

## **1B. Assuring Academic Quality and Institutional Effectiveness**

**1B1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

### **Description**

Crafton Hills College (CHC) engages in ongoing dialogue about student outcomes within contexts of student equity, academic quality, and institutional effectiveness. Campuswide dialogue consistently occurs during in-service events and through collegial governance committees, management meetings, and planning processes. The College's collegial governance committees hold frequent dialogue on student learning outcomes. These committees include the Educational Master Planning Committee (EMPC, [Ev. #](#)); the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC, [Ev. #](#)); the Planning and Program Review Committee (PPRC, [Ev. #](#)); and the Student Success and Equity Committee (SSE, [Ev. #](#)). The SSE Committee is charged with developing and overseeing the implementation of the College's Student Success Plan and the Student Equity Plan. Specifically, the SSE Committee addresses the recruitment, admission, retention, and success of all students, including the development of support services and programs for transitioning students to higher levels of learning.

The foundation of the College's multi-faceted ongoing dialogue about student outcomes and ways to improve student success is its Office of Institutional Effectiveness Research and Planning (OIERP), headed by a dean and staffed by 2.5 researchers and a 1.0 [Consider a full-time data research specialist and two full-time and one half-time researchers.] Data Research specialist. The vision of the OIERP is to facilitate Crafton Hills College becoming a "Learning College," which is the ultimate institutional effectiveness outcome. A "Learning College" is defined as a college which "becomes a true 'Learning' organization that grows and adapts through ongoing innovation tuned to current, emerging, and future needs." Further, it "celebrates a "culture...where data-supported intelligence can be agreed upon so people can focus on being successful" ([Goben, 2007, p. 4](#)). The Dean of Institutional Effectiveness, Research, and Planning is a permanent member of the Institutional Effectiveness, Accreditation, and Outcomes committee, the Crafton Council, the Educational Master Plan committee, the Enrollment Strategies committee, and the Student Success and Equity committee, as well as various ad hoc committees. A vital part of the job of this administrator is to make data and other information available in a way that is easy to understand and used to improve instruction and support continuously.

### Outcomes

Crafton Hills College has developed a system for developing, measuring, reporting, and using student learning outcomes at the class, course, program, and institutional levels. The OIERP oversees all of the processes involved. SLO data are recorded and tabulated on the OIERP's SLO Cloud ([Ev. #](#)) and available to all faculty and administrators. Therefore, dialogue about student performance is based on current outcomes.

All faculty and student support staff are responsible for some part of the task of developing, measuring, analyzing, and using SLOs to improve student learning. Instructional departments

develop SLOs for each course, and faculty members must include these SLOs on course outlines and syllabi (Ev. #, Ev. #). Measuring these SLOs is done on a six-year assessment cycle, whereby every course is assessed at least once every six years (Ev. #, Ev. #). Student support units measure Service Area Outcomes (SAOs) to determine the effectiveness of their service. The analysis of assessment results is integrated into planning and resource allocation for every program on campus, including instruction, student services, administrative services, and the President's area (Ev. #). Each program is required to report and analyze its program review results every year and use those results to inform planning (Ev. #, Ev. #, Ev. #). In addition, instructional programs annually analyze the results for course SLOs, and every four years instructional programs analyze the results for program-level outcomes.

The College engages in dialogue concerning student learning and evidenced-based decision-making during various activities: meetings of the deans (Ev. #, Ev. #), Crafton Council meetings (Ev. #), department meetings, the Academic Senate's Faculty Chairs Council meetings, and planning events like the Fall 2018 and Fall 2019 all-campus In-Services (Ev. #, Ev. #). During the Fall 2019 In-Service program, every program was provided disaggregated outcomes assessment results to analyze. Each program worked together within their respective departments to analyze the data and develop objectives or actions in their program review to address needed improvements. The institutional dialogue that occurs creates an integral aspect of departmental planning, program review, and student learning outcomes assessment processes. Each department annually participates in planning by developing either an annual plan, a two-year plan, or a four-year plan, depending on where the program is in the planning cycle (Ev. #). For the annual, two-year, and four-year plans, the unit reviews student achievement and learning data for the prior five years (I.B10) and then considers ways to improve learning represented by these outcomes (Ev. #, Ev. #, Ev. #, Ev. #, Ev. #). The OIERP also provides non-instructional units results from the most recent Student Satisfaction Survey, the Community College Survey of Student Engagement, SAO reports, and any other relevant data they request.

