

Substantive Change Application

Distance Education – 50% of Students or Courses

Directions: Complete each section, keeping narratives concise and direct. Should you have any questions, please contact substantivechange@accjc.org and we will be happy to assist you.

Email completed application to substantivechange@accjc.org.

Institution name:	Crafton Hills College		
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Select the type of Distance Education approval:

- 50 percent or more of all the institution's students enrolled in at least one course offered through distance education.

6,741 Total number of students | 3,624 Total number of students enrolled in at least one distance education course.

- 50 percent or more of all the institution's courses available to be offered in the distance education modality.

____ Total number of courses in catalog | ____ Total number of courses, not sections, available to be offered in distance education modality.

It is the institution's responsibility to demonstrate the effect of a substantive change on the quality, integrity, capacity, and effectiveness of the total institution. The substantive change process requires evidence of institutional planning, resource commitment to the proposed change, and evidence that following the change, the institution continues to meet the Eligibility Requirements, Accreditation Standards and Commission policies. References to the Accreditation Standards are intended to help provide the institution with a framework for its response, and along with the required documentation, align with federal regulations for accreditation standards¹. Your thorough responses to the questions below and submission of required documentation will assist ACCJC in making its determination.

Describe how the distance education modality is consistent with the mission of the institution (Standard 1.1).

The distance education modality at Crafton Hills College is a powerful extension of the [college's mission](#) to change lives by providing a transformational learning environment accessible to all. By offering online courses, Crafton Hills College removes barriers of distance, scheduling, and physical

¹ 34 CFR § 602.16(a)

presence, allowing students from diverse backgrounds and circumstances to pursue their educational goals in a way that fits their lives. This modality invites everyone—whether working professionals, high school students, parents, or those with unique learning needs—to engage in a supportive, inclusive environment.

Distance education also embodies the college’s commitment to excellence by leveraging technology to deliver high-quality instruction from talented faculty. Online platforms foster meaningful connections between instructors and students, encouraging transformative interactions that inspire and motivate, regardless of location. This approach strengthens community ties, inviting collaboration and support from faculty, staff, and leadership as students engage with the curriculum and grow in ways that align with their personal and academic ambitions.

The [Spring 2024 Distance Education Survey for Crafton Hills College](#) highlights how the distance education modality supports the college’s mission. Key findings indicate that online courses increase accessibility for diverse student populations, including those with work and family obligations, supporting Crafton's goal of inclusivity. Students reported positive experiences with online faculty support and instructional quality, reflecting the college’s commitment to excellence and transformational learning. Overall, distance education fosters a welcoming and flexible learning environment that aligns with Crafton’s dedication to empowering students across various backgrounds.

Describe how distance education will be integrated into the institution’s regular review of relevant and meaningfully disaggregated data to evaluate its progress and inform plans for improvement and innovation (Standard 1.3).

Crafton Hills College (CHC) integrates distance education into its regular review of disaggregated data by employing a structured and collaborative process that focuses on continuous improvement and innovation. Specifically, CHC collects disaggregated data related to distance education, including course enrollment, course retention, and course success rates (see [Course Enrollment, Success, and Retention](#)). The data is disaggregated by key demographics such as age, ethnicity, and gender.

Each year the Distance Education Program (DEP) at Crafton Hills College analyzes disaggregated data for online students in the Planning and Program Review (PPR). Specifically, the most recent completed year, DEP identified disproportionate impact (DI) among African American and LatinE students (see page 7, [Distance Education PPR](#)), and developed action plans to address the DI (see pages 33 and 34, [Distance Education PPR](#)).

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provides disaggregated data on student success, course completion, and equity metrics, including for DE courses (see [Course Enrollment, Success, and Retention](#)). These data are used in planning and program review processes to identify gaps and opportunities for improvement. Tools like dashboards enable departments to monitor assessment rates and outcomes.

In addition, programs regularly review their online programming in relation to equity. As an illustration, the English Program stated in their most recent program review that they “...continue to develop understanding and professional development around equity-minded teaching both online and face-to-face [see page 7, [English PPR](#)].”

