Midterm Report

Submitted by

Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399

to

Accrediting Commission for Community and Junior Colleges
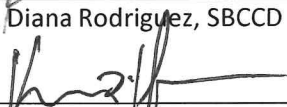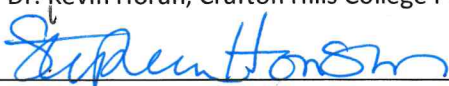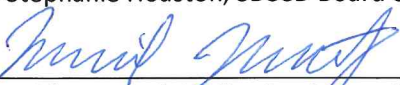
October 15, 2024
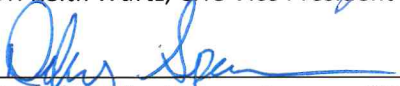
Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Kevin Horan, President
        Crafton Hills College
        11711 Sand Canyon Road
        Yucaipa, CA 92399

This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm 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.
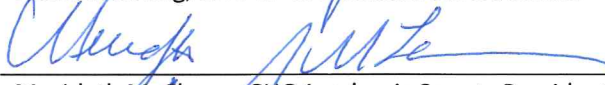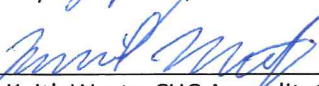
Signatures:

_____   _____
Dr. Diana Rodriguez, SBCCD Chancellor   Date

_____   10/14/24
Dr. Kevin Horan, Crafton Hills College President   Date

_____   10/10/2024
Dr. Stephanie Houston, SBCCD Board of Trustees Chair   Date

_____   10-14-24
Dr. Keith Wurtz, CHC Vice President of Instruction   Date

_____   10/10/24
Dr. Delmy Montenegro-Spencer, CHC VP of Student Services   Date

_____   10/14/24
Michael Strong, CHC VP of Administrative Services   Date

_____   14 Oct 2024
Meridyth McClaren, CHC Academic Senate President   Date

_____   10-14-24
Dr. Keith Wurtz, CHC Accreditation Liaison Officer   Date

_____   _____
Karen Peterson, CHC Classified Senate President   Date

_____   10-14-2024
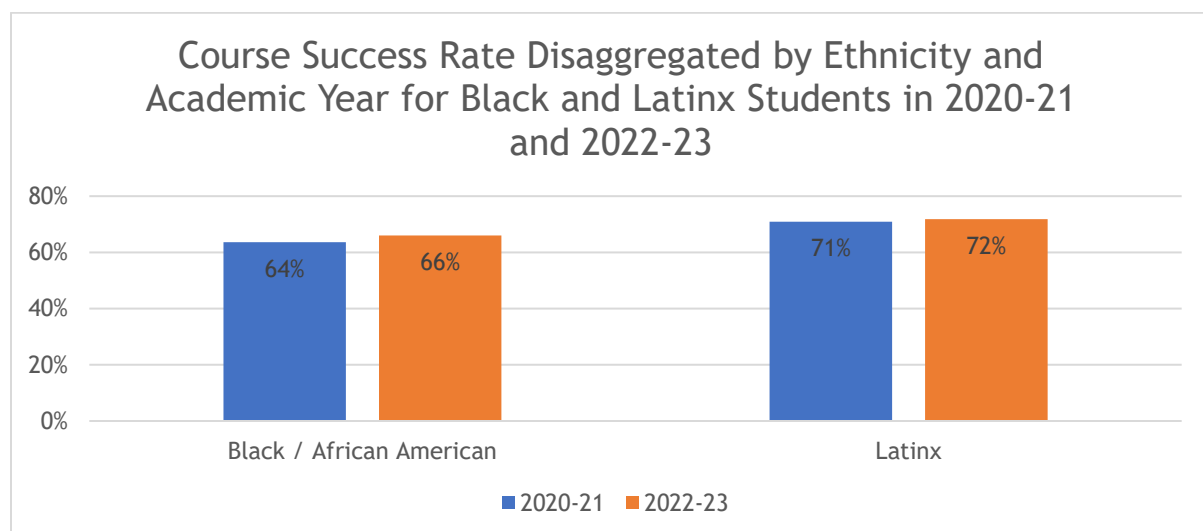Thalia Radillo, CHC Student Senate President   Date

Contents

A. **Reflections on Continuous Improvement Since Last Comprehensive Review**

1. **Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.**

Collaborative Commitment to Student Success and Equity: The Crafton Hills College Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) is the shared governance committee at Crafton charged with guiding the accreditation process for the entire College (A1.1). Accordingly, the IEAOC developed a plan for completing the Crafton Hills College (CHC) ACCJC Mid-Term Report due October 15, 2024 (A1.2). The plan involved collecting feedback from the Academic, Classified, and Student Senates as well as attending multiple committees to collect feedback and address the report's questions. Specifically, the mid-term report was agendized for multiple shared governance committees and the report was collaboratively written by multiple faculty, staff, and administrators. (A1.3, A1.4, A1.5, A1.6, A1.7, A1.8, A1.9, A1.10).

Reducing Disproportionate Impact: Crafton faculty, staff, and administrators suggested numerous improvements and innovations to the mid-term report. (A1.3, A1.4, A1.5, A1.6, A1.7, A1.8, A1.9, A1.10). Most of the innovations and improvements since the 2020 ISER focused specifically on the College's diversity, equity, and inclusion efforts (A1.11). As a result of these efforts, the number of disproportionately impacted groups at Crafton has decreased from four to two over the last three years. For example, in 2022-2023, Native American and Pacific Islander students no longer experience disproportionate impact in course success. Equally important, even though Black/African American and Latinx students continue to experience disproportionate impact, course success rates among those groups increased from 2020-2021 to 2022-2023. Specifically, the Black/African American course success rate increased from 64% in 2020-2021 to 66% in 2022-2023, a 2% increase. In addition, the Latinx course success rate increased from 71% in 2020-2021 to 72% in 2022-2023, a 1% increase in course success.

Course Success Rate Disaggregated by Ethnicity and Academic Year for Black and Latinx Students in 2020-21 and 2022-23

Faculty Training with USC Race and Equity Center: The College is deeply committed to fostering student success and equity by actively addressing disparities that disproportionately affect certain

demographic groups, with a particular focus on increasing the achievement rates of Hispanic/Latinx and Black/African American students, as well as other diverse and underrepresented populations. To partially achieve this goal, the College worked with the USC Race and Equity Center to conduct training for instructional faculty with two cohorts, 28 faculty in 2022-2023 (A1.12) and 29 faculty in 2023-2024 (A1.13). As part of the training, the faculty collaborate individually with representatives from USC to interpret their own disaggregated classroom course success and roster data to develop strategies to address any disproportionate impact. Crafton will be able to identify the initial impact of this training at the end of the Spring 2024 semester because that will be end of the first complete year after the first cohort completed the training; however, the first cohort of faculty increased the course success rate of Latinx students from 68.7% in Spring 2022 to 71.6% in Spring 2023, an increase of 2.9%, which removed disproportionate impact among their Latinx students.

Office of Instruction Comprehensive Strategy Incorporating Equity into Faculty Evaluations: Equally important, the Office of Instruction implemented a comprehensive strategy that included incorporating the USC equity-minded inquiry series syllabus review into both part-time and full-time faculty evaluations. This initiative ensures that faculty members critically assess their course materials and teaching methods through an equity lens, with a specific emphasis on identifying and addressing barriers to success for marginalized populations including Hispanic/Latinx and Black/African American students. During faculty evaluations, instructors are encouraged to analyze student equity data and make necessary adjustments to their courses to better serve disproportionately impacted groups, such as Hispanic/Latinx and Black/African American students, thereby fostering a more inclusive and supportive learning environment.

Student Services Streamlinign Project: Crafton Hills College student services is reducing disproportionate impact through its streamlining project (A1.11). The Streamlining Project (now referred to as Vision Aligned Reporting by the state chancellor's office; A2.6), involves gathering disaggregated data for most of the student service departments (A1.11, see slides on streamlining), reviewing the findings with the departments, and working with the departments to identify inclusion strategies for improvement with disproportionately impacted groups.

Student Services Structured Approach to Student Engagement: One of those strategies was to create a structured approach to meet with students consistently from enrollment to graduation/transfer (A1.14). Meaningful contacts with students are being made based on milestone completion markers of 0-14 units, 15-29 units, 30-44 units, and 45-60+ units. These milestones also align with Crafton's Career and Academic Pathways (i.e. guided pathways, A1.15).

Initial Results of Efforts - Record UC Admission Rates: Crafton is beginning to see the initial results of these efforts, specifically, in the 2022-2023 and 2023-2024 , when the College achieved the highest admission rates for University of California among Region 9 (Inland Empire) colleges (A1.16, A1.17). Crafton Hills College students were admitted at a rate of 77.6% in Fall 2022, which is significantly higher than the admittance rate of 62.2% observed for region nine. More impressive is that Crafton did not have a disproportionately impacted group. Crafton's Black/African American and Latinx students were admitted at the same rate or exceeded the rate of other ethnic groups. Crafton is especially proud of this accomplishment.