Using these data on outcomes, each department/unit then updates the progress it has made on its goals and objectives from the prior year and develops an improvement plan consisting of new or revised goals, objectives, and actions for the upcoming year that address student learning or support services (Ev. #). The department/unit also identifies the strategic direction and institutional learning outcome (ILO), if any, that each objective aligns with and the anticipated impact level of each objective (Ev. #). It then uses this information to request resources to help facilitate achieving its goals and objectives.

The program review process for both the instructional and non-instructional programs at the College are conducted on an annual, two-, and four-year cycle that focuses on departmental reflection of student learning or support and student success. In addition, departments /units are also required to complete a brief annual review of progress when they are not scheduled to complete a four-year review (Ev. #). This process is a faculty-driven, collegial self-evaluation that facilitates improvement of all instructional and non-instructional programs. In conjunction with departmental planning, program review solicits evidence-based documentation from instructional and non-instructional programs to assess effectiveness, identify areas of institutional and instructional improvement, and provide justification for planning the allocation of resources. When instructional and non-instructional departments begin the program review

process, the Planning and Program Review Committee (PPRC) provides them with training and support to complete annual planning (Ev. #).

The PPRC also provides numerous workshops, a handbook, and training materials to help facilitate the planning (Ev. #, Ev. #).

Crafton Hills College consistently engages in dialogue on student learning throughout the campus. In July 2009, an Educational Master Planning Committee (EMPC) was formed with representation from each campus constituency (Ev. #). This committee reviews College and District plans, including the current Educational Master Plan (EMP). It also reviews any updated environmental scan data as well as the progress that the College is making on its Student Scorecard (Ev. #, Ev. #). The most recent version of the Crafton Hills Comprehensive Master Plan was completed in 2017. The planning team consisted of administrators, Crafton Council, the Educational Master Planning Committee, College deans, students, members from the community, HMC Architects, and representatives from ALMA Strategies, a consulting company (Ev. #). In addition, open forums were held on March 28, 2016 and September 20, 2016 to provide the opportunity for broader input from the entire campus. Both the educational and facilities master plans were prepared through an integrated process that was facilitated by a single team of educational and facilities planning consultants. Stakeholders engaged in joint educational and facilities planning interviews and forums.

As part of the integration and alignment of long-range planning at Crafton Hills College, the EMPC followed a five-step planning process organized around a logical sequence of activities and discussions intended to foster a shared understanding of the planning environment and build consensus around planning objectives and recommendations. This five-step process is outlined below (Ev. #):

1. Prepare – Planning began in fall 2015 with the development of the timeline of planning activities. The EMPC gathered measures of success for the master planning process and outcomes from stakeholders. The EMPC also requested and received educational and facilities planning information.
2. Analyze – To build an understanding of existing campus facilities and their current use, the EMPC surveyed campus facilities and updated the space inventory in fall 2015. In early spring 2016, educational and facilities planners participated in program interviews with faculty and staff from each instructional, student support, and administrative support department in order to learn first-hand about facilities-related issues. The EMPC prepared, presented, and validated analysis of existing campus conditions with the Crafton Council. This analysis is documented in the *Facilities Analysis* section of the Comprehensive Master Plan.
3. Frame – The educational planning process is an extension and validation of work that the College began more than a year before the planning team's involvement. During spring 2016, as final adjustments were made to the College's strategic directions and objectives, the facilities planning process advanced into a discussion of planning objectives and space needs. The forecasted space needs that are documented in Program of Instruction and Current + Future Instructional Space Needs were established through the educational

planning process and analyzed in relation to the current space inventory on the campus. The planning objectives and programmed space needs provided a framework for the exploration of development options in the next step. This framework and the methodology used to arrive at these results are documented in the *Needs* section of the Comprehensive Master Plan.

4. Explore – Over the course of two workshops that were held in spring 2016, development options were presented to Crafton Council, which provided insightful input. Faculty in the Art and the Kinesiology programs provided further input for program-related recommendations. The EMPC reviewed a draft list of recommended projects with the Crafton Council during the second workshop.
5. Review – When planning resumed in fall 2016, the EMPC reviewed and revised the draft Facilities Master Plan (FMP) document, which had been prepared over the summer, in accordance with the College’s established procedures. During this time, discussions of the linkages between the educational and facilities master plans took place with the Crafton Council and the Crafton Hills College EMPC, yielding more specific implications for facilities planning that were included in the FMP document and addressed in its recommendations.