Describe how the distance education modality meets students and curricular needs and promotes equitable student learning and achievement (Standard 2.6).

Distance education offerings help to mitigate commute challenges, in addition to other challenges like fitting classes into a work schedule, childcare/elder care schedule, etc. In addition, online classes allow a variety of students with differing needs to work at their own pace to meet weekly deadlines, rather than having to commit to a specific day/time per week. It also supports students with learning styles that are better suited to an online environment (learners who need more time to digest information, non-native English speakers who might need to look up definitions, etc.)

In Spring 2024, 412 Crafton Hills College students completed a distance education survey (see [Spring 2024 DE Survey 2.6](#)). The results of the survey illustrate how the DE modality meets student needs and promotes equitable student learning and achievement. Eighty-nine percent of the students felt that there are sufficient online offerings at Craton to meet their needs. Moreover, 93% of the student respondents felt that there were sufficient hybrid offerings, and 89% felt that there were sufficient remote synchronous offerings at Crafton Hills College. Equally important, 71% to 82% reported that the following online services were either very helpful or extremely helpful: technical support (75%), counseling (80%), library (80%), tutoring (82%), admissions and records (77%), and financial aid (71%). Students also identified the top three advantages of enrolling in online courses that address equitable and student learning and achievement:

- Allows students to complete work at their own pace and on their own schedule.
- Helps balance work, family, and education by fitting into busy schedules.
- Eliminates the need for community in and saves on gas and parking expenses.

In Fall 2024, all enrolled students were surveyed to gain their input to inform the scheduling of Fall 2025 classes (see [CHC Ten Minute Scheduling Feedback Survey – Fall 2025](#)). Two hundred and ninety-two students completed the survey. Fifty-five percent of the students want a form of online classes: asynchronous (32%), hybrid (14%), and synchronous (10%). In addition, 48% want to have the option of receiving services online (22%) or both in-person and online (26%). Equally important, 47% of students want to receive academic support services (e.g., library and tutoring) online (26%), and in person and online (21%). Moreover, two of the factors impacting whether students will register for Fall 2025 include the availability of online classes (13%) and the ability complete a degree/certificate by taking courses completely online (5%). Many of the students also recommended that Crafton offer more online asynchronous classes: “Please offer more Online Async classes for working professionals.”

To ensure the effectiveness of its distance education (DE) program, CHC has adopted an approval process for courses which are taught through alternative modalities (e.g., online or hybrid). Title 5, Section 55206 requires a separate course approval process for courses offered via DE. This regulation states: “if any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district’s adopted course approval procedures.” As a result, faculty and/or departments interested in developing an online/hybrid course are required to submit the course for DE delivery through the curriculum approval process. A [DE Addendum](#) (see page 4) to a course may be submitted to accompany a new course as a part of the course modification process or alone using the “DE Addendum Only” function in the CurricUNET system.

Describe how the institution designs and delivers equitable and effective services and programs (e.g., counseling, advising, tutoring, library, etc.) that support students in the distance education modality (Standard 2.7).

All student services departments offer online support services to support and sustain the distance education modality. The College utilizes online, face-to-face (F2F), email, and phone delivery methods to provide equitable access to its comprehensive student services for the following services (see [CHC Online Comprehensive Student Services](#)):

- [Admissions and Records](#)
- [Book Store](#)
- [California Work Opportunity and Responsibility to Kids \(CalWORKs\)](#)
- [Career Center](#)
- [Counseling](#)
- [Extended Opportunity Programs and Services \(EOPS\)](#)
- [Financial Aid](#)
- [Health Services](#)
- [International Students](#)
- [Student Accessibility Services \(SAS\)](#)
- [Student Success Workshops](#)
- [Scholarships](#)
- [Transfer Center](#)
- [Tutoring Center](#)
- [Veterans Center](#)

The Library has several databases that are free for students to use off campus (see [CHC Library Databases](#)). As part of a global consortium, students have access to a 24/7 chat so that a live Librarian can try to assist them (see [24/7 CHC Chat with a Librarian](#)). If the non-CHC Librarian cannot assist, they notify the CHC Librarians who then reach out to the student to assist. The CHC Library website also has over 80 Librarian authored LibGuides across all divisions and programs to help students remotely with program/discipline-specific resources (see [CHC LibGuides](#)). The LibGuides contain learning outside of the classroom opportunities for students to practice their research skills, build keyword vocabulary in their fields of study, learn by watching on-demand, how-to videos, and practice with a variety of built-in assessments.