Equity Champion for Higher Education Award: Additionally, Crafton was named a 2023 Equity Champion for Higher Education by the Campaign for College Opportunity (A1.18, see page 6). This is a designation awarded to only twenty-six other California community colleges and universities for

creating and maintaining strong pathways to earning an associate's degree for Transfer (ADT) for students of color.

Progress Surveys and Early Alert Flags: Each semester, the College uses Progress Surveys, a Starfish-based tool, to help faculty provide feedback to students throughout the term and connect students to support services (A1.15, slides 9-14). As of Spring 2023, the College designated its Completion Coaches to specifically monitor and address one item stemming from the Progress Survey: Early alert flags. As a result, students are contacted much sooner in response to an early alert flag, and the College observed a greater usage of alert flags from instructional faculty. In fact, the most recent data from Spring 2024 showed that each Completion Coach was, on average, responding to fifteen early alert flags per day.

Data-Informed Decision Making: In addition, based on feedback in a campus climate survey administered prior to the 2020 Institutional Self-Evaluation (A1.19, pp. 265) indicating data was not used frequently in decision-making, the College now formally includes a data review in committee agendas to better inform decisions. (A1.20, A1.21, A1.22, A1.23). The amount of data used to inform decision-making from 2020 to 2024 in the Faculty Department Chairs Committee is summarized in the *2022-2023 Chairs Council Agenda Items with Data analysis* document (A1.24).

2. **Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.**

Crafton Hills College received the following recommendation from the last Peer Review Team Report in 2020: To improve institutional effectiveness, the team recommends the College ensures that the Program Planning Review process is implemented consistently across all the learning support and student support service areas.
- Outcomes Assessment Collection
- Service Area Outcomes (SAO) in the Outcomes Cloud

Crafton Hills College has taken the following actions with respect to learning support and student support services to address the above recommendation:

Developed a new tool to collect SAO data: The College developed a new form and process for submitting service area outcomes (SAOs) by all learning support and student support services (A2.1, A2.2). While the College ultimately plans on using the same platform (i.e., Outcome Cloud) that faculty use to submit and record student learning outcomes (SLO) data, the SAO/SLO Submission Form developed by the Division of Institutional Effectiveness, Research, and Planning (IERP) in collaboration with learning support and student support service areas offers the College a viable method by which to document SAO (and SLO) work. IERP also designed the SAO/SLO Submission Form to align with the existing program review process, allowing programs to fully integrate their SAO/SLO submissions with their program review plan submissions. In fact, the form allows programs to document their efforts in identifying and closing equity gaps for students (particularly for racially minoritized student populations) in relation to their SAO/SLO efforts. In this way, this new form and process helped to institutionalize both the consistent documentation of SAO/SLO efforts by learning support and student support services, and those programs' efforts to regularly identify and address observed equity gaps. The corresponding database used to house all submissions now contains submissions for all learning and student support services since the 2021-2022 academic year (A2.2) and programs are required to document and submit their efforts at least once per year.

Developed SAO coaches with the Division of Institutional Effectiveness, Research, and Planning (IERP): In addition to developing a new form and process for documenting SAO/SLO efforts, the IERP division is now directly involved in supporting programs' efforts. More specifically, the IERP division dean attends all regularly scheduled meetings of the Student Services Council (a group with representation from all student support services) where the dean leads discussions centered on the reporting process for SAO/SLO information and provides support and guidance to program leads responsible for documenting SAO/SLO efforts (A2.3). Additionally, the IERP dean and other researchers regularly schedule meetings with individual program leads to support developing, measuring/assessing, interpreting findings stemming from SAO/SLO work. IERP personnel also support programs' efforts in disaggregating SAO/SLO data by demographic characteristics, and in helping programs develop viable strategies to address observed deficiencies in delivery of services and/or to address equity gaps.

Improved and revised the Planning and Program Review reporting requirements: Revisions to the College's program review process have also helped integrate and streamline ongoing SAO/SLO efforts among learning support and student support services programs, particularly with respect to program review requirements focused on (a) responding to observed patterns in SAO/SLO data, (b) disaggregation of student data by ethnicity, and (c) closing observed equity gaps (A2.4). Program review writers use SAO/SLO evidence gathered via the SAO/SLO Submission Form to address these program review requirements.

Implemented the Planning and Program Review Coaches: Since the 2020-2021 academic year, the College has implemented a program review coaching program where an experienced program review coach (i.e.: committee member) is assigned to assist program review writers scheduled to submit four or two-year program review plans. The role of coaches is multi-faceted: (a) They offer program writers with the support and resources needed for the development of a comprehensive program review plan at every step of the process, and (b) they serve as liaisons and advocates for program units during the entire review process, as documented in Crafton's Planning and Program Review (PPR) Handbook (A2.5).

Increased Diversity, Equity, and Inclusion Training for Faculty: Crafton's SAO/SLO efforts have also benefitted from the diversity, equity, and inclusion (DEI) programs at the College—particularly those efforts tied to the Streamlining Project (i.e.: Vision Aligned Reporting; A2.6). Since Fall 2020, Crafton has taken part in the Chancellor's Office Streamlining Project Pilot where Academic and Student Support programs focus on examining internal data to analyze support services for African American/Black, Hispanic/Latinx, and economically disadvantaged students. These efforts focused on examining student access of key services and resources, including our Transfer Center's Canvas shell, tutoring support services, counseling appointment attendance, receipt of food vouchers, and receipt of alternate media/assistive technology assistance (among others). The College took an intentional approach to specifically examine the representation of Hispanic/Latinx and African American/Black in these support services relative to their representation in the student population (e.g., if 4.3% of all students are African American/Black is it also the case that 4.3% of those accessing tutoring services are also African American/Black?). In this way, student support programs are actively engaged in employing disproportionate impact methods to identify equity gaps with respect to specific support activities. Equally important, Crafton's Student Services Council comprising representatives from all student support programs, has dedicated time to discussing data findings and working collaboratively to identify activities designed to eliminate observed equity gaps, many of which are documented in

this mid-term report. Also noteworthy, Streamlining Project efforts <u>qualify</u> as SAO work, and programs regularly document their Streamlining Project efforts as SAO work within the contexts of both the SAO/SLO Submission Form and the College's program review process.

3. **How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?**

Crafton Hills College has demonstrated a commitment to continuous improvement and transformation aligned with the 2024 ACCJC Accreditation Standards in relation to the actions described above in questions A1 and A2:

Establishing Meaningful Goals (Standard 1.2): Crafton set ambitious goals focused on improving student outcomes, particularly for underrepresented groups like Hispanic/Latinx and Black/African American students. The College's efforts to reduce disproportionate impact and increase course success rates reflect its commitment to meaningful improvement (A3.1, A3.2).

Equally important, the College developed a new tool and process for collecting service area outcomes (SAOs) data (A3.3, A3.4). This tool allows for the documentation of efforts in identifying and closing equity gaps, particularly for racially minoritized student populations. By aligning with program review processes, this form ensures that SAO efforts are integrated into the institution's overall improvement goals.

Accountability and Data Analysis (Standard 1.3): The College regularly reviews disaggregated data to evaluate progress and inform improvement plans. Initiatives such as faculty training with the USC Race and Equity Center and structured student support approaches demonstrate a data-informed approach to addressing disparities and enhancing student success (A3.5 see slides 8, 10, 18, 22-23, and 27; A3.6; A3.7; A3.8).

Mission-Driven Resource Allocation (Standard 1.4): Crafton's mission directs resource allocation and continuous quality improvement. The implementation of equity-minded syllabus reviews in faculty evaluations and streamlining projects in student services reflect the alignment of resources with the College's mission (A3.9) and goals (A3.10). Specifically, the mission states that Crafton, "…is committed to working with students from diverse backgrounds." Additionally, Crafton Hills College Strategic Direction 2 in the Educational Master Plan specifically addresses Crafton's Diversity, Equity, and Inclusion (DEI) efforts: Engage in Practices that Prioritize and Promote Inclusivity, equity, anti-racism, and human sustainability (A3.10, see page 4).

In addition, The Division of Institutional Effectiveness, Research, and Planning (IERP) is directly involved in supporting programs' efforts, attending meetings, providing guidance, and assisting in data analysis (A3.11). This ensures that the institution's mission directs resource allocation and continuous improvement through ongoing systematic planning and evaluation.