#### Student Equity

The Vice President of Student Services assumes primary responsibility for initiating dialog and support for student equity. This administrator is charged with developing and revising the College’s Student Equity Plan, which has clear goals, objectives, and activities to increase student equity. The VP of Student Services and the student services deans further dialogue about student equity by serving on a variety of decision-making committees, including the Student Success and Equity committee; the Institutional Effectiveness, Accreditation, and Outcomes committee; the Crafton Council; the Educational Master Plan committee; the Enrollment Management committee, and various ad hoc committees. Equally important, in question six of program review, each instructional and non-instructional program examines program student demographics in relation to the College and develops needed improvements based on the data ([Ev. #](#), [Ev. #](#), [Ev. #](#)). In addition, data for questions 5ai, 5aii, and 6b provide course completion, success, and degree and certificate data by program, gender, ethnicity, and age ([Ev. #](#), [Ev. #](#)).

Significant dialog about improving student equity occurs across campus and is infused in planning and decision-making during deliberations regarding funding from the state grant for Student Equity ([Ev. #](#)). The Student Success and Equity Committee developed a funding request form and rubric to help its members come to funding decisions ([Ev. #](#), [Ev. #](#)). Improving student equity is also a prominent goal for EOP&S, the Transfer Center, the STEM program, and Veterans Office.

The College community engages in rigorous dialog about improving student equity during each phase of the annual budgeting process, when committees review initiatives and recommend funding priorities. Proposals must be supported by data ([Ev. #](#)) and recommendations [by whom?] after extensive dialog to have a chance of gaining funding. Specifically, the College

**Commented [KW1]:** Provide links to their program review that show how addressing improving student equity.

**Made changes**

**Commented [KW2]:** Put in evidence of professional development on student equity.

**Made changes**

Academic Senate reviewed and approved the 2019-2022 Equity Plan at its meeting on May 19, 2019 (Ev. #, Ev. #, Ev. #).

#### Institutional Effectiveness & Continuous Improvement of Student Learning and Achievement

Continuous improvement of student learning and achievement remains the ultimate goal of Crafton Hills College's planning activities at all of its stages. The College's most recent Comprehensive Master Plan (2017) provides an essential context for all College planning efforts by providing a road map of the College's needs and priorities. Each year the College identifies priorities from the Comprehensive Master Plan.

In Spring 2018 a planning retreat was held to address the following goals:

- 1) Develop the desired qualification, ideal characteristics, and challenges and opportunities for our new College President
- 2) Hear and discuss reports from participative governance committees, align tasks, identify gaps
- 3) Identify the pressing issues in relation to Crafton's Strategic Directions to be addressed in 2018-19 (Ev. #).

The retreat also identified planning priorities for the 2018-2019 academic year (Ev. #, Ev. #).

This retreat exemplifies CHC's reliance on participatory governance processes. Faculty, staff, and administrators attended. In all, more than xx people attended, with representation from all three senates (Ev. #). Retreat participants reviewed planning priorities at the start of the 2019-2020 academic year and decided to continue with those priorities (Ev. #).

The College implements strategic plans that are reviewed annually to meet the goals of the College. Dialog occurs in a variety of department/unit, committee, and forum settings. For budgeting decisions for the College's general budget (but not grant funds), departments/units determine their respective funding priorities through prioritizing their objectives in program review (Ev. #). Divisions further prioritize these and send their lists to their administrative offices. Senior administrators then prioritize proposals using the Master Plan goals, which prominently includes student equity. Extensive dialog occurs at each step of the process.

**Commented [KW3]:** Add evidence in minutes from EMPC and Crafton Council.

**Made changes**

**Commented [KW4]:** Put example of prioritized lists including president's letter. Include the prioritized list link.

**Made changes**

#### Evidence

#### **1B2. The institution defines and assesses student learning outcomes for all instructional programs and student learning support services.**

##### **Descriptive Summary**

Crafton Hills College uses a range of strategies to define and assess student learning outcomes (SLOs) for courses, programs, student learning services, and student services as a means to make improvements in student learning. Strategies include SLO development, SLO assessment, dialogue about SLOs, program improvements, and ongoing improvement of the process, especially as it relates to program level SLOs. Each of these areas is discussed below.

Crafton Hills College has developed SLOs for all courses and degree and certificate programs ([Ev. #](#), [Ev. #](#), [Ev. #](#), [Ev. #](#)). In addition, CHC has developed Institutional Learning Outcomes (ILOs) for six overarching areas: critical thinking, written and oral communication, interpersonal and group skills, society and culture, information and literacy, and ethics and values. CHC also has developed general education outcomes that can be found in its catalog ([Ev. #](#)). Student learning outcomes can be found in planning and program review, the SLO Cloud, and the catalog.