The Library hosts workshops every semester delivered in-person and online to accommodate distance education students (see [CHC Library Workshops](#)). Workshop content includes Basic to advanced research skills, zine-making (as an alternative and renewable assignment), evaluating article results, searching library databases, online Library orientations in navigating the library websites, databases and resources and using online citation generators such as Zotero to collect, cite and organize research.

The Library launched a [Library Support Staff Certificate Program](#) in Fall 2024 that is fully online, flexibly asynchronous and is the first Library program in the 116 California Community College system that is fully Zero Textbook Cost (ZTC). The program courses support distance education learners in its fully online modality with innovative course content such as artificial intelligence technology tools, distance education library resources (databases, eBooks and librarian support) and allows students

the opportunity to create an electronic portfolio of their work meeting the core competencies of the program and preparing them for graduate level study.

The CHC Library supports distance education by providing technology loans such as Chromebooks, scientific calculators, hotspots, and a collection of audiobooks. Our textbook Reserves collections are available for all students regardless of modality and the free digital textbooks offered in the ZTC Library program are also offered in print format with multiple copies and varying loan periods. Students have the option to borrow a print copy of the assigned textbook for the library classes for as little as two hours to as long as three weeks.

The Tutoring Center provides tutoring services on campus and online for all CHC students, regardless of the modality of their classes (see [CHC Online Tutoring](#)). Online instructors can request an embedded tutor for their online section(s) to ensure online students have a similar experience to those in a face-to-face section with an embedded tutor.

Counselors can provide online services: orientation, develop educational plans, complete graduation checks, and conduct probation advising. Students can receive both in-person and online services (see [CHC Online Counseling](#)). Subsequently, the Starfish Degree Planner and early alert process also allow students to engage with these processes remotely.

Describe how the institution ensures that “regular and substantive interaction” occurs between students and instructors (*Policy on Distance Education and Correspondence Education*).

The College, with support from District Educational Technology, offers all online courses through Canvas. Faculty teaching online courses must demonstrate their competency using this online course delivery tool. Specifically, each faculty teaching online must complete course work and a process that is facilitated by the Academic Senate Educational Technology Committee, now the Distance Education Committee. In addition, [AP 4105](#) requires that instructors maintain regular and effective contact between instructor and students.

CHC publicly shares its policy on Regular and Substantive Interaction. The document provides minimum responsibilities for regular and substantive interaction (for example, use of regular announcements via the learning management system, regular use of discussion forums, timely responses to student emails/questions, etc.). CHC also shares a Canvas shell for evaluators of online courses so that peer and administrative observers can determine whether regular and substantive interaction is occurring in class (see [CHC Email Canvas Shell](#)). The Canvas Shell provides a checklist for the online course reviewer to help ensure regular and substantive interaction is occurring in the online course (see [Online Course Reviewer Checklist](#)). In addition, CHC DE Certification Training focuses heavily on regular and substantive interaction techniques and best practices.

Describe how the institution authenticates students in distance education courses (*Policy on Distance Education and Correspondence Education*).

All students must verify their identity by authenticating into the Canvas learning management system each time they login to access their online course (see [DE Academic Integrity Statement](#)). Admission and Records, in addition to department chairs and/or deans, inform all faculty of the Census deadline. The live schedule now also shows drop deadlines so faculty can see when Census is, as well. By clearly communicating the Census deadline, Crafton works to ensure that students or bots are dropped in accordance with our school policies before Census. In addition, the Vice President of Instruction, in collaboration with the Academic Senate, sends out an email on identifying possible fraudulent

students (see [CHC Possible Fraudulent Student Email](#)). The email includes strategies on how to identify fraudulent students in online classes and what to do if a faculty member believes that they have a fraudulent student.

