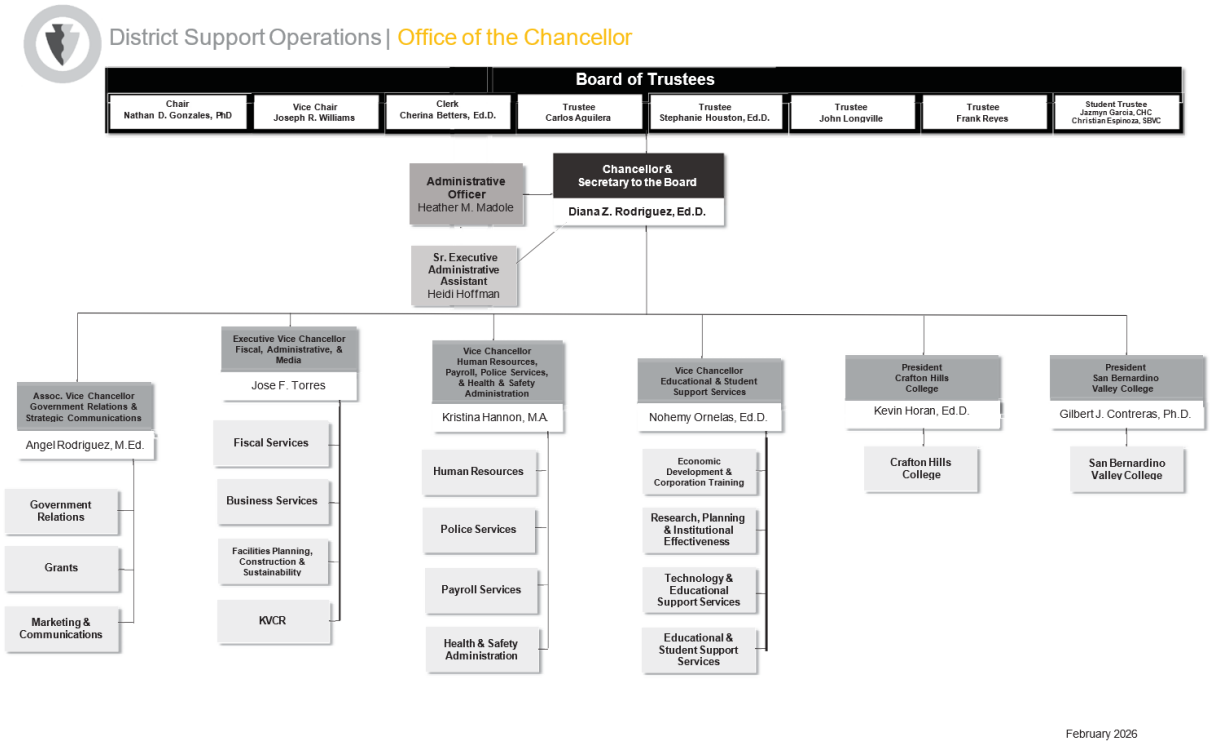
## D. Appendix 1: Verification of Catalog Requirements (ER 20)

| REQUIRED ELEMENT | CATALOG LOCATION |
|---|---|
| **General Information** | |
| Official Name, Address(es), Telephone Number(s), and Website Address of the Institution | Catalog Homepage |
| Educational Mission | Mission, Vision, and Values |
| Representation of accredited status with ACCJC, and with programmatic accreditors, if any | Accreditors |
| Course, Program, and Degree Offerings | Credit Courses<br>Non-Credit Courses<br>Credit Programs<br>Non-Credit Programs<br>Degree Offerings |
| Student Learning Outcomes of Programs and Degrees | Accounting<br>Psychology |
| Academic Calendar and Program Length | Academic Calendar<br>Program Length |
| Academic Freedom Statement | Academic Freedom |
| Available Student Financial Aid | Financial Aid |
| Available Learning Resources | Instructional Support Services |
| Names and Degrees of Administrators and Faculty | Administrators<br>Faculty |
| Names of Governing Board Members | SBCCD Board of Trustees |
| **Requirements** | |
| Admissions | Admission Requirements |
| Student Tuition, Fees, and Other Financial Obligations | Student Fees |
| Degrees, Certificates, Graduation and Transfer | Graduation Requirements<br>Transfer Requirements |
| **Major Policies and Procedures Affecting Students** | |
| Academic Regulations, including Academic Honesty | Academic Honesty<br>Dual Enrollment Regulations<br>Student Right to Know<br>Standards of Student Conduct |
| Nondiscrimination | Nondiscrimination |
| Acceptance and Transfer of Credits | Credit for Prior Learning<br>Transfer of Credit from Other Institutions |
| Transcripts | Other Institution Transcripts |

| REQUIRED ELEMENT | CATALOG LOCATION |
|---|---|
| Grievance and Complaint Procedures | Student Grievance<br>Filing a Grievance<br>Informal Grade Appeal Process<br>Formal Grade Appeal Process |
| Sexual Harassment | Title IX: Sex Discrimination & Harassment<br>Reporting Sexual Harassment |
| Refund of Fees | Refund of Fees |
| **Locations or Publications Where Other Policies May be Found** | |
| San Bernardino Community College District Board Policies and Procedures | SBCCD Policies and Procedures |