**Commented [KW5]:** Provide a link to the ILOs

**Made changes**

The College is in the process of developing a campus-wide Institutional Assessment Plan that captures all of the outcomes assessment processes ([Ev. #](#)). To date, this plan includes an annual calendar intended to establish dates for the activities of the outcomes assessment process. Results of the outcomes assessment at the course and program levels are integrated both into the program review, two-year, and annual planning processes. The results are then used by the programs to make decisions regarding program modifications. When completing their program review, programs access their most current completed outcome assessment results from the SLO Cloud or from the OIERP for courses and programs in order to promote data driven decision-making for improvement in student learning at any level ([Ev. #](#), [Ev. #](#)).

Instructional faculty are responsible for determining SLOs and assessment strategies. Examples of such strategies include pre- and post-tests, demonstrated skill level attainment, tracking levels of progress, tracking participation, and specific sets of exam questions. Results of these assessments are collected and organized for discussion at department meetings as well as program meetings that include more than one department. These dialogues focus on program elements that are successful as well as the identification of gaps in student learning that need to be addressed ([Ev. #](#)). Improvement strategies are documented within the SLO improvement cycle, and also reported on program review and planning documents. Programs in the Career and Technical fields have additional accrediting boards that require annual accountability measures and undergo more scrutiny with regard to student success in preparing graduates for entry into their respective professions.

**Commented [KW6]:** List the accrediting boards from each occupational program. Get these from Dan. CHC has one of the longest standing accredited paramedic programs in State.

**Made changes**

## Evidence

### **IB4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

As described above, dialog about assessments to improve student learning at all levels--course, program, and institutional--occurs in a variety of groups and during special events, including the following:

- Program and Department Meetings ([Ev. #](#), [Ev. #](#), [Ev. #](#), [Ev. #](#))
- College In-Service Days ([Ev. #](#), [Ev. #](#))
- Academic Senate ([Ev. #](#), [Ev. #](#), [Ev. #](#))
- Classified Senate ([Ev. #](#), [Ev. #](#))
- College Hour Workshops ([Ev. #](#))

- Planning and Program Review Committee (dialogue and participant feedback) ([Ev. #](#), [Ev. #](#))
- Educational Master Planning Committee ([Ev. #](#))
- Crafton Council ([Ev. #](#), [Ev. #](#))
- Professional Development ([Ev. #](#), [Ev. #](#))

As mentioned above, in addition to the committees identified above, each program in the program review cycle is required to analyze its outcome and achievement data and generate objectives or action steps based on the assessment data. To demonstrate how every program engaged in evidence-based decision-making, four programs that completed their four-year plan in 2018-2019 are highlighted below. First, computer information systems (CIS) examined its program-level outcomes data and implemented a number of instructional improvements ([Ev. #](#)). CIS-101 instructors developed practical projects to help students apply skills acquired in Microsoft Office. In CSCI-120 instructors are working on incorporating creative team projects that address social issues and connect learning to real-world applications. To improve student performance in CIS-140, instructors incorporated the 7 layer OSI model into the class. Moreover, basic router and switch commands were enhanced using *Lynda.com* tutorials, instructor led demos, and CLI hands-on labs in CIS 141.

Next, the Chemistry program has found the SLO evaluations to be helpful in directing their program ([Ev. #](#)). Specifically, in evaluating the outcomes assessment data, the Chemistry faculty found that students were not prepared to complete CHEM-150, which had no prerequisite, successfully. As a result, the most substantial change implemented from the results of the outcomes assessment data was to implement CHEM 101 as a prerequisite for CHEM 150.

Finally, the Honors Program added strategies after it examined demographic data and found that Hispanic and African American students were less likely than other students to participate in the Honors Program. As a result, the Honors Program leadership planned to do more outreach to minority populations on campus, including recruiting at minority-based club ~~meetings, and meetings, and~~ minority studies classes. The Honors Program Faculty Lead is also planning to work with counseling to help identify and encourage Hispanic and African American students to participate in Honors. In addition, the Honors newsletter will highlight traditionally under-represented students. Although gender demographics for CHC students are closely aligned with those of the College, the Honors Program has substantially fewer men than women participate in the many research opportunities that it offers. The program will make a greater effort to encourage and include men in these events.