Academic Program Design and Delivery (Standards 2.1 and 2.2): The College ensures that academic programs align with its mission and industry standards while supporting equitable attainment of learning outcomes. Collaboration with faculty and stakeholders in designing programs and addressing barriers to success for marginalized populations demonstrates a commitment to academic excellence and equity. Academic support programs in the library and the tutoring centers are using the SAO/SLO Submission Form (A3.12) to report outcomes assessment data and develop improvements to achieve learning outcomes (A3.13).

Equitable Student Services (Standards 2.7 and 2.9): Crafton provides effective services and programs that support students' unique needs and maximize their potential for success (A3.14, A3.15, A3.16). Systematic review and assessment of programs ensure quality and drive improvements to support equitable student achievement.

Moreover, the College has revised its planning and program review requirements to integrate SAO/SLO efforts, including responding to observed patterns, disaggregating data by ethnicity, and addressing equity gaps (A3.17). This systematic review and assessment process helps ensure the quality of academic and student services programs and implement improvements for equitable student achievement.

Professional Learning Opportunities (Standards 3.2): The College offers professional learning opportunities aligned with its mission. Increased Diversity, Equity, and Inclusion training for faculty and staff development initiatives demonstrates a focus on supporting employee effectiveness in promoting equitable student success (A3.18, A3.19, A3.20).

Effective Decision-Making Structures (Standard 4.3): Crafton's decision-making practices support collaboration, innovation, and equitable student outcomes. The involvement of shared governance committees (A3.21, A3.22, A3.23, A3.24, A3.25, A3.26, A3.27, A3.28), and the feedback mechanisms from various senates and committees (A3.29, A3.30, A3.31) reflect effective institutional decision-making practices.

Additional efforts supporting the standards include the development of program review coaches and diversity equity and inclusion training. Specifically, coaches assist program writers in developing comprehensive plans, responding to review requirements tied to SAO/SLO work, and enhancing program services based on data from the SAO/SLO Submission Form database (A3.4). At the same time, the College's DEI efforts, particularly through the Streamlining Project, contribute to analyzing and addressing equity gaps in student support services (A3.32). These efforts are integrated into the College's planning and program review processes as SAO work.

In summary, Crafton Hills College's actions encompass a comprehensive approach to continuous improvement and transformation, addressing multiple ACCJC Accreditation Standards related to goal setting, accountability, mission-driven practices, academic excellence, equitable student services, professional development, and effective decision-making.

B. **Reflections on Institution-Set Standards and Other Metrics of Student Achievement**

1. **Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.**

The Institutional Set Standards are reviewed annually by Crafton's Educational Master Plan Committee (B1.1). Each year the College reviews the institutional set standards (B1.2) to assess how Crafton is doing in relation to the stretch goals as well as whether Crafton is exceeding the floor standards. A summary of the 2022 – 2023 Institutional Set Standards are illustrated below for each outcome area.

Successful Course Completion: Crafton Hills College has an institution-set standard of 63.6% for course success completion rate. The stretch goal is 76.7%. In the last five years the annual successful course completion rate has ranged from 73.2% to 76.7%. The 2022-2023 course success rate is the highest

course success rate in the last three years. In addition, there has been an increase in the course success rate from 73.2% in 2021-2022 to 74.9% in 2022-2023, an increase of 1.7%.

Successful Course Completion Rate from *2018-2019 to 2022-2023*
Comapred to Institution Set-Standard and Stretch Goal
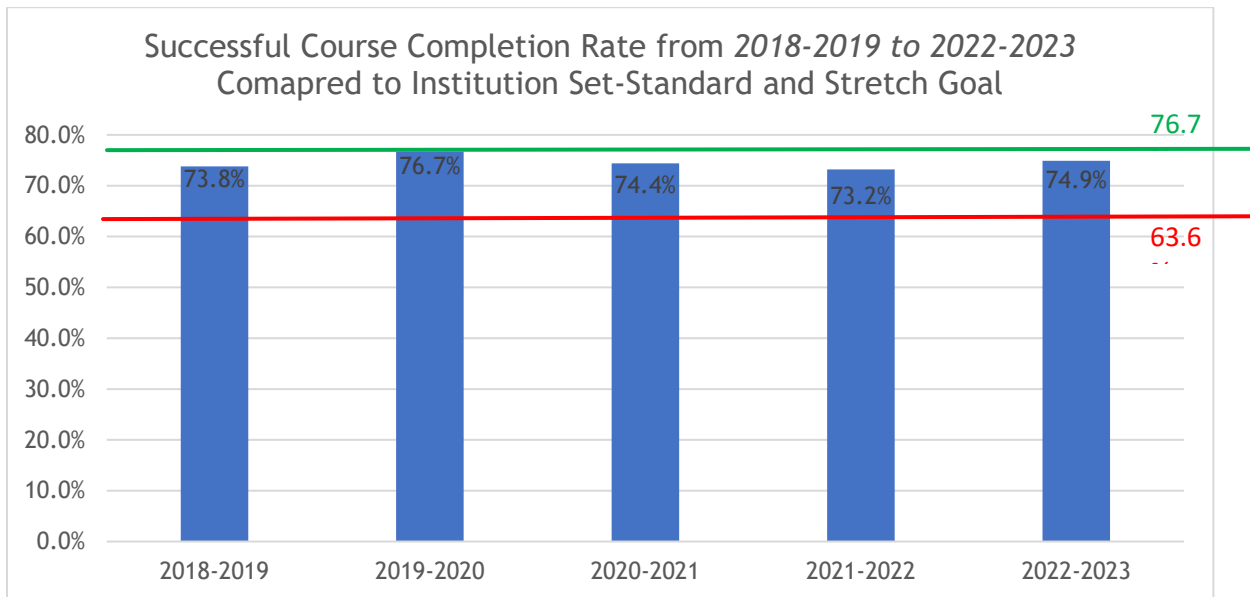
Certificates: Crafton Hills College has an institution-set standard of awarding 204 certificates annually for programs of sixteen units or more, as required by ACCJC. The stretch goal is 497. The institution-set standard and the stretch goal are based on the annual number of California Community College Chancellor's Office approved certificates. In the last five years the annual number of approved CCCCO certificates earned by Crafton Hills College students has ranged from 296 to 552. The number of certificates earned in 2019-2020 was 497, and in 2022-2023 it was 552, both of which met and exceeded the stretch goal. However, in the last three years the average number of certificates earned is 477, which was twenty below the stretch goal. Crafton will continue to monitor the number of certificates earned for 2022-2023 before adjusting the stretch goal.

Number of CCCCO Approved Certificates from 2018-2019 to 2022-2023 Compared to Institution Set-Standard and Stretch Goal
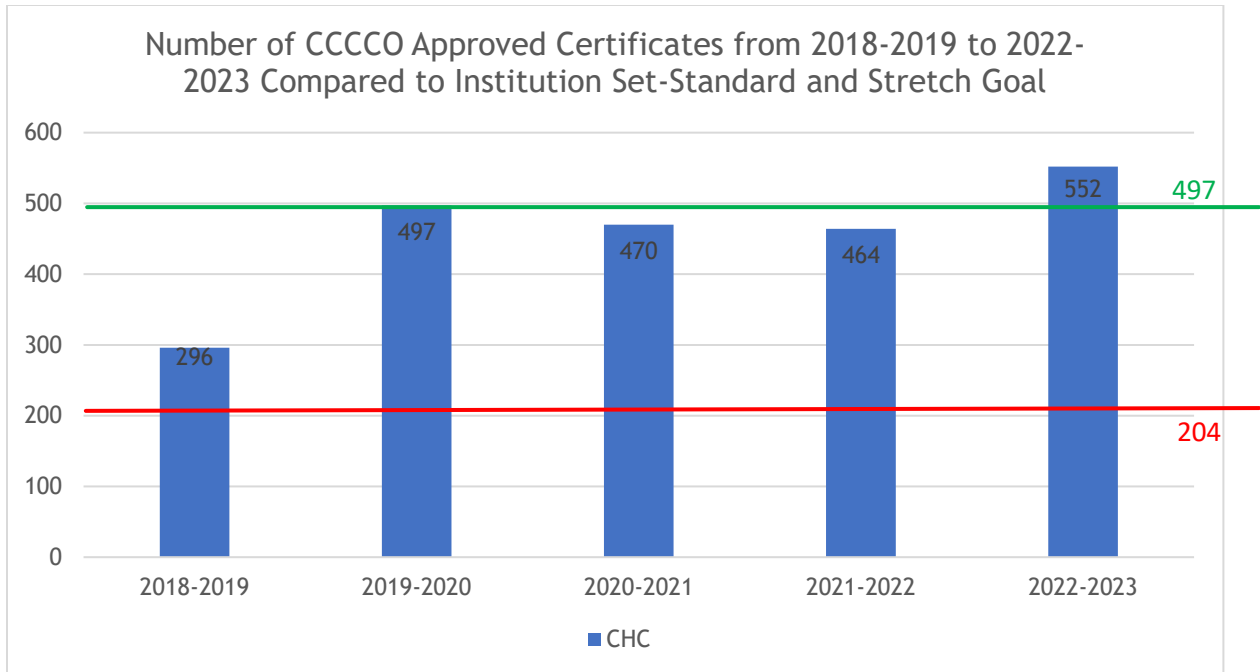
Source: CCCCO MIS Data Mart: https://datamart.cccco.edu/Outcomes/Program_Awards.aspx: CCCCO approved certificates N (16-29.99 units), T (30-59.99 units), and F (60 or more units).