Describe how the institution employs qualified faculty, staff, administrators, and other personnel to support and sustain the distance education modality (Standard 3.1).

CHC has 67% reassigned time Distance Education Faculty Lead who is Peer Online Course Review (POCR) trained (see [DE Faculty Lead JD](#)) and facilitates training every semester at no cost to faculty so that they can be trained to teach effective online courses at the college (see [Introduction to Online Teaching](#)). In addition, faculty can take two @ONE facilitated training courses, one on instructional strategies and course design and one on accessibility, followed by the capstone micro-course, the ABCs of Course Design (see [Instructor Verification Process](#)). There is also an equivalency process for faculty who receive training outside of CHC and there is a reciprocity agreement for faculty who are trained at either CHC or San Bernardino Valley so that faculty are certified to teach online if they complete training at CHC or Valley.

The Distance Education Coordinator also leads regular meetings for Peer Online Course Review so that CHC online courses can be badged on the CVC exchange and regular Distance Education Program meetings to keep the campus informed of updates/changes to our distance education policies, and practices.

The district has coordinated training for the Educational Planning Initiative sponsored by the Technology Center for the California Community Colleges. As part of the project, the district adopted Hobson's Starfish to provide electronic SEPs and a degree-audit process. Training was provided to all counselors using this system. A counseling retreat was held to give the opportunity for all counselors to assist in the revision and development of workshop structures as well as the review of Counseling SLO and SAOs.

The College has also provided training to classified staff to effectively provide support services online. During the pandemic the college enhanced all support services to be online modalities.

Describe the institution's fiscal resources to support and sustain the distance education modality (Standard 3.4).

The San Bernardin Community College District (SBCCD) has four dedicated team members to the Distance Education (DE) team that supports the DE initiatives at both Crafton Hills College and San Bernardino Valley College (see [DE Fiscal Support](#)). They provide technical support to SBCCD's Canvas instance as well as provide faculty training on the usage of Canvas. Crafton Hills College has a dedicated Distance Education (DE) Faculty Lead with 67% reassigned time, which is 23 hours a week. In addition, the Dean of Languages, Arts, and Academic Support works with the DE Faculty Lead to facilitate and support DE at Crafton Hills College.

Describe the institution's physical resources including, if applicable, equipment and supplies, to support and sustain the distance education modality (Standard 3.8).

All administrators, Counselors and Classified staff in student and academic support services have laptops, with cameras and microphones to support student's online modality. The Tutoring Center has twelve desktop stations for students. In addition, the library has seventy desktop stations for students

(general use, drop-in) and thirty-six desktop stations in the library instructional space that students can use if there is not a class or workshop in that space. Equally important, the Library works with Tech Services on a Chromebook and hotspot rental program for students free of charge (see [CHC Chromebooks](#)). The library also holds graphing calculators for semester-long loan periods and offers “zine kits” for students to check out to create zines as alternative and renewable assignments. Moreover, both the Library and Tutoring Center are open to all students in the district, regardless of whether they are taking an online or face-to-face class.

Describe the institution’s technology resources to support and sustain the distance education modality (Standard 3.9).

The district has four dedicated team members to the Distance Education team that supports the DE initiatives at both colleges (see [DE Fiscal Support](#)). They provide technical support to SBCCD’s Canvas instance as well as provide faculty training on the usage of Canvas. The trainings also include professional development on technical best practices when teaching in an online environment.

There is also support from the DE team on various vendor integrations that would include services such as plagiarism checking, proctoring, badging/kudos tracking, book publisher integrations and many others. In addition, there are also monthly Distance Education Coordination Council (DECC) meetings where the DE leads, professional development leads and deans work with the district DE support team to coordinate efforts, evaluate vendors and establish procedures (see [DECC Minutes](#)). The district also carries various software platforms i.e., Zoom, Cranium Cafe, Starfish eSARs, Canvas to support online support services. Subsequently, students can receive all face-to-face services online, such as tutoring, counseling, financial literacy, and basic needs information.