#### Evidence

**IB5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

#### Description

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**Made changes**

Crafton Hills College uses a collaborative and transparent program review process for assessing its progress in accomplishing its mission. This process includes a means for prioritizing objectives (Ev. #), a planning and program review web tool (Ev. #), and a means for continuous quality improvement (Ev. #, Ev. #). In addition, each program evaluates goals and objectives student learning outcomes, and student achievement data to assess its accomplishment of the college mission (Ev. #, Ev. #). All of the work done by the programs is aligned with Crafton's Strategic Directions (Ev. #). Quantitative and qualitative data are disaggregated for analysis in program review. Specifically, each instructional unit has access to disaggregated achievement data to inform their planning (Ev. #, Ev. #, Ev. #). The data can be disaggregated by gender, age, and ethnicity as well as by the following program types: transfer, CTE, and developmental. Moreover, both instructional and non-instructional programs are required to examine their program demographics in relation to the campus and develop an improvement plan based on this analysis (Ev. #, Ev. #, Ev. #).

There are multiple other examples of the College's use of quantitative and qualitative data that is disaggregated by program type and mode of delivery. One is a concern about class size for online sections that was expressed by the Academic Senate (Ev. #, Ev. #). To address this concern, the OIERP conducted research to examine the relationship between student success rates and class size for online sections (Ev. #). The results indicated that both the online class size and course success rate increased. **Does this mean that there is a positive correlation between class size and success rates?!** In addition, there was a slight increase in online course success rate as the average class size increases. These data helped to inform the decision of the College for setting the cap sizes for online courses (Ev. #).

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The Crafton Hills College Psychology Department has also examined distance education and face-to-face course success to help inform decision-making and continuous improvement (Ev. #). In addition, the Educational Technology Committee also requested research comparing online and face-to-face course success rates among community colleges in the Inland Empire (Ev. #). The College has also examined the relationship between success rates for online and face-to-face courses (Ev. #). Specifically, when controlling for instructor and semester, students in lecture-only sections were slightly more likely to successfully complete the course (74%) than students in distance education sections (71%), a difference that is neither statistically significant ( $p = .212$ ) nor substantial ( $ES = .06$ ).

The College also regularly conducts research to examine the effectiveness of different program types and alternative learning strategies (Ev. #, Ev. #). As an illustration, to prepare for the development of the student equity plan, the College examined programs that were the most effective in serving the two most disproportionately impacted groups at CHC, Hispanic and African American students. Research conducted at CHC revealed that the programs that were the most effective in helping Hispanic and African American students succeed included the Tutoring Center, Left Lane Program (a summer bridge program), a summer bridge program in the college's promise program, supplemental instruction (SI), learning communities, educational planning and counseling, access to undergraduate research opportunities, extracurricular STEM activities, student success and counseling services, and study skills courses. This research will help the College develop were more effective plans for student equity and similar proposals.

Commented [KW8]: Add promise data



## Evidence

**IB6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

### Description

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students and uses this data to address achievement gaps. In May 2017 the Academic Senate reviewed a draft proposal to assess disaggregated learning outcomes (Ev. #). The Senate agreed to explore a six-year assessment cycle (Ev. #, Ev. #). The Senate considered how the disaggregation of outcomes data provides insights in the teaching and learning process, which might involve the disaggregation of outcomes by student demographics. Accordingly, the faculty focused on identifying the most effective method for disaggregating outcomes data that informs teachings, learning, and curriculum. The Senate reviewed the following possible categories to disaggregate learning outcomes by the following: delivery mode (online, face-to-face), section length (number of weeks), section-specific strategy (linked, and compressed, learning communities). Equally important, the faculty also considered gender, ethnicity, economically disadvantaged status, and international students. They also explored student services, tutoring center, placement, and supplemental instruction. The Senate expressed interest in disaggregating the outcomes data by delivery mode and student demographics (Ev. #, Ev. #).

At an In-Service, the faculty and staff took its first step towards examining disaggregated data to evaluate learning outcomes (Ev. #). Instructional programs were provided with a comparison of learning outcomes by online to face-to-face and short-term to full-term. In addition, the Office of Institutional Effectiveness, Research, and Planning (OIERP) also provided data to the non-instructional programs. Each program completed its learning outcomes program review questions for the year at the in-service (Ev. #). Accordingly, each program reviewed the data, discussed the meaning of the data, and developed objectives based on that analysis.