Degrees: Crafton Hills College has an institution-set standard of 710 AA/AS and AA-T/AA-S degrees earned annually. The stretch goal is 896. The institutional set standard is one SD below the five-year average and the stretch goal is two SDs above the five-year average. The institution-set standard and the stretch goal are based on the average annual number of AA/AS and AA-T/AS-T degrees earned and the standard deviation. In the last five years, annual degrees earned ranged from 767 to 844.

Number of Associate and Transfer Degrees Earned from 2018-2019 to 2022-2023 Comapred to Institution Set-Standard and Stretch Goal
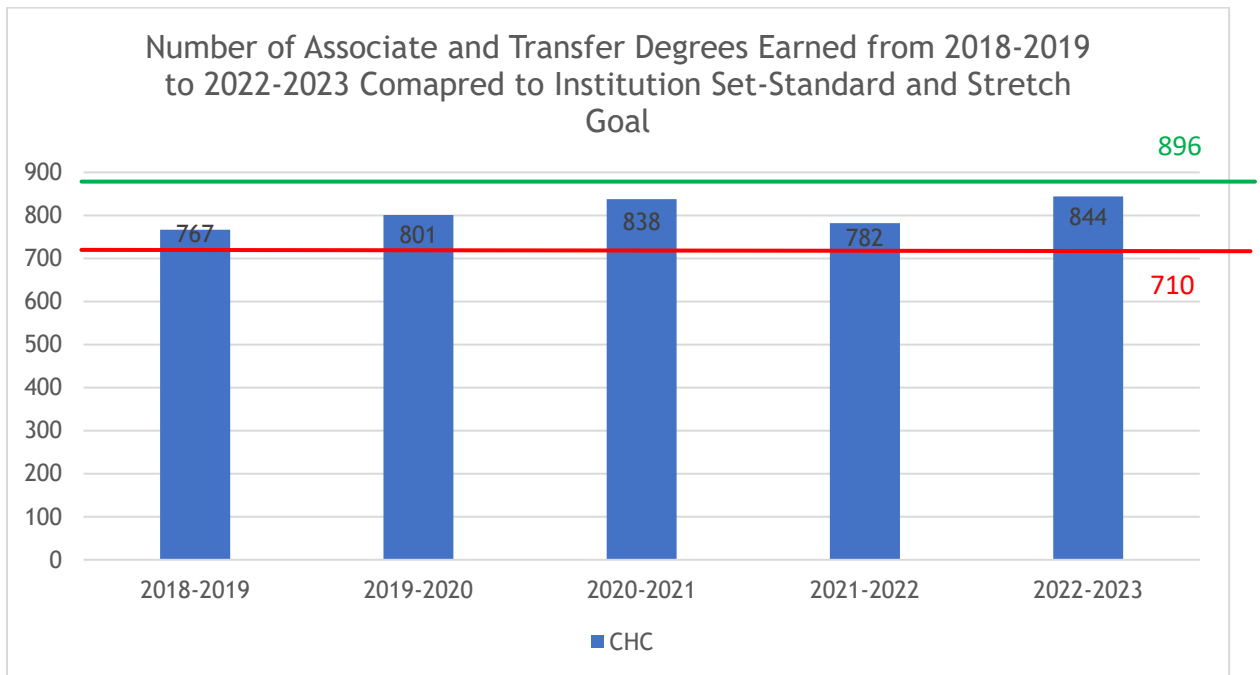
Source: CCCCO MIS Data Mart: https://datamart.cccco.edu/Outcomes/Program_Awards.aspx.

Transfers: Crafton Hills College has an institution-set standard of 338 transfers earned annually. The stretch goal is 558. The institution-set standard and the stretch goal are based on the annual number of transfers to four-year universities. In the last five years, annual transfers earned ranged from 474 to 521. There appears to be a decline in the number of students transferring from 521 in 2020-2021 to 474 in 2022-2023, a decline of 9% (n = 47). We attribute this to the pandemic. Statewide there has been an overall transfer decline of 15% to CSUs, UCs, Independent Institutions, and Out-of-State Institutions combined in the same five-year period.

Number of Transfers from 2018-2019 to 2022-2023 Compared to Institution Set-Standard and Stretch Goal
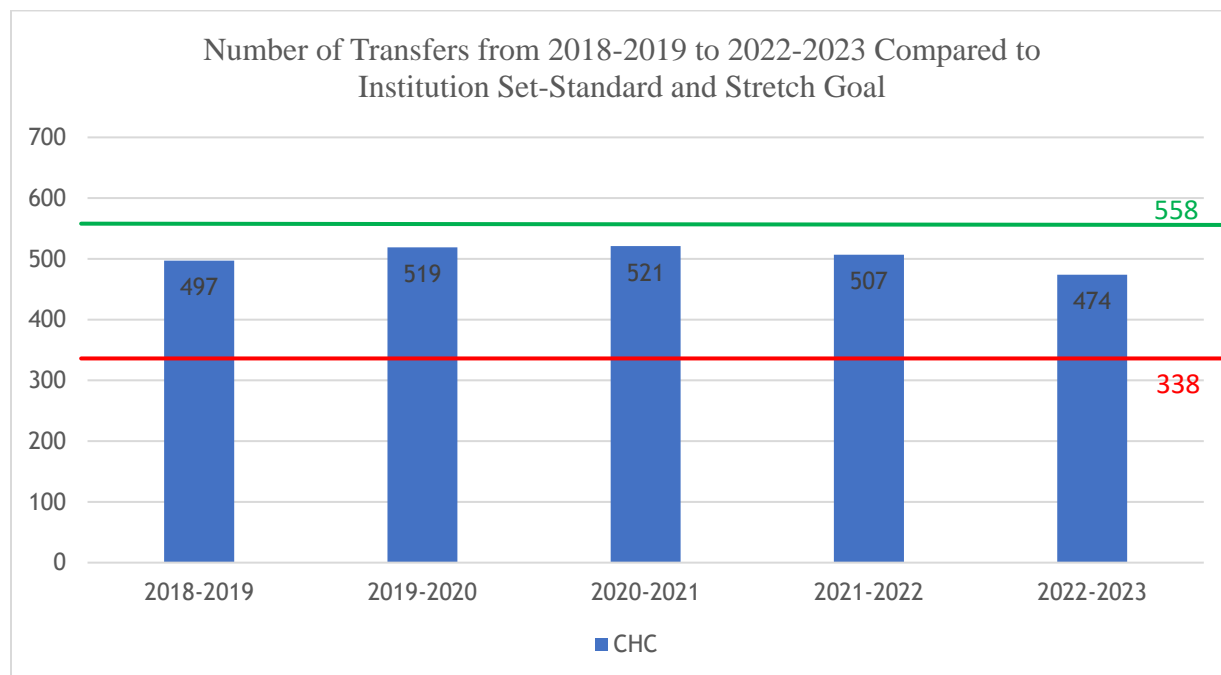
Source: The CCCCO MIS Data Mart for In-State-Private and Out-of-State institutions. The CSU Reports and Analytics statistical reports for CSUs, and the "TR Eth by Col" tab in the Admissions by Source School transfer site for UCs.

2. **When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?**

The disaggregated analysis of the institutional-set standards (ISS) data is included in the Crafton Hills College ISS document for each institutional-set standard (B2.1). The analysis provided in the referenced document is illustrated below.

Successful Course Completion Disaggregated: Course success rates have remained consistent and well above the institutional set standard across all ethnic groups, except with respect to Native American students in 2020-2021 and 2021-2022. The course success rate among Native American students increased from 52% in 2021-2022 to 80% in 2022-2023. In 2022-2023, disproportionate impact (DI) occurred in course success rate for African American (66%, n = 361) and Hispanic (72%, n = 3,924) students. Four groups experienced DI in 2020-2021 and three in 2021-2022. In the last three years Crafton Hills College has reduced the number of groups experiencing DI from four (African American, Hispanic, Native American, and Pacific Islander students) to two (African American and Hispanic students).

Successful Course Completion Rates by Ethnicity from 2018-2019 to 2022-2023.