Describe how the institution’s decision-making structures support innovation and equitable student outcomes in the distance education modality (Standard 4.3).

Through the Program Review Process, the campus works to ensure that Crafton’s goals for equitable student outcomes in both face-to-face and online courses and programs are being met. Specifically, the distance education modality is incorporated into the decision-making structures through program review (see [Distance Education Program Review](#)) and the shared governance process (see [DE Committee Agenda](#)).

Required Documentation

Provide a hyperlink or include documentation for each item below. Be sure to provide a clear, descriptive name for each document.

- Documentation of the institution’s advertising and recruitment policies, demonstrating alignment with the [Policy on Institutional Advertising and Student Recruitment](#).
 - [Links to Show Implementation of the Policy on Institutional Advertising and Student Recruitment](#)
- Policies/processes for student complaints
 - Students can submit a complaint by visiting our [Student Complaints](#) online page. The website outlines the process for students file a complaint and how we manage complaints with due process.
 - [CHC Student Complaint Processes](#)
- Documentation of institution’s implementation of the required components of the Title IV Program (if applicable), including:
 - Findings from any audits and program/other review activities by the U.S. Department of

Education (ED)

- Evidence of timely corrective action taken in response to any Title IV audits or program reviews
- [Crafton Hills College Eligibility and Certification Approval Report](#)
- [Crafton Hills College Audit Report](#)

Supporting Evidence

Please provide any evidence that supports the narrative above as separate files. Please link evidence where appropriate in the narrative. Do not embed evidence files into the application.

[2024 Substantive Change Application Evidence](#)

Standard 1.1: DE Modality is Consistent with Mission

- [Crafton Hills College Mission](#)
- [Spring 2024 DE Survey](#)

Standard 1.3: DE Integration

- [Course Enrollment, Success, and Retention](#)
- [2023-2024 Distance Education PPR](#)
- [2024-2025 English PPR](#)

Standard 2.6: DE Modality Meets Student Needs

- [Spring 2024 DE Survey 2.6](#)
- [CHC Ten Minute scheduling Feedback Survey – Fall 2025](#)
- [Distance Education Addendum](#)

Standard 2.7: Delivers Equitable and Effective Services

- [CHC Library Databases](#)
- [24/7 CHC Chat with a Librarian](#)
- [CHC LibGuides](#)
- [CHC Library Workshops](#)
- [CHC Library Support Staff Certificate Program](#)
- [CHC Online Tutoring](#)
- [CHC Online Counseling](#)
- [CHC Online Comprehensive Student Services](#)

Policy on DE 1: Ensures Regular and Substantive Interaction

- [AP 4105 Distance Education](#)
- [CHC Regular and Substantive Interaction](#)
- [CHC Email Canvas Shell](#)
- [Online Course Reviewer Checklist](#)

Policy on DE 2: Authentication of Students in DE Courses

- [DE Academic Integrity Statement](#)
- [CHC Possible Fraudulent Student Email](#)

Standard 3.1: Employs Qualified Staff

- [DE Faculty Lead JD](#)
- [Introduction to Online Teaching](#)
- [Instructor Verification Process](#)

Standard 3.4: Fiscal Resources to Support DE

- [SBCCD Distance Education Fiscal Support](#)

Standard 3.8: Physical Resources to Support DE

- [CHC Chromebooks](#)

Standard 3.9: Technology Resources to Support DE

- [SBCCD Distance Education Fiscal Support](#)
- [Distance Education Coordination Council](#)

Standard 4.3: Institutions Decision-Making Structures to Support DE

- [Distance Education Program Review](#)
- [Distance Education Committee Agenda](#)

Required Documentation

- [Links to Show Implementation of the Policy on Institutional Advertising and Student Recruitment](#)
- [CHC Student Complaint Processes](#)
- [Crafton Hills College Eligibility and Certification Approval Report](#)
- [Crafton Hills College Audit Report](#)