The Office of Institutional Effectiveness, Research and Planning (OIERP) disaggregates student performance data based on the Crafton Hills College Comprehensive Master Plan Student Scorecard (Ev. #). These data track success rates of student cohorts: more than one cohort? ~~success rates~~ for transfer level math and English, fall to spring retention, transfer, program completion, and graduation. In addition, many of the outcome measures provide the ability to examine the outcomes by student demographics and are directly linked to dynamic dashboards that allow the user to view and analyze disaggregated data. Do we want to insert an example dashboard? MS]

In addition, the Scorecard helps the College to collect data related to differences in performance by gender, ethnic background, age, and other characteristics. These disaggregated data are shared

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among all those who participate in assessment and planning activities. They are vital in the College's quest to increase the success rates for all of its students and thereby reach the College's student equity goals. As an illustration, the student equity plan was based on this disaggregated data as well as [data-research](#) conducted to identify the programs that had the greatest impact on increasing the student success of disproportionately impacted groups ([Ev. #](#), [Ev. #](#)). Specifically, Hispanic and African American students are the more likely to be disproportionately impacted at CHC. As a result, the most effective strategies for these students were included in the Student Equity Plan: tutoring, learning communities, educational planning, and counseling.

### Analysis and Evaluation

Crafton Hills College meets this standard. The College's OIERP disaggregates and analyzes student-learning outcomes and makes results available and usable to the College community. In addition, integrated planning processes at the College are informed by assessment results that are widely disseminated to the campus. The results from outcomes assessment and achievement data inform discussions and decision-making. Although the College meets this standard, it has room to improve by establishing a consistent process for evaluating disaggregated student learning outcomes data. Improving assessment processes is the primary focus of the Quality Focus Essay.

### Evidence

**IB8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

#### Description

Data used for decision-making is accessible to all constituents on the Office of Institutional Effectiveness, Research, and Planning (OIERP) web site ([Ev. #](#)). Regularly collected data includes measures of academic success ([Ev. #](#)), enrollment numbers ([Ev. #](#)), institutional effectiveness indicators ([Ev. #](#)), instruction and student services measures ([Ev. #](#), [Ev. #](#)), and satisfaction survey results ([Ev. #](#)). In addition, the College has adopted a four-level assessment rubric for all learning outcomes (SLOs, ILOs, and SAOs), which the OIERP collects and organizes. The OIERP compiles all of these data and manages processes for distributing them to facilitate evidence-based decision-making. The College also collects and distributes data on assessment placement results ([Ev. #](#)), student demographics ([Ev. #](#)), student engagement ([Ev. #](#)), and student satisfaction ([Ev. #](#)).

The OIERP Web Site also includes a *Data Mart* page and BORG (Best Organizational Research Gauge) Data Cubes ([Ev. #](#)) that link to the San Bernardino Community College District (SBCCD) Executive Information System (EIS). This link, which is updated daily, allows anyone on campus to access section detail data for enrollment planning. Moreover, each *cube* provides

data for certain related groups of activities, such as ...[?]. This organization makes it easy for CHC employees to access live reports on enrollment, open sections, and faculty schedules. In addition, the OIERP has been able to develop reports that automatically update daily for students to be able to view open sections, open online sections, and open short-term sections (Ev. #). This easy-to access information helps facilitate evidence-based decision-making for example, many of the faculty have requested to see automatically generated reports that provide daily enrollment information to inform scheduling and decision-making (Ev. #). The OIERP Web Site also provides links to the California Community College Chancellor's Office (CCCCO) Data Mart for information about the state's community college system and individual colleges.

The OIERP has also created dashboards that provide programs with dynamic data cubes to help faculty assess student learning, as well as a dashboard accessible to all CHC employees where they enter a student ID and receive information about that student (Ev. #). This access point allows CHC employees to better help individual students.

The public can also access the OIERP website to obtain data about the College (Ev. #). Other ways in which the campus presents data to the public is through presentations to the Board of Trustees (Ev. #, Ev. #), at meetings attended by the CHC President's Cabinet, and at meetings with community organizations (Ev. #). Data is frequently discussed and evaluated within committees throughout the campus, including management meetings, Academic Senate meetings, and Crafton Council meetings. The OIERP shares the results of the CCSSE, Student Satisfaction Survey, and Employee Campus Climate survey with numerous committees and departments on campus to help inform decision-making and elicit feedback. Moreover, the OIERP also distributes data through the *Did you Know?* monthly newsletter (Ev. #, Ev. #) as well as asks to be put on the agenda for various committees when this office develops information that may help to inform planning (Ev. #, Ev. #).

## **Evaluation**

Crafton Hills College meets this standard.

## **Evidence**