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Asian	81%	83%	81%	80%	81%
African American	62%*	71%*	64%*	65%*	66%*
Filipino	79%	83%	83%	80%	86%
Hispanic	71%*	74%*	71%*	70%*	72%*
Native American	69%	68%	60%*	52%*	80%
Pacific Islander	58%*	57%*	59%*	63%	79%
Two or More Races	74%	78%	74%	77%	78%
Missing	87%	78%	77%	78%	83%
White	78%	81%	80%	78%	79%

Source: CHC BORG Data Cube: https://www.craftonhills.edu/about-chc/research-and-planning/dashboards-links/completion-and-success-rates.php.
*Disproportionate impact.

Success rates have remained consistent across age groups, and such rates have remained well above the institutional set standard. Equally important, there has been no DI in the last five years among any age group. Consistent with past findings, older students achieved higher course success rates than younger students. In 2022-2023, students 19 years old or younger had an increase in their course success rates from 70% in 2021-2022 to 72% in 2022-2023.

Successful Course Completion Rates by Age from 2018-2019 to 2022-2023.

Age	2018-19	2019-20	2020-21	2021-22	2022-23
19 or Younger	72%	74%	73%	70%	72%
20-24 Years Old	74%	77%	74%	74%	76%
25-29 Years Old	75%	80%	76%	77%	77%
30-34 Years Old	78%	81%	77%	75%	76%
35-39 Years Old	79%	82%	79%	77%	76%
40-49 Years Old	77%	83%	81%	84%	80%
50 Years Old or Older	80%	82%	77%	78%	81%
Missing	100%	100%	77%	86%	100%

Source: CHC BORG Data Cube: https://www.craftonhills.edu/about-chc/research-and-planning/dashboards-links/completion-and-success-rates.php.

Success rates have also remained consistent for male and female students, both of which achieved success rates well above the institutional set standard. In fact, the success rates of both gender groups remained similar across the five-year period between 2018-19 and 2022-23. At the same time, there has been no DI by gender in the last five years. The course success rates of students for whom no gender is recorded have varied from year-to-year, due to the small numbers of students per year (ranging from zero to eighty-eight).

Successful Course Completion Rates by Gender from 2017-2018 to 2021-2022

Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Female	74%	77%	74%	73%	75%
Male	74%	77%	75%	74%	75%
Missing	71%	73%	74%	66%	66%

Source: CHC BORG Data Cube: https://www.craftonhills.edu/about-chc/research-and-planning/dashboards-links/completion-and-success-rates.php.

Certificates Disaggregated: Certificates earned by student ethnic groups have mirrored groups' corresponding representation across the entire campus. One pattern that best reflected this idea is the declining percentage of certificates earned by Caucasian students (38% in 2018-19 and 31% in 2022-23), which is consistent with the broader changes in the corresponding student populations.

Percent of Certificates Earned by Ethnicity from 2018-2019 to 2022-2023

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Asian	6%	7%	5%	9%	**3%**
African American	2%	2%	2%	3%	3%
Hispanic	46%	47%	46%	45%	50%
Native American	0%	0%	< 1%	■	< 1%
Pacific Islander	■				< 1%
Multiple Races	6%	7%	8%	6%	4%
Caucasian	38%	35%	37%	35%	31%
Missing	2%	1%	2%	1%	8%

Source: MIS Data SP and ST files: CCCCO approved certificates N (16-29.99 units), T (30-59.99 units), and F (60 or more units). Note: 2020-2021 to 2022-2023 are MIS reported data whereas the data from 2018-2019 to 2019-2020 is from SBCCD Colleague Data.

The certificates earned by student age group indicate that most students earning a certificate were 29 years old or younger, consistent with broader student population.

Percent of Certificates Earned by Age from 2018-2019 to 2022-2023

Age	2018-19	2019-20	2020-21	2021-22	2022-23
19 or Younger	10%	7%	14%	23%	16%
20-24 Years Old	54%	56%	55%	45%	45%
25-29 Years Old	21%	21%	15%	15%	15%
30-34 Years Old	7%	7%	8%	7%	8%
35-39 Years Old	5%	4%	3%	4%	3%
40-49 Years Old	1%	4%	3%	4%	5%
50 Years Old or Older	3%	■	1%	1%	3%
Missing	■		1%	2%	7%

Source: MIS Data SP and ST files: CCCCO approved certificates N (16-29.99 units), T (30-59.99 units), and F (60 or more units). 2020-2021 and 2021-2022 are MIS reported data whereas the data from 2016-2017 to 2019-2020 is from SBCCD Colleague Data.

The percentage of males earning a certificate has consistently declined from 48% in 2018-2019 to 35% in 2021-2022; while the percent of certificates earned by female students has increased from 50% in 2018-2019 to 65% in 2021-2022. However, from 2021-22 to 2022-23 the percent of certificates earned by female students decreased from 65% to 51%, and for male students increased from 35% to 42%, which more closely matches the proportion of female and male students at Crafton in 2022-2023.

Percent of Certificates Earned by Gender from 2018-2019 to 2022-2023

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Female	50%	57%	61%	65%	51%
Male	48%	41%	38%	35%	42%
Missing	2%	1%	2%	< 1%	7%

Source: MIS Data SP and ST files: CCCCO approved certificates N (16-29.99 units), T (30-59.99 units), and F (60 or more units). 2020-2021 and 2021-2022 are MIS reported data whereas the data from 2016-2017 to 2019-2020 is from SBCCD Colleague Data.

Degrees Disaggregated: As is the case with certificate attainment, the AA/AS and AA-T/AS-T degrees

earned by student ethnic groups have mirrored groups' corresponding representation across the entire campus indicating that there is no disproportionate impact. The pattern that best reflects this idea is the percentage of degrees earned by Caucasian students (35% in 2022-23) and the percentage of degrees earned by Hispanic students (45% in 2022-23), both of which are consistent with the broader changes in the corresponding student populations.

Percent of Degrees Earned by Ethnicity from 2018-2019 to 2022-2023.

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Asian	5%	7%	7%	9%	3%
African American	4%	3%	3%	3%	1%
Hispanic	46%	44%	46%	45%	45%
Native American	0%	0%	< 1%	< 1%	0%
Multiple Races	7%	7%	6%	6%	5%
Caucasian	36%	36%	35%	35%	35%
Missing	3%	3%	3%	1%	10%

Source: MIS Data SP and ST files: CCCCO approved certificates A (AA Degree), and S (AS Degree).

The degrees earned by student age group indicate that, on average, students earning a degree were typically between the ages of 20 and 29 years of age, consistent with broader student population.

Percent of Degrees Earned by Age from 2018-2019 to 2022-2023

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
19 or Younger	7%	7%	11%	20%	10%
20-24 Years Old	54%	54%	50%	42%	44%
25-29 Years Old	20%	19%	18%	17%	17%
30-34 Years Old	8%	8%	8%	9%	7%
35-39 Years Old	6%	6%	6%	4%	5%
40-49 Years Old	2%	4%	4%	5%	6%
50 Years Old or Older	3%	2%	2%	2%	4%
Missing	0%	0%	2%	3%	8%

Source: MIS Data SP and ST files: CCCCO approved certificates A (AA Degree), and S (AS Degree).

The degrees earned by gender has fluctuated over the last five years – and yet, the difference between male and female students for 2022-2023 (33 percentage points) is largely similar to the gap observed for 2018-2019 (24 percentage points).

Degrees Earned by Gender from 2018-2019 to 2022-2023

Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Non-binary					< 1%
Female	61%	60%	59%	66%	63%
Male	37%	37%	39%	34%	30%
Missing	3%	3%	2%	< 1%	8%

Source: MIS Data SP and ST files: CCCCO approved certificates A (AA Degree), and S (AS Degree).

Transfers Disaggregated: The transfers to CSU campuses have remained consistent across student ethnic groups. As is the case with certificate and degree attainment, transfers to four-year institutions by student ethnic groups have mirrored groups' corresponding representation across the entire campus. The change is consistent with the broader shifts in ethnicity observed across the student population.

Percent of Transfers to CSU Campuses by Ethnicity from 2018-2019 to 2022-2023.

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
African American	5%	2%	2%	3%	2%
Asian	7%	5%	7%	6%	7%
Caucasian	34%	36%	37%	34%	38%
Hispanic	43%	48%	43%	45%	46%
Multiple Races	4%	5%	5%	6%	3%
Native American	0%	0%	<1%	<1%	0%
Missing	8%	4%	5%	6%	5%

Source: 2018-2019 to 2022-2023 CCC Transfers to the CSU (Concentration & Ethnicity).

The transfers to CSU campuses have remained consistent across gender groups from 2018-19 to 2022-23. As is the case with certificate and degree attainment, transfers to four-year institutions by gender has mirrored groups' corresponding representation across the entire campus.