# E. Appendix 2: Organizational Structure

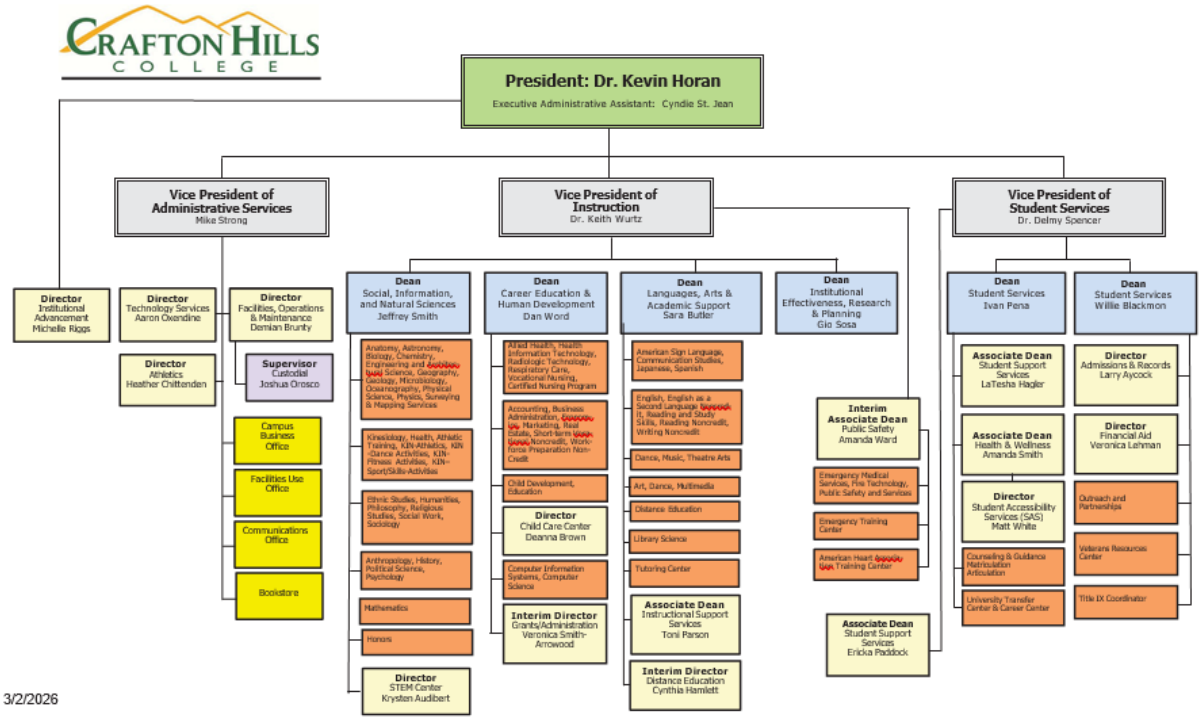
## San Bernardino Community College District Organizational Chart



## San Bernardino Community College District Organizational Text Outline

1. Board of Trustees
    A. Nathan A. Gonzales, Chair
    B. Joseph R. William, Vice Chair
    C. Cherina Betters, Clerk
    D. Carlor Aguilera, Trustees
    E. Stephanie Houston, Trustee
    F. John Longville, Trustee
    G. Frank Reyes, Trustee
    H. Jazmyn Garcia, Student Trustee, CHC
    I. Christian Espinoza, Student Trustee, SBVC
2. Diana Z. Rodriguez, Chancellor & Secretary to the Board
    A. Healer Madole, Administrator Officer
    B. Heidi Hoffman, Senior Executive Administrative Assistant
    C. Angel Rodriguez, Associate Vice Chancellor Governed Relations & Strategic Communications.
        1. Government Relations
        2. Grants
        3. Marketing & Communications
    D. Jose F. Torres, Executive Vice Chancellor Fiscal, Administrative & Media.
        1. Fiscal Services
        2. Business Services
        3. Facilities Planning Construction & Sustainability
        4. KVCR
    E. Kristina Hannon, Vice Chancellor Human Resources, Payroll, Police Services, & Health & Safety Administration.
        1. Human Resources
        2. Police Services
        3. Payroll Services
        4. Health & Safety Administration
    F. Nohemy Ornelas, Vice Chancellor Educational & Student Support Services.
        1. Economic Development & Corporation Training
        2. Research, Planning & Institutional Effectiveness
        3. Technology & Educational Support Services
        4. Educational & Student Support Services
    G. Kevin Horan, President, Crafton Hills College
    H. Gilbert Contreras, President San Bernardino Valley College

# Crafton Hills College Organizational Chart



## Crafton Hills College Organizational Text Outline

1. Dr. Kevin Horan, President
    A. Cyndie St. Jean, Executive Administrative Assistant
    B. Michelle Riggs, Director, Institutional Advancement
    C. Mike Strong, Vice President, Administrative Services
        i. Aaron Oxendine, Technology Services
        ii. Heather Chittenden, Athletics
        iii. Demian Brunty, Facilities, Operations & Maintenance
        iv. Joshua Orosco, Custodial
    D. Dr. Keith Wurtz, Vice President, Instruction
        i. Jeffrey Smith, Dean, Social, Information and Natural Sciences
            1. Krysten Audibert, Director, STEM Center
        ii. Dan Word, Dean, Career Education & Human Development
            1. Deanna Brown, Director, Childcare Center
            2. Veronica Smith-Arrowood, Interim Director, Grants and Administration
        iii. Sara Butler, Dean, Languages, Arts, & Academic Support
            1. Toni Parsons, Associate Dean, Instructional Support
                a. Cynthia Hamlett, Interim Director, Distance Education
        iv. Gio Sosa, Dean, Institutional Effectiveness, Research & Planning
        v. Amanda Ward, Interim Associate Dean, Public Safety & Services
    E. Dr. Delmy Spencer, Vice President, Student Services
        i. Ivan Pena, Dean, Student Services
            1. Latesha Hagler, Associate Dean, Student Services Report
            2. Amanda Smith, Associate Dean, Health & Wellness
            3. Matt White, Director, Student Accessibility Services
        ii. Willie Blackmon, Dean, Student Services
            1. Larry Aycock, Director, Admissions & Records
            2. Veronica Lehman, Director, Financial Aid