Percent of Transfers to CSU Campus by Gender from 2017-2018 to 2021-2022.

Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Female	56%	57%	60%	50%	59%
Male	44%	43%	40%	50%	41%

Source: 2013-2014 to 2021-2022 CCC Transfers to the CSU (Concentration & Ethnicity)

3. **What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?**

Crafton has focused most of its efforts and resources on removing disproportionate impact in course success among African American and Hispanic students. Here are some of the major improvements and efforts Crafton is engaging in to remove DI among African American and Hispanic students:

Planning: Crafton is using the Student Equity Plan (B3.1, B3.2) and Educational Master Plan (B3.3 see page 4) to drive its efforts to remove disproportionate impact among African American and Hispanic students.

Reducing Disproportionate Impact: The College has decreased the number of disproportionately impacted groups from four to two, with Native American and Pacific Islander students no longer experiencing disproportionate impact (B3.4). Additionally, while Black/African American and Latinx students still experience disproportionate impact, their course success rates have increased. Specifically, for Black/African American students the course success rate increased from 62% in 2018-2019 to 66% in 2022-2023. Additionally, Hispanic student course success rate increased from 70% in 2021-2022 to 72% in 2022-2023.

Equity-Minded Faculty Training: Crafton Hills College partnered with the USC Race and Equity Center to conduct training for instructional faculty, resulting in increased success rates among Hispanic students and the removal of disproportionate impact for Latinx students in classes where instructors participated in the USC Race and Equity training. In addition, Crafton will implement a third cohort for training by the USC Race and Equity Center in the 2024-2025 academic year (B3.5).

Equity Lens in Course Materials and Teaching Methods: The Office of Instruction implemented a strategy where faculty critically assessed their course materials and teaching methods through an equity lens, particularly focusing on addressing barriers for Hispanic/Latinx and Black/African American students during the self-evaluation process. Specifically, the CTA Collective Bargaining Agreement (B3.6, see Article 16.E.5.a) was recently revised to include the following recommendation in the self-evaluation:

> Discuss how you have demonstrated support of student success to include culturally responsive teaching and/or services (e.g., including information such as modifications to your course structure or services, approach to working with students, and an analysis of disproportionate impact in classes taught by the faculty member and strategies for addressing any disproportionately impacted groups).

In order to encourage the analysis of disproportionate impact, faculty going through the evaluation process receive their previous academic year's disaggregated course success and roster data in the initial conference with their dean (B3.7).

Structured Student Support Approach: The College developed a structured approach to meet with students consistently from enrollment to graduation/transfer, aligning with Crafton's Career and Academic Pathways (B3.8, B3.9).

Data-Informed Decision Making: The College regularly reviews disaggregated data to evaluate progress, inform improvement plans, and address disparities in student outcomes (B3.10, B3.11, B3.12, B3.13, B3.14, B3.15, B3.16). This includes using tools like Progress Surveys and early alert flags to provide timely support to students (B3.17).

Improved SAO/SLO Process: Crafton Hills College developed a new tool and process for collecting Service Area Outcomes (SAOs) data (B3.18), aligning with the Outcome Cloud platform used for student learning outcomes (SLO) data (B3.19). The College also established SAO coaches (B3.20) and revised program review reporting requirements (B3.21) to integrate and streamline SAO/SLO efforts.

Equity-Focused Professional Development: The College increased Diversity, Equity, and Inclusion (DEI) training for faculty and staff, ensuring a focus on supporting equitable student success (B3.22, B3.23, B3.24, B3.25, B3.26, B3.27).

Effective Decision-Making Structures: Crafton Hills College's decision-making practices involve shared governance committees and feedback mechanisms from various senates and committees, reflecting effective institutional decision-making (B3.28, B3.29, B3.30, B3.31, B3.32, B3.33, B3.34, B3.35, B3.36).

Overall, Crafton Hills College's actions demonstrate a comprehensive commitment to continuous improvement, transformation, and addressing equity gaps, aligning with the 2024 ACCJC Accreditation Standards across numerous areas of institutional effectiveness and student success.

The Student Equity and Achievement (SEA) Committee at Crafton Hills College reviewed the disaggregated institutional set standards achievement outcomes on February 5, 2024 (B3.37). In addition to the strategies identified above, the CHC SEA Committee recommended examining the relationship between online and in person course success for Black / African American and Hispanic students. Initial examination shows that disproportionate impact exists for both groups of students for both in person and online classes (B3.38). However, the success rate for Hispanic students is higher (71.7%) in online classes when compared to Hispanic students taking in person classes (71%).

C. **Reflections on Assessments of Student Learning**

1. **Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?**

The College regularly scheduled campuswide sensemaking sessions during in-service to interpret and reflect on student learning outcomes (SLO) data, particularly between Fall 2021 and Fall 2022. During that span, the College's faculty reviewed and interpreted SLO data that was disaggregated by course characteristics, including by length of course (i.e., full-term or short-term) and instructional modality (i.e., asynchronous, synchronous, face-to-face, hybrid; see C1.1). Campuswide findings at the time indicated no difference in the percentage of students adequately achieving their SLOs between full-term courses (17+ weeks) and short-term courses (fewer than 17 weeks); however, synchronous courses did show a small advantage over asynchronous courses (C1.1). Faculty members were specifically tasked with examining these data in reference to their courses/disciplines and using the findings as a basis for the identification of strategies to mitigate or eliminate student learning gaps by course length and/or modality (C1.2). More recently, all full-time faculty members reviewed the College's SLO data disaggregated by institutional learning outcome (ILO) and general education outcome (GEO) with the aim of identifying campuswide patterns in quantitative and qualitative data (C1.3). A total of sixteen faculty groups examined evidence for all of the College's ILOs and GEOs. The findings revealed that 75% of the faculty groups (12 out of the 16 groups) reported the evidence that they reviewed indicated students acquired knowledge and skills associated with the ILO or GEO (C1.3 (in-service analysis of proposed actions). An analysis of qualitative evidence from faculty data in the SLO Cloud revealed opportunities for the College to enhance student learning and classroom instruction, including helping students and faculty adapt to online learning environments and better integration of ILOs/GEOs across more disciplines. (C1.4). This work resulted in revisions to the campuswide plan—the ILO/GEO Plan (C1.5)—designed to more intentionally acknowledge the specific actions the College needed to take to better support student learning. The three goals of the plan are: (a) Improve the outcomes assessment process campuswide, (b) effectively implement institutional learning outcomes (ILOs), and (c) effectively implement general education outcomes (GEOs). The specific actions codified in the plan include creating opportunities for faculty to discuss what critical thinking means for students across disciplines, offering faculty workshops allowing them to better align class assignments to student learning outcomes, collaborating with faculty in offering students the opportunity to hold mock job interviews, and exploring how to better incorporate new technology into the classroom (C1.5).

2. **How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?**

The College regularly disaggregates SLO data by course characteristics, namely course length and instructional modality (see C1.1). However, as of the Fall 2022 semester, the College piloted a faculty option to enter data into the SLO Cloud at a student-level, consistent with the Institutional Assessment Plan approved in Spring 2020 (C2.1). The entry of student-level SLO data remained in a pilot phase between Fall 2022 and Fall 2023 to allow for the College to gather and respond to input from faculty concerning the user interface and overall user experience. Nevertheless, the College has recorded

student-level data from thirty-three course sections representing 19 distinct courses during the pilot phase, including data from disciplines such and Math, English, and American Sign Language. Given the availability of student-level data, the College obtained initial findings concerning disaggregated SLO data by ethnicity and gender. Campuswide findings revealed a significant difference between White and Black/African American students with respect to SLO scores on the institution's four-point rubric. More specifically, findings indicated that White students achieved a significantly higher average score (*Mean* = 2.6) than did Black/African American students (*Mean* = 1.9; C2.2). The findings also indicated that White students achieved higher SLO scores (Mean = 2.6) than did Hispanic/Latinx students (Mean = 2.3), though this difference was not found to be substantially significant (effect size > .20; C2.2). The College also compared males (*Mean* = 2.3) and females (*Mean* = 2.4) and did not find the difference to be statistically meaningful (C2.2). The ethnicity-based findings are in line with other data findings showing the need to better support our Black/African American and Hispanic/Latinx student populations. Considering Crafton's Student Equity Plan focus on better supporting Black/African American and Hispanic/Latinx students, and its long-standing partnership with the USC Race & Equity Center, the College is well-positioned to support these racially minoritized student populations.

3. **What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?**

As of Spring 2024, the College, with the Academic Senate's endorsement (C3.1), will move forward with reconfiguring the SLO Cloud to only allow the submission of SLO data at the student-level. This will result in a significant increase in data volume that will enable more in-depth analyses of disaggregated outcomes data. The College is also in the process of developing a data dashboard that will allow faculty to review disaggregated student-level data that is specific to the courses that they teach—the dashboard will be available in the Fall 2024 semester. Combined with the fact that over 40% of full-time faculty have completed comprehensive training offered by the USC Race & Equity Center, the continued partnership with the center for the foreseeable future, and the role that the College's Professional Development Committee plays in supporting faculty with this work, Crafton believes that the previously illustrated efforts will make significant progress towards eliminating the aforementioned equity gaps. The College has multiple avenues by which to monitor its progress towards eliminating observed equity gaps. As noted earlier, one method is to integrate the use of the forthcoming dashboard into the training offered by the USC Race & Equity Center. Many of the strategies that already comprise the center's curriculum were designed to eliminate equity gaps as they relate to both student achievement metrics (e.g., course success rates, transfer rates, etc.) and student learning outcomes. Additionally, the College will monitor progress via regular review of its educational master plan, which focuses on eliminating gaps in student learning and achievement (C3.2). The College reviews the progress on its educational master plan at least once per month during the academic year with its Educational Master Plan Committee and shares its findings with the district's board of trustees. Moreover, the College's program review process requires programs to analyze their disaggregated data, including their SLO data, to identify potential equity gaps and propose plans to address them (C3.3). The College supports these efforts with the help of assigned program review coaches and/or researchers (C3.4). Lastly, the College will continue using the ILO/GEO Plan (C3.5) to document progress towards implementing various planned strategies and to document actions taken (and plans to take) to address observed patterns in disaggregated data. For example, one of the objectives developed based on the review of the ILO and GEO data was to set individual targets for each ILO and GEO. In Spring 2024, Faculty Department Chairs reviewed the last three years of ILO and GEO data and reviewed targets from the Institutional Effectiveness, Accreditation, and Outcomes

Committee (IEAOC) to help to determine a target for each GEO and ILO (C3.6). Because one of the years included, 2020-2021, was a pandemic year, they decided to review the three most recent years in Fall 2024 and develop the targets from the most recent data (C3.7).

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

Crafton Hills College uses Cascade, District's software tool for documenting its progress towards meeting board and College goals, to track and facilitate the implementation of its Educational Master Plan. When the Educational Master Planning Committee (EMPC) meets, the committee reviews programs and updates progress on the EMP objectives and key results. (D.1, D.2, D.3). Specifically, the committee reviews each measurable outcome for the five Strategic Directions and identifies the progress that the College has made on achieving its outcomes (D.4, D.5, D.6, D.7, D.8).

Strategic Direction 2 of Crafton's Educational Master Plan is to engage in practices that prioritize and promote inclusivity, equity, anti-racism, and human sustainability (D.9). Key Result 2.2.4 seeks to prioritize the implementation of activities in the College's equity plan to better support Black/African American and Hispanic/Latinx students. While focusing on improving the support of Black/African American and Hispanic/Latinx students, Crafton continues focusing efforts to support other disproportionately impacted groups such as LGBTQ+, differently abled, etc.

Throughout Crafton's mid-term report Crafton has highlighted efforts to address diversity, equity, and inclusion. In February 2024, the College's Student Equity and Achievement (SEA) Committee agreed to explore the prospect of using Cascade to assess the College's progress towards realizing objectives outlined in its Equity Plan (D.10, D.11) The use of Cascade will result in more intentional (and consistent) discussions about how the College can better support its minoritized populations, particularly Black/African American and Hispanic/Latinx students. This approach will dramatically impact Crafton's work in the next two years and will impact Crafton's self-evaluation.

As illustrated in areas A – D in Crafton's ACCJC Mid-Term report, Crafton is dedicated to fostering race-consciousness and equity in the classroom through comprehensive professional development integrated into the faculty evaluation process that empowers instructors with the tools and awareness necessary to create inclusive learning environments that address systemic disparities in student learning and success. For example, using disaggregated student equity data as a component of faculty evaluations encourages faculty to confront inequities head-on and adjust their practices to better support marginalized student populations (D.12). Additionally, the College encourages faculty members to review and adopt syllabus and classroom strategies from the USC Equity-Minded Syllabus Review (D.13). Equally important, the College budgeted equity funds to support monthly cultural events and professional development opportunities (e.g.: A2MEND, HACU, BHM, Hispanic Heritage Month, API, etc.). In addition, Crafton Hills College received the California Community Colleges Equity Champions for Black Students award in 2023 for having at least 65% of its Black associate-degree earners obtain ADTs and ensuring that Black students earn ADTs at rates comparable to their peers (D.14). To better support these efforts, the Office of Institutional Effectiveness, Research & Planning (OIERP) partnered with a third-party vendor to create a corresponding data dashboard allowing full-time and part-time faculty the opportunity to critically examine their specific section data by ethnicity,

gender, and age. This opportunity and access to specific instructor data will have a dramatic impact on Crafton's efforts to remove disproportionate impact as well as on Crafton's self-evaluation in two years. In addition to the disaggregated course success and roster data, Crafton is also supporting a third cohort of thirty instructors participating in the USC Race and Equity training. To date, the first cohort has not completed an entire year for comparison purposes; however, the spring course success rates increased from 69% to 72% for Hispanic students in those sections for the first term after the training. In addition, participants self-reported the level of understanding about race and equity increased from 50% to 100%. Moreover, most of the respondents stated that they planned to, "Change course materials, practices and policies that need to be more racially inclusive" in their courses (D.15). Moreover, the Institutional Effectiveness, Research, and Planning Office has also developed the CHC Streamlining Dashboard to identify equity gaps for student service programs (D.16).

An external factor that will impact Crafton's self-evaluation in two years will be the implementation of California General Education Transfer Curriculum (Cal-GETC). Passed in 2021, California created Cal-GETC to establish a unified class pathway to increase transfers from California Community Colleges to both CSU and UC systems. Cal-GETC goes into effect in Fall 2025.

Cal-GETC will reduce GE requirements in the CSU system by five credits and no longer includes the CSU Area E requirement: Lifelong Learning and Self-Development. In addition, the UC Language Other than English (LOTE) requirement will be removed and no longer listed as a GE area. As a result of these changes, kinesiology, health, and language courses other than English will no longer be a GE requirement to transfer to CSU and UC colleges. Crafton is currently working on pathway development in alignment with Cal-GETC and engaging in campus conversations around updated GE requirements and approaches to address the transition to Cal-GETC. Specifically, Cal-GETC might influence the accreditation self-evaluation process around curriculum alignment and advising and support services.

Curriculum Alignment. The College must demonstrate that Crafton's programs align with state and institutional objectives. With Cal-GETC in place, Crafton will need to ensure that the College GE curriculum meets the specific requirements outlined in the Cal-GETC framework. This alignment is crucial for demonstrating compliance with state transfer policies and facilitating a smooth transfer process for students.

Advising and Support Services. Crafton will need to advise students on academic pathways, including the new transfer options. With Cal-GETC influencing transfer pathways, Crafton must ensure that our advising services are equipped to guide students through the Cal-GETC requirements and help them make informed decisions about their academic and transfer goals.

E. Evidence

A1: Major Improvements
- A1.1: Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) Charge
- A1.2: IEAOC ACCJC Midterm Report Plan
- A1.3: Student Equity and Achievement Committee (SEAC) February 5, 2024, Minutes on Development of Midterm Report
- A1.4: IEAOC January 25, 2024, Minutes on Development of Midterm Report
- A1.5: ACCJC Midterm Report Worksheet
- A1.6: Professional Development Committee (PDC) February 2, 2024, Minutes on Development of Midterm Report
- A1.7: Enrollment Strategies Committee (ESC) February 5, 2024, Minutes on Development of Midterm Report
- A1.8: Education Master Plan Committee (EMPC) February 13, 2024, Minutes on Development of Midterm Report
- A1.9: Faculty Department Chairs Council February 2, 2024, Minutes on Development of Midterm Report
- A.10: Management Meeting February 6, 2024, Minutes on Development of Midterm Report
- A1.11: Student Services and Instruction DEI Strategies
- A1.12: 2022-2023 USC Race and Equity Training Presentation
- A1.13: 2023-2024 USC Race and Equity Training Presentation
- A1.14: Transforming the Tri-Centers: A university transfer, career, and counseling center initiative
- A1.15: Reimagining Career and Academic Pathways
- A1.16: CHC 2022-2023 UC Transfer Admit Rates
- A1.17: CHC 2023-2024 UC Transfer Admit Rates
- A1.18: ADT 2023 Champions Sheet
- A1.19: CHC 2020 Institutional Self-Evaluation
- A1.20: Academic Senate Minutes Illustrating Data to Inform Decision-Making
- A1.21: Faculty Chairs Agenda Illustrating Data to Inform Decision-Making
- A1.22: Enrollment Strategies Agenda Illustrating Data to Inform Decision-Making
- A1.23: Institutional Effectiveness, Accreditation, and Outcomes Agenda Illustrating Data to Inform Decision-Making
- A1.24: Faculty Chairs Summary from 2020 to Present Illustrating Data to Inform Decision-Making

A2: Response to Recommendations
- A2.1: Academic and Student Support SAO/SLO Submission Form
- A2.2: Academic and Student Support SAO/SLO Submission Form Database
- A2.3: Student Services Council Minutes for November 6th, 2023
- A2.4: PPR Rubric
- A2.5: PPR Handbook -- 14th Edition
- A2.6: EOPS Virtual VAR Training

A3: Continuous Improvement in Relation to 2024 Standards
- A3.1: CHC 2022-2025 Student Equity Plan
- A3.2: CHC 2022-2025 Student Equity Plan Executive Summary
- A3.3: Academic and Student Support SAO/SLO Submission Form
- A3.4: Academic and Student Support SAO/SLO Submission Form Database
- A3.5: Current DEI Instructional and Student Services Strategies
- A3.6: Course Success and Completion Disaggregated Dashboard
- A3.7: Demographics Dashboard
- A3.8: Degrees and Certificates Disaggregated Dashboard
- A3.9: CHC Mission
- A3.10: CHC Educational Master Plan
- A3.11: Student Services Council Minutes for November 6th, 2023
- A3.12: Academic and Student Support SAO/SLO Submission Form
- A3.13: Academic and Student Support SAO/SLO Submission Form Database
- A3.14: Equity Instructional and Student Services Strategies
- A3.15: Transforming the Tri-Centers: A University Transfer Center, Career Center, and Counseling Center Initiative
- A3.16: Empowering Student Success through the Implementation of Completion Teams
- A3.17: PPR Rubric
- A3.18: Student Services and Instruction DEI Strategies
- A3.19: 2022-2023 USC Race and Equity Training Presentation
- A3.20: 2023-2024 USC Race and Equity Training Presentation
- A3.21: IEAOC ACCJC Midterm Report Plan
- A3.22: Student Equity and Achievement Committee (SEAC) February 5, 2024, Minutes on Development of Midterm Report
- A3.23: IEAOC January 25, 2024, Minutes on Development of Midterm Report
- A3.24: ACCJC Midterm Report Worksheet
- A3.25: Professional Development Committee (PDC) February 2, 2024, Minutes on Development of Midterm Report
- A3.26: Enrollment Strategies Committee (ESC) February 5, 2024, Minutes on Development of Midterm Report
- A3.27: Education Master Plan Committee (EMPC) February 13, 2024, Minutes on Development of Midterm Report
- A3.28: Faculty Department Chairs Council February 2, 2024, Minutes on Development of Midterm Report
- A3.29: February 7, 2024, Academic Senate Minutes – Midterm Report
- A3.30: April 3, 2024, Academic Senate Minutes – Midterm Report Update
- A3.31: April 17, 2024, Academic Senate Minutes – Midterm Report Senate Voted to Recommend Approval without Second Read
- A3.32: EOPS Disaggregated SAO Data

B1: Review of Institutional Set Standards
- B1.1: MPC May 2, 2023, Minutes Illustrating Review of ISS
- B1.2: ISS 2022-2023 Document

B2: Analysis of Disaggregated Institutional Set Standards

- B2.1: ISS 2022-2023 Document with Disaggregated ISS Analysis

B3: Actions Taken in Relation to Institutional Set Standards

- B3.1: CHC 2022-2025 Student Equity Plan
- B3.2: CHC 2022-2025 Student Equity Plan Executive Summary
- B3.3: CHC Educational Master Plan
- B3.4: Course Success Rate Dashboards showing Decrease in DI groups
- B3.5: USC Race and Equity Training Instructor Recruiting Email
- B3.6: CTA Collective Bargaining Agreement
- B3.7: Example of Disaggregated Class Specific Course Success Rate data
- B3.8: Transforming the Tri-Centers: A university transfer, career, and counseling center initiative
- B3.9: Transforming the Tri-Centers: A University Transfer Center, Career Center, and Counseling Center Initiative
- B3.10: Student Services and Instruction DEI Strategies
- B3.11: CHC 2020 Institutional Self-Evaluation
- B3.12: Academic Senate Minutes Illustrating Data to Inform Decision-Making
- B3.13: Faculty Chairs Agenda Illustrating Data to Inform Decision-Making
- B3.14: Enrollment Strategies Agenda Illustrating Data to Inform Decision-Making
- B3.15: Institutional Effectiveness, Accreditation, and Outcomes Agenda Illustrating Data to Inform Decision-Making
- B3.16: Faculty Chairs Summary from 2020 to Present Illustrating Data to Inform Decision-Making
- B3.17: Reimagining Career and Academic Pathways
- B3.18: Academic and Student Support SAO/SLO Submission Form
- B3.19: Academic and Student Support SAO/SLO Submission Form Database
- B3.20: CHC In-Service (ILOs and GEOs) -- Fall 2021
- B3.21: PPR Rubric
- B3.22: 2022-2023 USC Race and Equity Training Presentation
- B3.23: 2023-2024 USC Race and Equity Training Presentation
- B3.24: CHC 2022-2025 Student Equity Plan
- B3.25: CHC 2022-2025 Student Equity Plan Executive Summary
- B3.26: Equity Instructional and Student Services Strategies
- B3.27: USC Race and Equity Training Instructor Recruiting Email
- B3.28: IEAOC ACCJC Midterm Report Plan
- B3.29: Student Equity and Achievement Committee (SEAC) February 5, 2024, Minutes on Development of Midterm Report
- B3.30: IEAOC January 25, 2024, Minutes on Development of Midterm Report
- B3.31: ACCJC Midterm Report Worksheet
- B3.32: Professional Development Committee (PDC) February 2, 2024, Minutes on Development of Midterm Report
- B3.33: Enrollment Strategies Committee (ESC) February 5, 2024, Minutes on Development of Midterm Report
- B3.34: Education Master Plan Committee (EMPC) February 13, 2024, Minutes on Development of Midterm Report

- B3.35: Faculty Department Chairs Council February 2, 2024, Minutes on Development of Midterm Report
- B3.36: Management Meeting February 6, 2024, Minutes on Development of Midterm Report
- B3.37: Student Equity and Achievement Committee February 5, 2024, Minutes on Analysis of ISS Disaggregated Data
- B3.38: Course Success Rate Disaggregated by Ethnicity and Instruction Method

C1: Learning Outcomes Assessment Results
- C1.1: CHC In-Service (ILOs and GEOs) -- Fall 2021
- C1.2: SLO Cloud Data Export -- 2020-2021
- C1.3: CHC In-Service (ILO & GEO Sensemaking) -- Spring 2022
- C1.4: CHC Chairs Council (ILO & GEO Sensemaking) -- Fall 2022
- C1.5: ILO/GEO Plan -- As of Spring 2024

C2: Disaggregated Outcomes Assessment Results
- C2.1: Institutional Assessment Plan
- C2.2: Disaggregated Student-Level SLO Findings

C3: Actions Taken in Relation to Outcomes Assessment Results
- C3.1: Academic Senate Minutes for February 7th, 2024
- C3.2: CHC Educational Master Plan
- C3.3: PPR Rubric
- C3.4: PPR Handbook -- 14th Edition
- C3.5: ILO/GEO Plan -- As of Spring 2024
- C3.6: IEAOC Minutes for April 25th, 2024
- C3.7: Chairs Council Agenda for May 3rd, 2024

D: Opportunities / Changes for Upcoming Self-Evaluation
- D.1: Educational Master Plan Committee, February 13, 2024, Minutes
- D.2: Educational Master Plan Committee, March 12, 2024, Minutes
- D.3: Educational Master Plan Committee, March 26, 2024, Minutes
- D.4: Strategic Direction 1 Update Notes
- D.5: Strategic Direction 2 Update Notes
- D.6: Strategic Direction 3 Update Notes
- D.7: Strategic Direction 4 Update Notes
- D.8: Strategic Direction 5 Update Notes
- D.9: CHC Educational Master Plan
- D.10: Student Equity and Achievement Committee February 5, 2024, Minutes
- D.11: CHC 2022-2025 Student Equity Plan
- D.12: Example of Disaggregated Class Specific Course Success Rate data
- D.13: USC Race and Equity Syllabus Guide
- D.14: ADT 2023 Champions Sheet
- D.15: USC Race and Equity Training Instructor Recruiting Email
- D.16: Streamlining Dashboard Disaggregated by Student Services and Demographics